Handouts
Handouts

5.1 List of Handouts featured in this pack

Handout 1 What is good mental health? Some characteristics
Handout 2 Good health – some ideas
Handout 3 Mental health – some definitions
Handout 4 What is a mentally healthy young person?
Handout 5 Helping hand
Handout 6 A mentally unhealthy school/college – some attributes
Handout 7 Something to think about
Handout 8 Thinking about what makes us mentally healthy
Handout 9 Resilience factors
Handout 10 Increasing resilience in a school/college
Handout 11 Thinking through stressors and anti-stressors in school/college life
Handout 12 Some stress factors for staff
Handout 13 Thinking through stressors in school/college
Handout 14 Whole-school/college approach diagram
Handout 15 Whole-school/college approach to promoting mental health: some things to think about
Handout 16 How our school/college promotes mental health: a quick ‘audit’ of 14 aspects of school/college life
Handout 17 Planning an initiative to promote mental health: Step 1
Handout 18 Planning an initiative to promote mental health: Step 2
Handout 19 Thinking through policy and mental health in our school/college
Handout 20 Thinking through how people in our school/college work together
Handout 21 Thinking through approaches to mental health promotion
Handout 22 Approaches to mental health in secondary schools and colleges
Handout 23 Some ground rules for a circle
Handout 24 Curriculum links to non-statutory framework PSHE
Handout 25 The curriculum and mental health promotion
Handout 26 Initiatives supporting mental health in local health and education authorities
Handout 27 Stress on happiness
Handout 28 Step-by-step guide to having a go
Handout 29 What a learning mentor is and is not
Handout 30 An example of a counselling service in a secondary school
Handout 31 Ways forward in promoting whole-school/college mental health
**Handout 1**

**What Is Good Mental Health? – Some Characteristics**

The following list resulted from a wordstorm of mental health professionals working in schools:

- energetic
- things to look forward to
- sense of what's important in life
- optimistic
- sense of achievement
- happy
- enjoys life
- feels affection for family, friends and members of the community as well as others of own age and ability
- able to deal with crises
- sense of fun
- being able to laugh at him or herself
- enjoys the natural world
- free from pain
- enough to eat
- has good times with friends
- is able to enjoy hobbies or work
- has good sleep
- has a sense of being valued
- feels able to make an impact on the world
- feels able to be creative and expressive
- is able to learn, work and succeed at things that are important
- has a feeling of purpose for the future, dreams and aspirations.

It might come as a surprise that so many of the attributes we value in good health relate to the state of mind and the moral/spiritual side of a person. In fact, many of the most important attributes of good health have less to do with physical ability or wellness, than how at ease or how happy, creative or energetic a person is – how they are ‘in themselves’. It follows that a person can be physically impaired, have learning difficulties or even a chronic illness and still be emotionally healthy.


Handout 2

**GOOD HEALTH – SOME IDEAS**

“Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”

*World Health Organisation*

“When we enjoy good health, we are able to make the most of the opportunities life has to offer. We can play a full part in our working lives, our family lives and our community lives ... Good health is fundamental to all our lives. We all treasure our own health, and the health of our families and friends. Good health is the bedrock on which we build strong families, strong communities and a strong country.”

*Saving Lives: Our Healthier Nation White Paper*

“Health is the basis for a good quality of life and mental health is of overriding importance in this.”

*United Nations Convention of the Rights of the Child Article 24*

**Mental health has personal, social and political aspects**

Good health, as we can see from these ideas is something that a person feels, from inside: how able a person feels to create, participate, relate and learn. It also has social aspects. Good health includes therefore a person’s:

- sense of self, and self-worth
- ability to develop relationships
- ability to participate in the community.

It follows that everyone needs to take an active part in assessing their own state of well-being, and in any measures aimed at improving their mental health.
MENTAL HEALTH – SOME DEFINITIONS

Mental health is about “… being confident and positive and able to cope with the ups and downs of life … [it includes emotional health, which is] about sleeping well, feeling energetic, creative, safe, accepted and concerned for others …”

Saving Lives: Our Healthier Nation White Paper

“Mental health is emotional and spiritual resilience which enables us to enjoy life and survive pain, disappointment and sadness. It is a positive sense of well-being and an underlying belief in our own and others’ worth”

World Mental Health Day Campaign

“What mental health means to me, is the ability to fully participate within the community, and not to be isolated through undue stress or anxiety.”

Community mental health worker, Oxfordshire
A mentally healthy child or young person is one who has the ability to:

- develop psychologically, emotionally, socially, intellectually and spiritually
- initiate, develop and sustain mutually satisfying relationships
- use and enjoy solitude
- become aware of others and empathise with them
- play and learn
- develop a sense of right and wrong
- resolve (face) problems and setbacks satisfactorily and learn from them.

This definition is taken from Bright Futures: Promoting children and young people’s mental health, published by the Mental Health Foundation.
Handout 5

HELPING HAND

Thumb: parents/carers/trusted friends

Palm: inner resources and values

Index finger: People in my community

Middle finger: College/School/workplace

Fourth finger: Books, music, pictures

Small finger: Interests/activities
### Handout 6

**A Mentally Unhealthy School/College – Some Attributes**

<table>
<thead>
<tr>
<th>For teachers</th>
<th>For children and young people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afraid</td>
<td>Afraid</td>
</tr>
<tr>
<td>Stressed/under pressure</td>
<td>Stressed/under pressure</td>
</tr>
<tr>
<td>No-one to talk to</td>
<td>No-one to talk to</td>
</tr>
<tr>
<td>Fear of humiliation (by manager, students)</td>
<td>Feeling belittled (by teachers, other pupils)</td>
</tr>
<tr>
<td>Feeling powerless (against management culture or peer culture of students)</td>
<td>Feeling powerless (against school/college culture or peer culture)</td>
</tr>
<tr>
<td>Not being listened to</td>
<td>Not being listened to</td>
</tr>
<tr>
<td>Not being able to contribute ideas</td>
<td>Not being able to contribute ideas</td>
</tr>
<tr>
<td>Isolated</td>
<td>Isolated</td>
</tr>
<tr>
<td>No room for creative input</td>
<td>No chance for creativity</td>
</tr>
<tr>
<td>Fear of being gossiped about</td>
<td>Being bullied</td>
</tr>
<tr>
<td>Not having the knowledge or skills to do the work expected</td>
<td>Not having the knowledge or skills to do the work expected</td>
</tr>
<tr>
<td>Not being able to manage workload</td>
<td>Not being able to manage workload</td>
</tr>
<tr>
<td>Unpleasant staff room</td>
<td>Unpleasant facilities, for example dirty toilets, gloomy playground</td>
</tr>
</tbody>
</table>
**Handout 7**

**Something To Think About**

**What makes a mentally health learning environment?**

- The school/college ethos and management style accord value and respect to all members of the learning community.
- The school/college has policies on behaviour, bullying, equal opportunities, health and safety and child protection which are consistently and fairly implemented.
- A senior staff member has responsibility for co-ordinating mental health promotion and social inclusion across the curriculum.
- Pupils have opportunities to participate in decision making.
- The physical environment is safe, clean, well cared for and attractive.
- Members of the local community are involved in the school/college, and the school/college is involved in the local community.
- All students have opportunities to participate in activities which encourage belonging, for example assemblies, team sports and activity clubs.
- The school/college has good relationships with other professionals.
- Students have opportunities to take responsibility.
- Teachers have opportunity for professional development.
- There are policies covering the welfare of all staff.
- There are opportunities for academic and non-academic involvement.

**What are the attributes of mentally healthy students?**

A mentally healthy school/college will foster the following attributes in young people:

- self-esteem
- physical, emotional, social, personal and spiritual growth
- resilience
- the ability to make good personal relationships
- the ability to develop appropriate conflict-resolution skills
- a sense of right and wrong
- the motivation to face setbacks, cope with them and learn from them
- a sense of belonging and desire for involvement in their school/college
- a belief in their ability to cope
- a range of problem-solving approaches
- an ability and desire to learn and reach their full academic potential
- a sense of being valued as a member of the school/college community.

*From Bright Futures: Promoting children and young people’s mental health, published by the Mental Health Foundation.*
**Handout 8**

**THINKING ABOUT WHAT MAKES US MENTALLY HEALTHY**

<table>
<thead>
<tr>
<th>What would I like to change?</th>
<th>What (event, relationship or activity) has helped me in my own life?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td></td>
</tr>
<tr>
<td>Physical growth</td>
<td></td>
</tr>
<tr>
<td>Emotional growth</td>
<td></td>
</tr>
<tr>
<td>Resilience</td>
<td></td>
</tr>
<tr>
<td>Ability to make good personal relationships</td>
<td></td>
</tr>
<tr>
<td>A sense of right and wrong</td>
<td></td>
</tr>
<tr>
<td>The motivation to face setbacks and learn from them</td>
<td></td>
</tr>
<tr>
<td>A sense of belonging</td>
<td></td>
</tr>
<tr>
<td>A belief in my ability to cope</td>
<td></td>
</tr>
<tr>
<td>How to solve problems</td>
<td></td>
</tr>
</tbody>
</table>
## Resilience Factors

<table>
<thead>
<tr>
<th>In the environment</th>
<th>In the family</th>
<th>In the child</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Wider supportive network</td>
<td>☐ At least one good parent-child relationship</td>
<td>☐ Being female</td>
</tr>
<tr>
<td>☐ Good housing</td>
<td>☐ Affection</td>
<td>☐ More intelligent</td>
</tr>
<tr>
<td>☐ High standards of living</td>
<td>☐ Supervision, authoritative discipline</td>
<td>☐ Easy temperament when an infant</td>
</tr>
<tr>
<td>☐ High school/college morale and positive attitudes with policies for behaviour, attitudes and anti-bullying</td>
<td>☐ Support for education</td>
<td>☐ Secure attachment</td>
</tr>
<tr>
<td>☐ Schools/colleges with strong academic opportunities</td>
<td>☐ Supportive relationships/marriage</td>
<td>☐ Positive attitude, problem solving approach</td>
</tr>
<tr>
<td>☐ Schools/colleges with non-academic opportunities</td>
<td></td>
<td>☐ Good communication skills</td>
</tr>
<tr>
<td>☐ Range of sport, leisure opportunities</td>
<td></td>
<td>☐ Planner, belief in control</td>
</tr>
<tr>
<td>☐ Appropriate relationships with adults</td>
<td></td>
<td>☐ Sense of humour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Strong faith</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Capacity to reflect</td>
</tr>
</tbody>
</table>
### Increasing Resilience In A School/College

<table>
<thead>
<tr>
<th>Some questions on increasing resilience in a school</th>
<th>Suggested solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can we increase support networks for students in our school/college?</td>
<td></td>
</tr>
<tr>
<td>How can we improve morale in our school/college?</td>
<td></td>
</tr>
<tr>
<td>How can we increase the range of academic opportunities for students at our school/college?</td>
<td></td>
</tr>
<tr>
<td>How can we increase the range of non-academic activities at our school/college?</td>
<td></td>
</tr>
<tr>
<td>How can we ensure that students at our school/college experience affection in appropriate ways?</td>
<td></td>
</tr>
<tr>
<td>How can we ensure an ethos in our school/college that supports education?</td>
<td></td>
</tr>
<tr>
<td>How can we encourage the building of trusting relationships in our school/college?</td>
<td></td>
</tr>
<tr>
<td>How can we encourage the development of a problem-solving attitude in our students?</td>
<td></td>
</tr>
<tr>
<td>How can we maximise students’ communication skills?</td>
<td></td>
</tr>
<tr>
<td>How can we encourage a sense of fun in our school/college?</td>
<td></td>
</tr>
<tr>
<td>How can we support students who wish to exercise their religious faith at school/college?</td>
<td></td>
</tr>
<tr>
<td>What opportunities can we provide for students to reflect on their life experiences?</td>
<td></td>
</tr>
<tr>
<td>How can we further reduce the experience of failure for those children and young people with literacy or other learning difficulties?</td>
<td></td>
</tr>
<tr>
<td>School/college-life stressor</td>
<td>Anti-stressor</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Handout 12

**Some Stress Factors for Staff**

The following are risk factors for low staff morale:

- high staff absence
- fear of violence in the workplace
- below 20 per cent 5 or more A*-C (or 70 per cent level 4) or below average SSATS results
- sense of not being valued
- limited opportunities for further training and development
- high pupil mobility (sometimes called ‘turbulence’)
- staff arriving late/leaving early
- lack of involvement in decision-making processes
- lack of support
- lack of autonomy
- high staff turnover
- no parental involvement
- no out-of-school/college activity.
# Handout 13

## Thinking Through Stressors in School/College

<table>
<thead>
<tr>
<th>Stress factor</th>
<th>Effect on atmosphere or ethos of school/college</th>
</tr>
</thead>
<tbody>
<tr>
<td>High staff absence</td>
<td></td>
</tr>
<tr>
<td>No out-of-school/college activity</td>
<td></td>
</tr>
<tr>
<td>Fear of violence in the workplace</td>
<td></td>
</tr>
<tr>
<td>Sense of not being valued</td>
<td></td>
</tr>
<tr>
<td>Limited opportunities for further training and development</td>
<td></td>
</tr>
<tr>
<td>Lack of support</td>
<td></td>
</tr>
<tr>
<td>Lack of autonomy</td>
<td></td>
</tr>
<tr>
<td>No parental involvement</td>
<td></td>
</tr>
<tr>
<td>High staff turnover</td>
<td></td>
</tr>
<tr>
<td>Lack of involvement in decision-making processes</td>
<td></td>
</tr>
<tr>
<td>Staff arriving late/leaving early</td>
<td></td>
</tr>
<tr>
<td>High pupil mobility</td>
<td></td>
</tr>
<tr>
<td>Exam results at GCSE below 20 per cent 5 or more A*-C (or 70 per cent level 4) or below average SSATS results</td>
<td></td>
</tr>
</tbody>
</table>
Handout 14

WHOLE-SCHOOL/COLLEGE APPROACH DIAGRAM

Our school/college

giving pupils a voice

teaching and learning styles

leadership and management

policy development

curriculum planning

school/college culture, atmosphere, ethos

school/college environment

working with external agencies

assessing, recording, reporting and celebrating pupils’ achievement

provision of pupils’ support services

staff professional development needs, health and welfare

partnerships with parents/carers

special facilities such as libraries

involvement of local community

provision of pupils’ support services

Adapted from National Healthy School Standard Guidance published by the Health Development Agency.
### Whole-School/College Approach to Promoting Mental Health: Some Things to Think About

<table>
<thead>
<tr>
<th>Aspect of school's/college's life</th>
<th>Examples of questions to ask</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/college culture, atmosphere, ethos</td>
<td>• Does our school/college celebrate all members of the school/college community? • Does it celebrate children and young people? • Do children and young people feel valued? • Does the school's/college's organisation and culture support students’ spiritual, moral, social and cultural development? • Do teachers feel supported by colleagues in managing difficult day-to-day events? • Are parents made to feel welcome? • What efforts are made to build a sense of belonging to class/school/college. For example, house systems, circle time, performances, class presentations, team sports? • What is done to include young people? • Has thought been given to those who might feel left out, for example children with physical disabilities, refugee children? • How are visitors welcomed to the school/college? • Is there consistent and fair application of policies such as anti-racism and anti-bullying by all?</td>
</tr>
<tr>
<td>Leadership and management</td>
<td>• Is mental health promotion seen as contributing to school/college improvement? • Are mental health promotion measures included in the school/college development plan? • Are the head teacher and governors prepared to support mental health promotion initiatives in the school/college by agreeing to non-contact time for those involved in taking initiatives forward? • Do professional development plans include training in PSHE and citizenship for all staff? • How are non-teaching staff included in decision-making and in implementing whole-school/college policies?</td>
</tr>
<tr>
<td>Handout</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching and learning styles</strong></td>
<td></td>
</tr>
<tr>
<td>- Do staff treat each other with respect and kindness, modelling the behaviour they expect from students?</td>
<td></td>
</tr>
<tr>
<td>- Do SMT members take care to present positively information given to teachers on new initiatives and requirements from outside bodies?</td>
<td></td>
</tr>
<tr>
<td>- Is the classroom climate respectful and participative?</td>
<td></td>
</tr>
<tr>
<td>- Are teachers aware of different teaching styles, and how they can be used to design lessons that will match the learning styles of a wide variety of students?</td>
<td></td>
</tr>
<tr>
<td>- Is consideration given in lessons to how to meet individual students' special educational needs?</td>
<td></td>
</tr>
<tr>
<td><strong>Policy development</strong></td>
<td></td>
</tr>
<tr>
<td>- What policies have been developed to encourage social inclusion?</td>
<td></td>
</tr>
<tr>
<td>- Does the school/college have mechanisms for involving the whole-school/college community in policy development such as including students and parents?</td>
<td></td>
</tr>
<tr>
<td>- Do policies clearly define roles and responsibilities for each part of the school/college community?</td>
<td></td>
</tr>
<tr>
<td><strong>Curriculum planning</strong></td>
<td></td>
</tr>
<tr>
<td>- Does the PSHE curriculum cover mental health, social skills, communication skills, grief and loss, racism and bullying?</td>
<td></td>
</tr>
<tr>
<td>- Is physical education used to teach the value of co-operation and teamwork and to promote good behaviour?</td>
<td></td>
</tr>
<tr>
<td>- Are links made between mental health promotion and other curriculum areas, for example science, humanities and art?</td>
<td></td>
</tr>
<tr>
<td><strong>Working with external agencies</strong></td>
<td></td>
</tr>
<tr>
<td>- Does the school/college take advantage of a range of resources to help in planning?</td>
<td></td>
</tr>
<tr>
<td><strong>School/college environment</strong></td>
<td></td>
</tr>
<tr>
<td>- Are there hidden areas where young people could be bullied?</td>
<td></td>
</tr>
<tr>
<td>- Are there both spaces for boisterous play and ball games and quieter spaces in the playground?</td>
<td></td>
</tr>
<tr>
<td>- Are younger children able to approach adults or older children if they feel uncomfortable or frightened at break times or on their way to and from school/college?</td>
<td></td>
</tr>
</tbody>
</table>
| **Giving pupils a voice** | • Are the lunch areas, toilets and other facilities pleasant and clean?
• Is the school/college pleasantly decorated, clean and cared for?
• Are there particular times of day when students are more at risk, for example before school/college, moving down corridors?
• Is the staff room a pleasant, comfortable place?

| **Provision of pupils' support services** | • Do students’ views influence teaching and learning in PSHE and citizenship?
• Are students encouraged to take responsibility for some aspects of school/college life, for example through a peer support programme?
• Are students able to be involved in policy development, for example through a school/college council?

| **Staff professional development needs** | • What arrangements does the school/college have for support programmes such as academic mentoring and counselling?
• When there are concerns about a student’s mental health are staff aware of procedures that should be followed?
• Are there procedures in place to cover these eventualities?
• What practical steps are taken to work with students at risk of exclusion from school/college?
• Is the school/college able to be flexible in meeting the needs of young people who are carers, for example in allowing time out of lessons at difficult times, telephone calls home for young people worried about parents?
• Are the staff aware of the potential difficulties faced by young people such as gays and lesbians, children from minorities, carers, cared-for children and disabled children?
• Does the school/college have a bereavement policy?
• Do the staff have regular updates on child protection policy and procedures?
• Are staff aware of how to work with a young person whose first language is not English?

| **Staff professional development needs** | • Do teachers have good access to professional development opportunities such as a regular review process and training opportunities?
How are staff helped to deal with the stress of teaching?
How do staff support each other and contribute to team working?
Is the environment peaceful and conducive to working?
Are staff involved in decision making about policies?
Is there the opportunity for staff to undergo training on mental health/emotional literacy issues?
Are staff given the opportunity to share information, learning and experience with other schools?
What are the mechanisms for staff to receive positive feedback about their performance?
Does the school/college have a staff care policy?
Are there events for staff outside of school/college?
Has the school/college considered the Investors in People framework to help with the identification of staff’s development needs?
Is there opportunity for continuing professional development and further training?

Partnerships with parents/carers

Does the school/college provide parents with regular information?
Is feedback to parents regular and timely on both positive and negative aspects of their child’s behaviour?
Does the school/college provide any opportunities for parents or others to take part in learning activities?
Are efforts made to involve male parents/carers as well as female parents/carers?
Are parents and other local people involved in activities in the school/college?
Are home-school agreements developed in consultation with parents/carers and implemented?
Do parents feel able to let the school/college know of home stresses that might be impacting on the learning of their child?
Are parents involved in policymaking, for example through a parent-teacher association?
| Involvement of local community | Does the school/college reflect the local community?  
| What collaboration is there with other professionals working with the children, for example school nurses, educational psychologists, CAMHS? |
| Special facilities such as libraries – are they utilised? | Are there books or displays available which facilitate discussion of or common issues such as change, losing friends, fear and divorce? |
| Assessing, recording and reporting pupils’ achievement | Are assessments carried out in ways that boost self-confidence and motivate learning?  
| Are pupils’ achievements (academic and non-academic) celebrated in the school/college community? |
## Handout 16

### How our school/college promotes mental health: a quick ‘audit’ of 14 aspects of school/college life

<table>
<thead>
<tr>
<th>Aspect of school/college life</th>
<th>Areas we could improve</th>
<th>Measures our school/college has in place</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/college culture, atmosphere, ethos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership and management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching and learning styles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working with external agencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School/college environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving pupils a voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of pupils’ support services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff professional development needs, health and welfare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partnerships with parents/carers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involvement of local community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special facilities such as libraries – are they utilised?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessing, recording and reporting pupils’ achievements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Handout 17

**Planning An Initiative To Promote Mental Health: Step 1**

<table>
<thead>
<tr>
<th>What would I like to change?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What change would I like to see? (pick one from Handout 16)</td>
</tr>
<tr>
<td>What would be a realistic starting point?</td>
</tr>
<tr>
<td>What would the first step be?</td>
</tr>
<tr>
<td>What steps can I take in the next term?</td>
</tr>
<tr>
<td>What steps can I take in the following terms?</td>
</tr>
<tr>
<td>What problems can I foresee?</td>
</tr>
<tr>
<td>What support can I get?</td>
</tr>
</tbody>
</table>
# Handout 18

## Planning An Initiative To Promote Mental Health: Step 2

<table>
<thead>
<tr>
<th>Idea for an initiative: planning sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
</tr>
<tr>
<td>(and position)</td>
</tr>
<tr>
<td><strong>Name of school/college</strong></td>
</tr>
<tr>
<td>(address and contact details)</td>
</tr>
</tbody>
</table>

**Brief description of school/college**
- Location
- Numbers (teacher/students)
- Diversity
- Special features/challenges

**Brief description of my plans for an initiative**
- What my aim is
- What I plan to do
- Who I will involve (eg students, teachers, governors, staff)
- Any problems I foresee at this stage

**Where I can get support**
- Inside the school/college
- Other sources of support

**Key dates**
Time-scale for the project
- Start date
- Key stages
  1.
  2.
  3.
- Implementation
- Review
# Handout 19

## Thinking Through Policy And Mental Health In Our School/College

<table>
<thead>
<tr>
<th>Type of policy</th>
<th>How does it relate to mental health in schools/college?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal opportunities</td>
<td></td>
</tr>
<tr>
<td>Special needs</td>
<td></td>
</tr>
<tr>
<td>Sex education</td>
<td></td>
</tr>
<tr>
<td>Bereavement</td>
<td></td>
</tr>
<tr>
<td>Behaviour</td>
<td></td>
</tr>
<tr>
<td>Drugs</td>
<td></td>
</tr>
<tr>
<td>Anti-racism</td>
<td></td>
</tr>
<tr>
<td>Anti-bullying</td>
<td></td>
</tr>
<tr>
<td>Social relationships</td>
<td></td>
</tr>
<tr>
<td>Parent/carer partnership</td>
<td></td>
</tr>
<tr>
<td>Critical incident</td>
<td></td>
</tr>
<tr>
<td>Continuing professional development</td>
<td></td>
</tr>
<tr>
<td>Pastoral care</td>
<td></td>
</tr>
<tr>
<td>Emotional literacy</td>
<td></td>
</tr>
</tbody>
</table>
Handout 20

**THINKING THROUGH HOW PEOPLE IN OUR SCHOOL/COLLEGE WORK TOGETHER**

<table>
<thead>
<tr>
<th>Sector of our school/college community</th>
<th>Participation mechanisms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>Teaching staff</td>
<td></td>
</tr>
<tr>
<td>Senior management team</td>
<td></td>
</tr>
<tr>
<td>Non-teaching staff</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
</tr>
<tr>
<td>Governors</td>
<td></td>
</tr>
<tr>
<td>School/college-community liaison</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
## Handout 21

**THINKING THROUGH APPROACHES TO MENTAL HEALTH PROMOTION**

<table>
<thead>
<tr>
<th>Approach</th>
<th>What it is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buddy system</td>
<td>Circle of friends Emotion literacy Ground rules (group agreement)</td>
</tr>
<tr>
<td>Circle time</td>
<td>Inclusiveness Multiple intelligences Paired learning Peer support</td>
</tr>
<tr>
<td>Circle of friends</td>
<td>School/college councils</td>
</tr>
<tr>
<td>Emotional literacy</td>
<td>Whole-school/college approach</td>
</tr>
</tbody>
</table>

How it might promote mental health in schools/colleges
### Approaches to Promoting Mental Health

<table>
<thead>
<tr>
<th>Approach</th>
<th>What it is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buddy system</td>
<td>A system in which a student becomes the ‘buddy’ usually of a younger child or group of children. In some a year 12 student will become the buddy for a year 7 tutor group. The older ‘buddy’ forms an informal support for the younger child(ren) and may be their first port of call in troubled times (see peer support below).</td>
</tr>
<tr>
<td>Circle time (also called quality circle time and circle work)</td>
<td>A discussion technique for problem-solving which can be used for a variety of purposes, including delivering the PSHE curriculum and promoting social cohesion in a class. It involves a whole class or group in discussion while seated in a circle, facilitated by a teacher or leader. Strict ground rules (see below) ensure emotional ‘safety’ and respectful listening.</td>
</tr>
<tr>
<td>Circle of friends</td>
<td>A group of five or six children who meet regularly with the focus child over a period of several weeks. Their role is to provide unconditional friendship and support for the child while encouraging him/her to change aspects of their behaviour. The focus child benefits from improving social and networking skills, the circle group benefits in developing problem-solving, empathy and advocacy skills.</td>
</tr>
<tr>
<td>Emotional literacy</td>
<td>Emotional literacy is defined as the ability of a person to recognise, understand, handle and appropriately express their emotions. Part of the overall ability of a person to live life successfully, emotional intelligence is part of ‘multiple intelligences’ young people can be trained to maximise. Daniel Goleman’s book <em>Emotional Intelligence: Why it can matter more than IQ</em> shows how over-emphasising the cognitive aspects of intelligence misses the contribution that emotions make to our thinking and decision-making.</td>
</tr>
<tr>
<td>Ground rules (group agreement)</td>
<td>Is a term used to describe a set of principles agreed to by participants, to promote trust and facilitate group discussion. Often used in discussions where material is likely to be of a personal or controversial nature.</td>
</tr>
<tr>
<td><strong>Handout</strong></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td><strong>Inclusiveness</strong></td>
<td>Refers to work on providing an open and welcoming environment in which there is a problem-solving mentality, tolerance for difference and celebration of diversity. An inclusive environment is one which recognises a social, rather than medical model of disability, acknowledging that problems are often caused by attitudes to difference, rather than difference itself.</td>
</tr>
<tr>
<td><strong>Multiple intelligences</strong></td>
<td>Refers to theory which argues that successful living requires many different kinds of intelligence and inspiration for work on emotional intelligence (see above).</td>
</tr>
<tr>
<td><strong>Paired learning</strong></td>
<td>A system in which a younger child who feels unconfident about a subject area will be paired with an older child, who receives some basic coaching before working with the younger child for a specified time each week. The relationship can become quite friendly, and the younger child may use their ‘pair’ as a sounding board for anything that is hampering their progress or happiness at school/college.</td>
</tr>
<tr>
<td><strong>Peer support</strong></td>
<td>Name given to a range of initiatives that build on the natural willingness of most young people to behave in friendly and co-operative ways and the fact that as a first choice, most students in trouble would turn first to friends of their own age. Includes approaches such as co-operative group work, circle time, befriending schemes, circle of friends, conflict resolution-mediation, mentoring schemes and counselling (or listening)-based schemes.</td>
</tr>
<tr>
<td><strong>School/college councils</strong></td>
<td>A method of involving students in the running of a school/college, which can have many benefits for mental health promotion, including, educating students in citizenship, increasing participation, reducing disaffection and exclusions (in that students get a powerful message that their views are important and that they are treated with respect), teach students that they should ‘look out’ for one another and be able to express grievances, and that problems can be sorted out.</td>
</tr>
<tr>
<td><strong>Whole-school/college approach</strong></td>
<td>Refers to any approach to increasing well-being that takes account of school/college community as a whole (rather than just teachers and students), and the whole life of the school/college (rather than just the curriculum) and is interested in ‘process’ as well as ‘product’.</td>
</tr>
</tbody>
</table>
Some Ground Rules for a Circle

- No one may put anyone down.
- No one may use any name negatively, creating ‘safety’ for all individuals in the group, and those likely to be referred to, including parents and teachers.
- When someone is speaking, everyone must listen.
- Everyone has a turn and a chance to speak.
- All views are taken seriously.
- Members of the class team suggest ways of solving problems.
- Individuals can accept help or politely refuse it.

Source: Circle Time: A much-neglected resource in secondary schools by Marilyn Tew.

Throughout a circle time meeting, ground rules strictly apply. Action is taken if someone persists in breaking a ground rule. However, peer pressure to keep the ground rules and the nature of the subject matter make action largely unnecessary.
Handout 24

Curriculum Links To Non-Statutory Framework PSHE

Personal Social Health Education
1. Developing confidence and responsibility and making the most of their abilities.
2. Developing a healthy, safer lifestyle.
3. Developing good relationships and respecting differences between people.
4. Breadth of opportunities, including taking responsibility, feeling positive about themselves, participating, making choices and decisions, meeting and working with people, developing relationships, considering moral and social dilemmas, finding and providing advice and preparing for change.

Statutory Order for Citizenship
1. Knowledge, skills and understanding about becoming informed citizens.
2. Developing skills of enquiry and communication.
3. Developing skills of participation and responsible action.
# The Curriculum and Mental Health Promotion

<table>
<thead>
<tr>
<th>Buddy system</th>
<th>Non-statutory PSHE curriculum</th>
<th>Citizenship curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circle of friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paired learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer support</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Initiatives Supporting Mental Health In Local Health And Education Authorities

<table>
<thead>
<tr>
<th>Initiative</th>
<th>How could it promote mental health in schools/colleges?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health authority</strong></td>
<td></td>
</tr>
<tr>
<td>● Health Action Zones</td>
<td></td>
</tr>
<tr>
<td>● Health Improvement Plan (HIMP)</td>
<td></td>
</tr>
<tr>
<td><strong>Local Education Authority</strong></td>
<td></td>
</tr>
<tr>
<td>● Education Action Zone</td>
<td></td>
</tr>
<tr>
<td><strong>Local authority</strong></td>
<td></td>
</tr>
<tr>
<td>● Local Agenda 21</td>
<td></td>
</tr>
<tr>
<td>● CAMHS policy</td>
<td></td>
</tr>
</tbody>
</table>
Handout 27

Stress on Happiness

“Anxieties and worries are unavoidable but some people cope better than others and we should learn from them.”

Ray Rumsby, manager of Norfolk Well Being Project, quoted in the Times Educational Supplement

The key issues

- Excessive workload.
- Not knowing where to go for help.
- Lack of coping strategies.

Strategies that help

- Whole staff training in mental health promotion.
- The empowerment of teachers to resolve work-load issues and sort out staffroom conflicts.
- Techniques that promote relaxation, health and fitness.
- Work smarter not harder.
- Persuade everybody to be part of the well-being programme.
- Well-being groups and a well-being notice board.
- Personnel development policies.
Step-by-Step Guide To Having A Go

Some steps in setting up a peer counselling scheme

- Recognise the problem. The importance of taking this step cannot be overestimated. Every school/college has a bullying problem of some kind.

- Resolve to be proactive about solving the problem.

- Make it a whole-school/college approach: staff, parents, governors, students – everyone!

- Involve students actively from the start.

- Get advice from people who have some experience – look out for examples of good practice.

- Be organised – this is very important.

- Be prepared – look at practical things like a room.

- Get proper training – this is a must.

- Sell it – use whatever opportunities you can, the newsletter, staff meetings, student planner, assemblies, annual report and website to let people know how it is going.

- Evaluate it – informally, anecdotally and formally at the end of the academic year. Student council can help with the evaluation of many initiatives, such as the introduction of vertical tutoring.

- Go for it!
Handout 29

What a learning mentor is

- A role model
- An active listener
- An observer
- A reflector/facilitator
- An advocate/supporter
- An encourager
- A professional friend
- A challenger of assumptions
- A guide target negotiator
- A confidant
- A helper

What a learning mentor is not

- Teacher
- “Behaviour support” person
- Corridor monitor
- Baby-sitting service
- Disciplinarian

A learning mentor will not

- Tell you off
- Baby-sit you
- Teach your lessons
Handout 30

**AN EXAMPLE OF A COUNSELLING SERVICE IN A SCHOOL/COLLEGE**

**What is it?**
Counselling provides people with a chance to talk to someone in a safe, confidential space, without any difficulties.

The counsellor will listen to the pupil and together they will try to understand what is going on and how it could be different.

**Who is it for?**
Anyone who is feeling:
- stressed about work, school, college, exams
- having problems with friends, family or teachers
- lonely, isolated or worried
- unsure what to do
- there is not anyone around to talk to or to understand them.
Handout 31

Ways Forward In Promoting Whole-School/College Mental Health

- **Start with people, not policies.** Policies have an important role to play in affirming the ethos of a school or college. They are most useful when they are brief and give a clear description of the ethos of your school or college. Policies also need to be revised periodically, as the school/college discusses new issues and learns new things.

- **Seek out opportunities to work with key people,** both teachers and students, as individuals and in small groups, affirming good practice and trusting that this will help build a climate in which positive mental health can flourish.

- **Expect to be in for the long haul.** Do not be surprised by setbacks, and deal with them positively.

- **Use the expertise of all those in the community** who have an interest in the well-being of children. It is important to beware, though, that different disciplines use different theoretical models. It can be difficult talking to professionals who see symptoms divorced from the person and their environment.

- **A school/college needs to be welcoming,** both in environment and in the way that it relates to the community, and respectful dialogue needs to be modelled at all times.

- **Ensure that young peoples’ views** of what is ‘fair’ are included along with those of the adults in the school/college.

- **Celebrate achievement** in a way that is not elitist and that allows every child to feel valued.

- **Ideally there should be at least one adult in the school/college who would notice** if all was not well with a young person.

Advice for those in leadership roles in schools and colleges: Cultivate generosity of spirit. Listen. Avoid being judgmental. Be resilient.
Case studies
This section provides five real-life case studies of schools that have been trying to implement a whole-school approach to promoting mental health. As you follow their ups and downs, we hope that you will find echoes from your own experiences, as well as some new ideas. The case studies are the result of interviews between the author and staff at each school.

6.1 Flegg High School

“You can’t teach active citizenship in one period on a Monday afternoon. It is all about getting pupils involved, taking responsibility, knowing they matter.”

Deputy head

“At the end of the day this is our school.”

Peer programme executive member

Originally built to accommodate 500, Flegg High School is now a thriving community of 750 students, located outside the small town of Martham in Norfolk.

Flegg's concern with promoting mental health in its students was sparked off some time ago. “Eight years ago we became concerned about bullying in the school. It isn’t that it is any worse than anywhere else – show me a school where there is no bullying – but we decided we wanted to do something about it. Other initiatives have evolved from there. This work is now very much part of the school's identity,” says the deputy head.

“We prided ourselves on being ‘the telling school’. But we realised there was something missing – the children themselves! Often a teacher is the last person a child wants to talk to if they are having troubles. Pupils have a very important role to play in anti-bullying strategies. They have wonderful skills.

“This is definitely not something that can be achieved overnight. Our main aims in doing this are simple: to help students of all ages feel safe in our school and to ensure as far as we can that they enjoy it here. That is important both for their general well-being and their academic achievement.”

The work has been funded through grants from specific organisations, including Barclays’ New Futures scheme, and uses the PSHE and staff training budget lines creatively. The extra money has helped, but schools must make a commitment to promoting mental health and enshrine its values in policies. “It’s a matter of where you put pupil (and staff) well-being in your priorities. It’s very high up in ours.”
Flegg’s whole-school approach

In Flegg’s case, the peer programme works because it is part of a school which values and seeks opportunities for student involvement. There is also:

- an active student council, with responsibilities for school environment, curriculum, charities and pupil welfare
- a house system that cuts across year groupings
- a vertical tutoring system in which students stay with the same tutor throughout their time at secondary school
- a “terrifically pro-active prefect system” in which prefects take an active role both with students and teachers in the school.

The school has policies on a range of issues to support well-being in the school, including anti-bullying and anti-racism. Nonetheless, staff are very aware that a policy is only any good if it works. “It’s people who make policies work,” says the deputy head.

Investing in staff

“The key issues [for teachers] were workload, not knowing where to go for help and a lack of coping strategies.”

Member of staff

“Staff have to know that their well-being is important, too. We were one of the first organisations to apply for Investors in People, a stringent national scheme for businesses. We have been re-evaluated twice since then and continue to make the mark. We are also participants in the Norfolk Well-being scheme, which aims to create ‘healthy institutions staffed by happy people’. We have created a wonderful staff room here, in a big, light room with a view and a kitchen. It is well used. Staff enjoy coming here. That’s just one example of what this approach means in practice”, explains the deputy head.

The educational psychologist, who visits the school once a week to work with children is also very conscious of the needs of school staff for ongoing support. “I offer insights in the staff room when I can to help out on an informal basis. In normal school settings there isn’t much emotional support for teachers – line management structures don’t generally offer that. I think it would be a good idea to consider private supervision sessions for teachers on the model that counsellors have.”
“The Friends group”: Flegg’s peer counselling programme

Flegg has a team of 24 peer counsellors, one for each form group in the school. The counsellors have been carefully chosen through an application and interview panel – this year there were 80 applications for 24 places – and are trained in the school by ChildLine staff from London.

“Flegg is quite unusual in calling their scheme a peer counselling scheme,” says the head of ChildLine’s CHIPS programme. “Most schools we work with are happier with the term ‘peer listener’. But whatever kind of programme a school runs, it is really important for everyone, and especially peer workers, to be clear about where their roles begin and end. It is important also for peer workers to have an appointed person to support and guide them. A peer programme can be an excellent resource for a school, as part of their whole-school programme, and there are now many organisations throughout the country that can offer help to schools and training for setting them up.”

Why this scheme? Peer counsellors say: “We are a telling school. What that means is that there is always someone here to talk to. We know better what another child thinks. We also know what the teachers are like, if they are having a problem in their relationship with a particular teacher.”

What happens in a session?

Pupils can make an appointment at reception with the peer counsellor they want to see. They come for their session in the school’s dedicated counselling room at break-times and at lunchtime.

Having a dedicated room is important. The “pink room” as it is known, is away from the hustle and bustle of the classrooms. It has been specially designed and decorated and is a good base for the work, ensures confidentiality and provides a place to store files and equipment.

“You have to have the right body language. You lean towards the person so they know you are interested in what they have to say. You make eye contact with them. You have to use a warming voice. You need to talk to their heart, and not be afraid of emotions”, says a peer counsellor.

Peer counsellors also explain that while they adhere to confidentiality, if there are child protection issues involved, these will need to be passed to the appropriate staff member whose role it is to protect peer workers and those using the service. The school is very aware of the need for everyone to be up to date on child protection issues.

What we have learned – peer workers talk

- “How to work in a team with others, sharing responsibility so things get done.”
- “That I can be a better person. Taking part in something likes this shows that you care about other people.”
- “Maturity!”
- “That teachers can be wrong sometimes.”
- “My friends give me so much respect for doing this. They look up to me ... from teachers as well, actually.”
- “Some teachers find it strange that I have power ... certain teachers are very uncomfortable with pupil power.”
How has the programme benefited the school?

“We couldn't have talked to you like this eighteen months ago, before we got involved in the programme. I used to be bullied a bit. I have really changed through doing this. It helped my confidence.”

Member of peer programme executive

“He was very upset when he arrived. It choked me up that he went out smiling.”

Peer counsellor

A programme of this kind has had immense benefits for the school at many levels. There is a very real contribution to the safety and well-being of the pupils who have been able to share their worries through the programme and who might otherwise have had to bear them alone. There are benefits not only for their well-being as young people, but also how well they are able to take part in school generally and progress academically.

For those who have undertaken the training (now 24, and the total will increase each year as new recruits are sought), as we have seen, it:

- encourages a mature attitude and responsibility, with huge opportunities for growth and personal development
- provides an expanded world view, and opportunities for reflection as they learn about the 'hidden' lives of their peers. Pupils who go on to stand for the student council are able to feed their insights directly into the running of the school
- provides opportunities to develop confidence and skills that they would otherwise not have had, including superb communication skills that will help them in their lives, in the job market and in their communities.

For teachers, the programme:

- helps to take the pressure off them in the classroom. When an unhappy or disaffected child has had the chance to talk out their feelings, they are more able and more willing to work
- helps develop relationships within the school and creates an atmosphere where staff and students can really talk to one another
- helps create a feeling of partnership between students and teachers which boosts everyone’s confidence and well-being.

For the school as a whole, the programme:

- helps to maintain a positive and friendly atmosphere, which is valued by everyone including pupils, teachers, governors, parents and visitors to the school. This is particularly important for young people new to the school. Peer counsellors go out of their way to make themselves known to pupils joining the school. The friendship they experience helps to offset any difficulties they experience at this challenging time
• provides an abundance of opportunities for active citizenship, personal and social education. Students run the scheme as far as possible themselves, including appointing an executive which consists of a chair, two deputies and a secretary. They hold regular and professionally-run meetings of all the peer counsellors, maintain their own records, plan for the future and solve ongoing problems such as how to make the service known to all students who need it.

• encourages a sense of civic pride in the school which has increased as its achievements have become recognised (students involved have appeared on television programmes Trishia and the Channel 4 news).

• helps the school maintain links with organisations, such as ChildLine and the LEA, for which they are able to act as resource people on this issue, networks such as the Norfolk Well-being project and other schools in the county and beyond, and to overcome the sense of relative isolation felt by many rural schools.

The school welcomes opportunities to share its skills and has recently been approached by two local schools (a state boarding school and a comprehensive) which want to set up similar programmes.

What advice would Flegg give to others?

• “First are attitudes. Pupil opinion is important. At the end of the day it is our school – and we all need to be involved in it. Secondly, making the school a good place to be is a team effort between pupils, teachers, governors and parents. Citizenship is about participation, about involvement. And this is the best way to learn it. It can’t just be a lesson on a Monday afternoon.”

• “Schools should recognise achievement, in both students and staff, everyone needs to feel good.”

• “The most important thing of all is that teachers make learning fun for the students, and use different styles to suit the ways different students learn. If they enjoyed learning, they might see it as much more of a lifelong thing,” says the deputy head.

What about the future?

“I’d like there to be something for the bullies …”

Member of staff

Flegg has already achieved a great deal, but there are many ways in which it would like to develop and improve. What does the school wish for, for the future? In a discussion the deputy head and peer programme executive put forward the following ideas.

• “I wish we could do more to build up confidence in the pupils – so they are all equally confident.”

• “I would really like to have more political education. We need to know about the things in the outside world that shape our lives.”

• “I’d like there to be something for the bullies, really, so that when they get stressed or upset there could be counselling for them too.”

• “I’d like to see the students being involved in interviews for teaching staff. I feel really strongly about this. It could have many benefits. We did try this once, they were part of the informal interview group.”
This summary of Flegg’s work has been compiled using the auditing framework provided in Section B.

<table>
<thead>
<tr>
<th>Aspect of school's/college's life</th>
<th>Examples from Flegg's mental health promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School/college culture</strong></td>
<td>Motto “We are the telling school” values and encourages student opinion. Also values the well-being of staff.</td>
</tr>
<tr>
<td><strong>Teaching and learning styles</strong></td>
<td>Not covered in this interview</td>
</tr>
<tr>
<td><strong>Leadership and management</strong></td>
<td>Management committed to mental health promotion. Deputy Head leads the programme.</td>
</tr>
<tr>
<td><strong>Policy development</strong></td>
<td>A raft of regularly-reviewed policies, including anti-bullying and anti-racism policies.</td>
</tr>
<tr>
<td><strong>Curriculum planning</strong></td>
<td>Not covered in this interview.</td>
</tr>
<tr>
<td><strong>Working with external agencies</strong></td>
<td>Good links with LEA, ChildLine, Norfolk Well-being and schools to which Flegg offers training.</td>
</tr>
<tr>
<td><strong>School/college environment</strong></td>
<td>Not covered in this interview.</td>
</tr>
<tr>
<td><strong>Giving pupils a voice</strong></td>
<td>Student council, peer programme executive, proactive prefect system, drama festival.</td>
</tr>
<tr>
<td><strong>Provision of pupils’ support services</strong></td>
<td>Peer programme.</td>
</tr>
<tr>
<td><strong>Staff professional development needs, health and welfare</strong></td>
<td>Investors in People programme, Norfolk Well-being programme for teachers</td>
</tr>
<tr>
<td><strong>Partnerships with parents/carers</strong></td>
<td>Not covered in this interview.</td>
</tr>
<tr>
<td><strong>Involvement of local community</strong></td>
<td>Not covered in this interview.</td>
</tr>
<tr>
<td><strong>Special facilities such as libraries – are they utilised?</strong></td>
<td>Not covered in this interview.</td>
</tr>
<tr>
<td><strong>Assessing, recording and reporting pupils’ achievement</strong></td>
<td>The school feels strongly that the peer counsellors achievements should be recognised, and takes opportunities to publicise their work.</td>
</tr>
</tbody>
</table>
Hampstead School is a large, mixed comprehensive in north-west London. It has about 1,300 students from 11 to 18 years and enrolls from the full range of ability. It has a wealth of diversity, with over 70 different languages spoken in students’ homes.

The school buildings themselves are solid, maze-like and a bit forbidding, and it is hard to find your way in. However the welcome is warm and friendly and the flow of school life soon makes itself evident.

“Yes, this is a big school, and it’s a challenge to make people feel at home here,” says the deputy head in charge of pastoral care. “On some level, it is as simple as knowing about each of the 1,300 students – their background, what’s going on with them, what they respond to best in times of trouble.”

In the course of a short walk from one office to another, the deputy talks to the students as they pass through the corridors, challenges late-comers, calling students by name. She deals with a brewing dispute by confronting the child with the logic of her behaviour, and its possible consequences. “It’s always the same formula,” she says. “Challenge them then offer them something, challenge and build up. If they get to know that you listen, they will make a beeline for you, every time. They know what you are about.”

“This approach means that the staff hardly ever get any quiet time,” says the school counsellor. “Staff are busy from morning till evening and breaks are working breaks.”

“So often, we get it wrong in our approach to students – we don’t recognise the obstacles to learning, and we can make learning more difficult for them”, says the assistant head. “Like all of us, students have emotional needs that need to be met. They don’t know how to prioritise their needs. A few arrive from home situations from which they just need to recover before they can take anything in.”

“For us, student autonomy and well-being is the most important aspect of the work we do here. We want to help young people become positive, flexible and confident, basically strong independent learners. Have you noticed that there are no school bells here? That’s because we want students to take responsibility for getting themselves to and from lessons on time. This is real life. It’s the same with uniform – we don’t have one because we want the students to take their own decisions about what is appropriate to wear to school.”

“We have given a lot of thought to how the pastoral curriculum can contribute to the well-being and the success of students. We aim for excellence in both areas” says the deputy head.
She continues: “We wanted an approach that would be whole-school, strategic (rather than piece-meal) and that would embrace new thinking and new initiatives. We decided to bid for money under the government’s Excellence in Cities initiative, and that gave us the chance to bring in some fresh thinking and the resources to try out some new ideas. I wanted to include a variety of approaches in the bid.”

These areas included:
- senior teacher mentoring to raise achievement at GCSE of 30 underachieving students in years 10 and 11
- personal development work with disaffected young people
- peer listening education in support of the anti-bullying strategy with Relate
- peer education on developing strategies for anti-discrimination in attitudes and behaviour for students from years 8 and 10 with IBIS Trust and CSV
- whole school INSET on behaviour modification
- whole School INSET on tutoring/mentoring with the Institute of Education
- personal and academic support for refugees with the support of the Tavistock Institute
- work with young Black and Asian achievers with Cambridge University.

“It hasn’t been seamless,” says the assistant head, who is in charge of the PSHE taught curriculum. “There are always difficulties when there is work to be done on changing the culture of any organisation.

“One of the problems has been that this area is seen as the ‘weak link’ in the curriculum. We have had to try to raise its profile. Because of the status of PSHE, we have to push for it to have parity with the more ‘academic’ curriculum. It is not seen to have the same rigor.”

Initiatives tried out by Hampstead

The “form tutor” model

The school shares the national concern with the regression of attainment for a significant number of year 7 students. The deputy head feels that this often relates to the fact that “they don’t have the continuity of one teacher they way they have had in primary school. That is the aim of our form tutor model”.

The deputy head explains: “We have realised that training for tutors is very important. Secondary teachers are primarily subject teachers and not specially trained (or comfortable) in these roles. What we are expecting them to do is a highly skilled job. We have done INSET training with them on topics such as ‘what is it to be a tutor?’ and on behaviour management techniques. We have found that teachers are usually very keen to be offered training that will support them in their work in the classroom.”

Special Educational Needs co-ordinator

“We believe in taking a pro-active approach to supporting our pupils at school. We gather as much background information about them as we can, to enable us to support the whole pupil. This entails us working with the pupil, parents or guardians, as well as those involved in the school set-up such as mentors and tutors. We also liaise extensively with professionals outside the school such as educational psychologists, occupational, speech and language therapists and family therapy services. This means that we really do provide care to the pupil as a whole person.
“Many pupils come with extra baggage that affects them in their lives and hinders their ability to learn. These pupils need a package to help support them. More pupils have educational and behavioural difficulties now – these are increasing along with family stress levels. We see these pupils acting out but also we need to be extra vigilant with those who withdraw into themselves, as they can be easily overlooked.”

“Our curriculum support room – as well as being a teaching room – has an open door policy at other times. This means that the door is open from 8am, at break, lunch and after school. Pupils really like this. They know we are there and like the idea that staff are approachable for help with their academic work, and the emotional lives. The open door policy also enables us to deal with problems and fears which can feel very big to pupils as they come up. This greatly increases the pupil’s ability to cope as they know there is a support network in place.”

“The curriculum support department also offers support to staff. They are able to discuss individual pupils, as well as strategies for working with particular groups. We have a bank of resources to assist staff in understanding and catering for a wide range of needs.”

“Parents find our environment very supportive. We have regular meetings with parents and carers, as well as being here to help them with incidents in their children’s lives.”

**School counsellor**

The appointment of a school counsellor marked a significant shift in the culture of Hampstead School. “Her appointment came out of the Excellence in Cities initiative and has really taken off,” says the deputy head.

**Learning mentors scheme**

The learning mentors’ scheme has been very popular, however it is still a very new and evolving project.

**Role of people outside the school**

**School nurse:**

The school nurse is attached to the Royal Free Hospital, but has a special room at the school where she regularly holds surgery.

**Educational psychologist**

Camden LEA’s educational psychologist visits the school fortnightly to work with staff, students who have emotional, social, behavioural or learning difficulties and consult with parents/carers over a number of developmental and educational issues. She sees her role as contributing to the well-being of the school community, co-operating closely with the pastoral team, Special Education Needs staff and the behaviour resource base at the school.

“I feel it is very important to contribute to maintaining and developing the caring attitude of the school community. The school is keen to meet the diverse needs of its community. Staff and I work closely together to find solutions to the complex educational, emotional, social and learning needs in Hampstead school”, says the educational psychologist.
The educational psychologist is able to offer a rapid response to crisis situations, but also carries out individual work with teachers at points when they need support in their relationships with students and colleagues, or with help in stress management.

She offers insights based on cognitive, social, developmental psychology that bring a different perspective on problems that teachers face in the day-to-day challenges in school. A key starting point is to reduce stress in the learning environment. For example, she suggested the use of “quality circle time” (see Section B). This was initiated after a student was found to be having problems in getting on with other students in school.

The educational psychologist also worked with staff to set up several “circle of friends” sessions that helped a student who had refused to come to school. The circle helped to reduce his fear, he felt more confident and was finally able to return full time. She also works with the parents of children with complex needs.

She also offers whole-school interventions at strategic level by contributing to policy development, where appropriate. Recently the school set up a resource base for children with emotional and behavioural difficulties. The aim was to put in place a framework for inclusive education that would work in a pro-active way to prevent disaffection and prevention. “I was able to assist in drafting a document about procedures and policy. Our aim in this was to ensure a smooth transition between the resource base and mainstream classes. We wanted to clarify for both staff and students who is involved and how it works.”

“There never seems to be enough time”; she says. “There is so much that could be done that would help teachers in a practical way. I would like to do in-depth consultation with teachers, for example undertaking an audit of the learning environment, exploring underlying factors that impede learning, systems interventions and more family work.”

What have you learned?

- “Working on our whole-school approach to well-being can be very inspiring. It keeps us in touch with our values as teachers. It gives me the opportunity to do some of the things I said that I wanted to do in my job interview!”
- “It’s important that the staff feel ‘ownership’ of new initiatives.”
- “The timing of interventions is crucial. We have discovered that something launched in September can fall flat, but be a big success the following June when the pressure is off the staff.”
- “Getting involved in these initiatives has built our confidence.”

What about the future?

- “We have many advantages here – the parents are really supportive and forward-looking.”
- “This autumn we plan an INSET day on ‘multiple intelligences’ – to help teachers recognise how different teaching styles can help different pupils. We will be running that ourselves with the help of an outside expert from Bristol. We have offered the school also for the launch of a new schools resource on mental health promotion for key stage 3 called “Changing Minds”.
- “We want to continue with this work. We are always keen to learn about new approaches.”
Hampstead School – whole school

This summary of Hampstead’s work has been compiled using the auditing framework provided in Section B.

<table>
<thead>
<tr>
<th>Aspect of school’s life</th>
<th>Examples from Hampstead’s mental health promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School culture</strong></td>
<td>Values pupils’ welfare, website includes description of ‘How we look after students’.</td>
</tr>
<tr>
<td><strong>Teaching and learning styles</strong></td>
<td>Thought is given to this, INSET day planned on ‘multiple intelligences’.</td>
</tr>
<tr>
<td><strong>Leadership and management</strong></td>
<td>School management is committed, deputy head leads a dynamic pastoral programme.</td>
</tr>
<tr>
<td><strong>Policy development</strong></td>
<td>School has a raft of policies which they add to as their experience grows, for example, the new bereavement policy.</td>
</tr>
<tr>
<td><strong>Curriculum planning</strong></td>
<td>Staff are fully involved in this, with the help of the LEA PSHE advisor.</td>
</tr>
<tr>
<td><strong>Working with external agencies</strong></td>
<td>Good co-operation with LEA, educational psychologist, nurse, Relate and various award schemes</td>
</tr>
<tr>
<td><strong>School environment</strong></td>
<td>Special ‘drop in room’ run by the SENCO for all children where they can get informal support or referrals.</td>
</tr>
<tr>
<td><strong>Giving pupils a voice</strong></td>
<td>Students decide for themselves what to wear to school, and take responsibility for getting themselves to lessons on time (no school bells).</td>
</tr>
<tr>
<td><strong>Provision of pupils’ support services</strong></td>
<td>School has a counsellor, and pro-active pastoral team.</td>
</tr>
<tr>
<td><strong>Staff professional development needs, health and welfare</strong></td>
<td>Counsellor and educational psychologist is available to staff; committed to concept of a ‘community of learners’ that includes staff.</td>
</tr>
<tr>
<td><strong>Partnerships with parents/carers</strong></td>
<td>Not covered in this interview.</td>
</tr>
<tr>
<td><strong>Involvement of local community</strong></td>
<td>Not covered in this interview.</td>
</tr>
<tr>
<td><strong>Special facilities such as libraries – are they utilised?</strong></td>
<td>Not covered in this interview.</td>
</tr>
<tr>
<td><strong>Assessing, recording and reporting pupils’ achievement</strong></td>
<td>Not covered in this interview.</td>
</tr>
</tbody>
</table>
If you found yourself in charge of a school of over 2,000 pupils (aged 11 to 18) and 130 teachers, how would you begin to create a sense of community, to make the school a good place to be?

Add in the facts of a split site (with a good 10 minute walk between the two campuses, and the two staff-rooms) and that the majority of the school’s students (71 per cent) have English as an additional language and you would have Kingsbury High School, a comprehensive in north west London. How has it been possible to create the kind of conditions in which Kingsbury’s pupils describe the atmosphere as ‘friendly’, a secure environment in which to learn and grow, given these factors?

Kingsbury has implemented several initiatives, all aimed at creating a good environment for everyone. “I was a pupil here myself,” says a chemistry teacher with involvement in the PSHE curriculum and staff support worker on the school’s peer listening scheme. “It has always been a good school, but it is even better now. The schemes we have implemented really do help children make friends and have a sense of belonging. The atmosphere was much more intimidating when I was here. As a new pupil, I was not at all at ease with the senior staff and older pupils. I was quite fearful. There were regular – almost daily – big fights in the playground that involved almost everyone and really scared me.”

“We started our peer listening scheme in 1997, but it wasn’t until several years later, when we became part of a national project, run by the Mental Health Foundation, that it really took off,” says the head of PSHE and newly appointed assistant head. At first the peer listeners waited in a special room for students to come to them – but everyone was very disappointed that relatively few students came. “We realised that we have to take the service out to them,” she continues. “We had a big PR job on our hands to let students know that the service existed. We also felt it would be more productive to target our support for those who are being bullied. Heads of years alerted us to students who were being bullied and we were able to offer them assertiveness training, which the peer listeners were able to supply, once we had provided them with training. We found that often a bullied student would come to these training sessions (six weekly sessions in all), often bringing a friend with them.”

In common with other schools that have a positive approach to mental health promotion, key staff have found that it takes time for this approach to bear fruit. “It has been like a pebble thrown into a pond, the ripples have spread outwards, and what we do has had an impact locally and now, nationally, too,” says the assistant head.

So where did they start?

Like many schools, Kingsbury felt that the problem of bullying was a key issue. “Our research (carried out in early 1997) showed that 75 per cent of our pupils had had experience of bullying at some point,” says the assistant head. “These experiences included name calling, dirty looks, being ignored as well as physical aggression. To address this we started the Connect programme with groups of young people, trained by Relate Central Middlesex, as peer listeners.”

The peer listeners continue: “The playground is the best place to counter bullying. So one of the things we do is Connect in the playground.” Peer listeners make themselves available in the
playground at break times, befriending younger pupils. They make sure they are in places where bullying is known to happen. “I didn’t think it would work, myself,” says one peer listener. “But people really do talk to you about bullying.”

“We do what we can to defuse the situation if there is a fight brewing,” says another. “Just having the peer listeners around creates a good atmosphere in the playground,” says the chemistry teacher.

Peer listeners also work within the classroom, helping form teachers deliver the PSHE curriculum. One of their tasks is to help lead small discussion groups in tutorial periods. Does it work? Emphatically, yes. “We take an interest in what the young people are saying. We encourage them to express their feelings, we give them space, we bring them out,” says one of the listeners.

**Connecting at the points of greatest need**

The role of the school counsellor is an important part of Kingsbury Connect Project. Initially part-time, the counsellor now works full time at the school with individuals going through a difficult time and in a training/advisory capacity for the school. The head teacher had initially turned down a request for a counsellor, feeling that the loss of a teaching post (in order to pay for the counsellor) would be too difficult for the school to deal with. However, the head was eventually convinced of the need for a dedicated counsellor following a carefully researched paper from the head boy and head girl.

And now, there is no looking back. The post also has the backing of heads of years, who are able to turn to the counsellor for support in performing the pastoral side of their work.

Running a scheme like this at a school, of course, needs the co-operation of teachers, and one of the learning points for the school has been to deal with times when the more client-centred nature of a counsellor’s work rubs up against the traditional structures of authority in a large secondary school.

In addition to her work in supporting vulnerable students, the counsellor has been involved with a variety of training in the school, including:
- listening skills for heads of years
- stress management with year 11 students
- assertiveness training with peer listeners (who in turn share these with bullied students)
- conflict management.

“I can work with the teachers, showing them things, and they can do these in the classroom. That is a good way of working,” she explains. The counsellor gets excellent feedback from teachers on the advice she gives on behaviour management. ‘I tried that and it worked really well,’ is a compliment she cherishes.

As well as being able to ‘add value’ to the support and training in this way, and her liaison with specialists such as the school nurse and the careers teacher, the counsellor is also able to be the liaison point with agencies outside the school. This is a crucial role, allowing the school to optimise the use of outside agencies and services, and allowing those with services that can support schools in their mental health promotion role to gain access.

“We didn’t really know how useful this role could be until we had the counsellor in the post,” says the assistant head. “There are many ways in which she has been able to help us develop the work of the school and enhance the well-being of students. Her expertise is a great resource for the teaching staff as well.”
The Connect project – an overview

- **Buddy system** – Peer workers are attached to the tutorial system and/or PSHE sessions in years 7 and 8 and support the form tutor. They work with the pupils one to one, in small groups or with the whole class.

- **Playground work** – Peer workers visit the playground and talk to pupils, especially those who are on their own, and often defuse arguments.

- **Assertiveness workshops** – Pupils are referred or self-refer to a six-week course in assertiveness. The course is led by peer workers and sessions last 30 to 40 minutes.

- **Drop-in centre** – Pupils can call in on a casual basis to a designated room. Here they play games and get to know other pupils in the school.

- **One-to-one service** – Pupils can talk in confidence to a peer worker about any issue which may be of concern to them.

- **Paired reading** – Pupils who wish to improve their reading skills can read with an older pupil once or twice a week for about 20 minutes.

- **Website development** – Peer workers are in the process of setting up a website. This will link to the Mental Health Foundation and school websites.

- **Email contact** – Pupils can contact Connect through email.

- **Connect badge design** – Following a competition in year 7, two pupils’ badge designs have been selected. These will be available for all pupils to wear including peer workers.

- **Primary-secondary liaison** – A small group of current year 7 pupils, together with some of the peer support workers, will visit the main feeder primaries to talk to the year 6 pupils about starting secondary school and answer their questions.

- **Year 7 Induction** – Peer workers will take part in these inductions and explain the work of Connect.

- **Working with other schools** – Kingsbury has worked with schools nearby which want to set up similar projects. A North West London Support Forum has been developed which meets at least once a year.

- **Working at conferences/workshops** – The peer workers have presented at conferences and school assemblies.

- **Training of year 8 pupils to be peer workers** – To date, 60 pupils in year 8 have applied to become peer workers. The first round of training of 14 pupils is in hand. They will work alongside the year 12 peer workers. This will be closely monitored.

- **Peer support workers** – These are the staff who receive the same training as the peer workers. Their role is to support peer workers and meet with them on a regular basis to discuss issues that may have arisen in the playground, workshops or drop-in centre.

- **Counsellor** – The school is very fortunate to have a school counsellor. The counsellor currently delivers a listening skills training course for the peer workers. Relate currently provides the Assertiveness Skills training course.

The project has been monitored and evaluated throughout by peer workers, pupils, staff, parents and governors. The findings have been very positive, with 100 per cent of respondents saying that they thought the project should continue. However, there are areas that need to be fine tuned, for example further publicity to staff and parents and increasing the number of male peer workers.
“What we are doing here is just the tip of the iceberg,” says the counsellor. “I would really like to share with other schools what we have learned, show them this is fantastic, spread the word. I have developed my role and would like to do more outreach work.

“I’d like to see a situation in which teachers didn’t shout at children, or label them. I would like to support them with the skills so those kinds of situations are less likely to arise. And the whole area of support for teachers – we haven’t really looked at that yet.”

Connecting to the whole student
With pressure on schools to achieve ‘results’, it is easy to see promoting student well-being as second-line priority. So why does Kingsbury give this area such attention?

“Kingsbury is known for its good academic record. But I think school is about more than fulfilling the curriculum,” says a chemistry teacher. “You learn more from linking with people than you do from books. It’s a ‘feel good’ factor for our students and our staff.

“Emotionally you have to be happy in order to do your best at school, and our approach helps that. Initiatives like the peer listening programme also provide an excellent opportunity for students who are not going to make their mark academically to do something real, something important. This will give them something really good to take forward in their lives once they leave school.

“Those quiet kids, the anonymous ones, we have so many who just don’t put their hand up. It’s so easy to let them slip through. If the peer listeners can go out and talk to them in the playground, just give them that little encouragement, it has got to be good for them.”

Mental health and academic achievement
A recent Ofsted report on Kingsbury High School is in no doubt whatsoever about the contribution that the school’s Connect programme makes.

According to the report: “There is a quality to the learning, that makes the school a vibrant place where pupils are keen to succeed: pupils are highly motivated, well behaved and make positive relationships with others [our italics].”

The report commented that pupils’ attitudes to the school were “very good”, that their behaviour, in and out of school is “very good” and noted that attendance is above the national average and unauthorised absence well below average. Personal development and relationships “are a particular strength of the school. Pupils have very positive relationships with each other and with teachers: they work extremely well together in lessons”.

The school was also commended for its provision of personal, including spiritual, moral, social and cultural, development and the report makes the connection between this and academic achievement.

“Pupils are willing to join in discussions, share their ideas and demonstrate their creativity in dance or drama. They do this because they have trust in their teachers to ensure that these opportunities are managed sensitively and because they know their peers will respond with positive and constructive remarks … pupils are willing to try difficult tasks because they know they can take risks and make mistakes without being ridiculed.”

Ofsted Report 2000 for Kingsbury High School
Connecting across the whole school

Kingsbury has worked to build up its friendly feel, step by step. When a student in a wheelchair was admitted, the school had to look at its physical environment much more closely, and having made the necessary changes, is now fully wheelchair accessible. Its unit for hearing impaired students has also been praised, as have the assemblies which all have sign language interpreters.

And the school will continue to work towards a fully inclusive approach. “Students with hearing impairments get excellent support, but always have to work that much harder to participate,” says a specialist teacher in the hearing impaired unit. “Keeping up their confidence and sense of self worth in relation to the rest of the school community is an ongoing process.”

“We feel the whole-school approach is extremely important,” says the assistant head. “Our aim is for everyone to feel happy and comfortable in school. We have a behaviour policy, an anti-bullying policy, a pastoral policy and a PHSE policy.

“We have structured the PHSE programme from years 7 to 13. For years 7 to 9, the programme has been written by the school. Topics covered include induction course, friendship, communication, study skills and so on. In years 10 to 13, students follow the ASDAN Youth Award scheme, an accredited scheme which is certificated."

Kingsbury is currently rearranging the PSHE curriculum and has organised a questionnaire and discussion to find out pupils’ opinions about what they like or dislike about the school. So far problem areas have included:

- school toilets
- potential bullying areas around the school.

The school is addressing these needs through:

- getting pupils to help design the new toilets
- higher profile for Connect peer workers and staff in the more hidden and vulnerable areas of the school.

The school is also raising the profile of under-performing pupils, especially boys. Its recent small initiatives include:

- sitting boy/girl in lessons with rotations every three to four weeks
- hot spot notice boards in the staff room of pupils who are causing concern
- praise notice board in the corridor to praise pupils who have done well (no matter how small the achievement). Pupils really enjoy these
- praising these pupils in assembly and giving them a round of applause
- sending home ‘praise postcards’ to parents when a good piece of work/activity has been achieved. Parents and pupils appreciate these very much
- Using commendations (small stickers to go in homework journals) which are are presented in assembly.

According to the school, some of the initiatives need to be monitored and evaluated more thoroughly, for example the boy/girl seating arrangements.
**Funding connections**

“Funding is always a problem, however I would say that time (or lack of it) also changes problems. All the projects need to be divided up into small, manageable pieces and need to be led by one or two members of staff with a group of Connect students,” says a member of staff.

**How to connect for yourself**

“What advice would I give to others wanting to go down this road? I would say to look at examples of good practice and then try to get clear about your aims and objectives. Draw up time-lines and costings as accurately as you can,” says a staff member.

“You will also need senior management team support and a group of motivated staff to help carry things forward … if at first your chosen programme doesn’t work – don’t give up! Think about what will work in your school and adapt your project to that.”
Kingsbury High School – whole school

This summary of Kingsbury’s work has been compiled using the auditing framework provided in Section B.

<table>
<thead>
<tr>
<th>Aspect of school’s life</th>
<th>Examples from Kingsbury’s mental health promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School culture</strong></td>
<td>Opinions of pupils valued and they are currently being surveyed on what they like and dislike about the school.</td>
</tr>
<tr>
<td><strong>Teaching and learning styles</strong></td>
<td>Opportunities for small group discussions in tutor groups, with the help of peer listeners.</td>
</tr>
<tr>
<td><strong>Leadership and management</strong></td>
<td>Senior management supports the Connect initiative.</td>
</tr>
<tr>
<td><strong>Policy development</strong></td>
<td>Raft of policies, including anti-bullying, anti-racism, pastoral policy, PSHE policy.</td>
</tr>
<tr>
<td><strong>Curriculum planning</strong></td>
<td>Reviewing PSHE curriculum. Consulting students about this.</td>
</tr>
<tr>
<td><strong>Working with external agencies</strong></td>
<td>Good relationships with a range of agencies, including Relate, Brent Mind, Brent Child and Family Centre, Brent Adolescent Centre, Mental Health Foundation and working with ASDAN Youth Award Scheme.</td>
</tr>
<tr>
<td><strong>School environment</strong></td>
<td>Pupils have the opportunity to offer opinions, which are under review.</td>
</tr>
<tr>
<td><strong>Giving pupils a voice</strong></td>
<td>Active peer programme, head boy and head girl able to take initiatives and be listened to by the head.</td>
</tr>
<tr>
<td><strong>Provision of pupils’ support services</strong></td>
<td>Full-time school counsellor and awareness of her role, involvement of counsellor in training students and teachers in preventative techniques to avoid stress, assertiveness, avoiding stereotyping and increasing self-esteem, peer support programme, paired learning and a ‘hot spot’ notice board for pupils carrying concern.</td>
</tr>
<tr>
<td><strong>Staff professional development needs, health and welfare</strong></td>
<td>Staff have access to the school counsellor</td>
</tr>
<tr>
<td><strong>Partnerships with parents/carers</strong></td>
<td>Not covered in this interview.</td>
</tr>
<tr>
<td><strong>Involvement of local community</strong></td>
<td>Local organisations involved – see above.</td>
</tr>
<tr>
<td><strong>Special facilities such as libraries – are they utilised?</strong></td>
<td>Not covered in this interview.</td>
</tr>
<tr>
<td><strong>Assessing, recording and reporting pupils’ achievement</strong></td>
<td>Praise-board in the corridor, praising pupils in assembly, praise postcards home and awareness of praise for academic and non-academic achievements.</td>
</tr>
</tbody>
</table>
6.4 Pennywell High School

Pennywell is a large housing estate situated on the western outskirts of Sunderland, Tyne and Wear. It is an area of economic and social deprivation with the concomitant increased risks of mental health problems, substance abuse and suicide. It is in the top 5 per cent on the national index of deprivation. The Pennywell estate houses 11,000 people, including 3,000 children and young people. It is also a place where young people proved the researchers wrong and showed how they could assess the mental health needs and represent the views of their peers in their own community.

“In order to provide effective health care, statutory organisations have to identify the health needs of populations,” says the Young Minds Matter report that resulted from a project involving children and young people from this estate. The usual way in which this is done is that professionals decide what should be researched, design the study and implement it. But generally, they gain little involvement from the local people who feel no ownership of the process, as their role is limited to answering questions deemed relevant by others. Young people living in deprived areas may be reluctant to talk openly to older, middle class researchers. Both the people and the study suffer as a result.

The solution? To use young people from the community as researchers, offering them appropriate training and support. “This method, which has only been tried in a few areas so far, involves local people from the start in planning, designing and carrying out the needs assessment, analysing the data and writing up the results,” according to the report.

The project found eight of its 15 young researchers from Pennywell High School, the local high school.

Young minds matter – in school

“Success and doing well at school are linked but seen as of low importance to mental health. It seems that school is associated with the kinds of pressures that can make young people feel bad, but it does not provide any compensatory factors that make them feel good, although they might have been expected to value supportive teachers.”

Young Minds Matter

“Basically peer support is a whole-school initiative,” says Pennywell High School’s health education co-ordinator. Two groups meet on Mondays. They have a health focus and look at a whole range of issues including mental health. On Thursdays the pupils are involved in more general peer support training, including listening skills, communication skills, buddying and anti-bullying. The school has a peer support meeting after school once every half term involving staff and pupils. It also has good community links with its local medical centre and the Pennywell Neighbourhood Centre Youth Project.

The peer support project was set up in 1995 by a group of students concerned about bullying. As the work developed, the function of the group changed. It now deals with any matters which young people are finding difficult or wish to address, such as bullying, peer pressure, smoking, health education, team building, self-confidence and listening skills. The measure of success of this programme has been shown not only in excellent results within the school, but also in how students have been able to contribute to projects such as the mental health needs assessment.
"The effects of the peer support system are not confined to the school but can be seen everywhere in the community."

Member of staff

“We run annual residentials for year 7 pupils where much of the focus is on team building and group tutors also attend," continues the health education co-ordinator. “The health group organised ‘Health 2000’ a road show based in the school hall with a wide range of local health organisations represented. The main audience were year 9 and 10 pupils. We also invited year 6 pupils from our local feeder primary school. The invitation was also extended to parents and governors.

“The results of all this experience have had a very positive outcome. Some of the discussion exercises they have developed as a school have been published by Community Service Volunteers. It has been published as a pack called *Raising standards through peer support*.”

Pupils also undertook a project about the school toilets which involved them making representation to the school’s senior management team. What better preparation could there be for active citizenship?

A succinct and convincing report pulled no punches, asking staff the following questions.

- Would you like to have to go to the toilet with no lock on the door?
- Would you like to have to ask your head of house for toilet paper?
- Would you want to go to the toilet having to hold your breath because the smell is so bad?

Pointing out the gap between what they were being taught in lessons about the importance of personal hygiene, and their experience of the facilities at the school, the report summed up their findings.

- Over the past few weeks we have been finding out pupil views about the toilet facilities in the school. Generally pupils feel that the facilities are poor. We have found that many pupils do not use the toilet facilities at all.
- We have carried out an investigation to identify the problems. A survey of each toilet block has been done.
- Photographic evidence has been collected.
- From the evidence we have collected and from discussion with pupils, we have produced a list of things that need to be done to improve the facilities.
- We think it is very important that improvements are made as these issues are part of ensuring good personal hygiene.

And, they might have added, essential to any community aiming to inculcate self worth.

Interestingly, the report also suggested student involvement in the refurbishment process, such as:

- getting pupils involved in the planning and make them feel more involved
- competitions for the best designs
- involving pupils in making the improvements happen, for example repainting, pictures.

Their proposals on how to maintain the improvements also suggested student involvement.

- Pupils on duty.
- Make pupils aware that it is everyone’s responsibility to look after the toilets.
- Posters in the toilets telling people to look after their ‘super loo'.

---

**Case studies**
Their work resulted in the refurbishment of two toilet blocks, and the project was so successful that it was picked out by the Sunderland Health Promotion team as an example of good practice and the methodology was used in other schools. (This model was also used by a school in the Isle of Wight which took part in the piloting of this pack.)

The schools’ work in the community has not been limited to the young minds project. “We are also working with the Health Action Zone and one of the tasks was to produce a confidentiality poster which is now in all the local GP surgeries and medical centres in the area,” says the health education co-ordinator.

And the quality of their work on whole-school mental health promotion is appreciated much further afield as well. “A small group of pupils and staff visited a school in Australia earlier this year to share experiences and ideas on peer support. Peer support in Pennywell is wide and varied in terms of pupils and initiatives undertaken.”

What has Pennywell learnt?

- “You should never underestimate the importance of pupil confidence. Anything that works at that level is important. The year 11 pupils have made tremendous strides over their time here.”

- “The young people who applied to the project felt initially that this would give them an opportunity to learn new skills and perhaps to influence what happens in Pennywell. When they had finished canvassing the views of their peers, they were aware that their own attitudes had changed and they felt proud to have been involved in this original piece of work.”
Pennywell High School – whole school

This summary of Pennywell’s work has been compiled using the auditing framework provided in Section B.

<table>
<thead>
<tr>
<th>Aspect of school’s life</th>
<th>Some examples from Pennywell’s mental health promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School culture</strong></td>
<td>Not covered in this interview.</td>
</tr>
<tr>
<td><strong>Teaching and learning styles</strong></td>
<td>Not covered in this interview.</td>
</tr>
<tr>
<td><strong>Leadership and management</strong></td>
<td>School has a Health Education Co-ordinator.</td>
</tr>
<tr>
<td><strong>Policy development</strong></td>
<td>Not covered in this interview.</td>
</tr>
<tr>
<td><strong>Curriculum planning</strong></td>
<td>Innovative health focus across subject areas.</td>
</tr>
<tr>
<td><strong>Working with external agencies</strong></td>
<td>School was very open to working with the Young Minds Matter project; work with CSV has led to a joint publication; link with Australian schools; link with Sunderland Health Promotion team.</td>
</tr>
<tr>
<td><strong>School environment</strong></td>
<td>Students are being listened to, for example the toilets project which pulls no punches.</td>
</tr>
<tr>
<td><strong>Giving pupils a voice</strong></td>
<td>Students involved and encouraged to take part in school life, and confident to propose further involvement.</td>
</tr>
<tr>
<td><strong>Provision of pupils’ support services</strong></td>
<td>Peer support programme includes anti-bullying and anti-smoking strategies, health education, team building, self-confidence and listening skills; residential for year 7 pupils; workshops on issues of importance for students.</td>
</tr>
<tr>
<td><strong>Staff professional development needs, health and welfare</strong></td>
<td>Not covered in this interview.</td>
</tr>
<tr>
<td><strong>Partnerships with parents/carers</strong></td>
<td>Not covered in this interview.</td>
</tr>
<tr>
<td><strong>Involvement of local community</strong></td>
<td>Work with local Young Minds Matter project, co-operation with GP surgeries.</td>
</tr>
<tr>
<td><strong>Special facilities such as libraries – are they utilised?</strong></td>
<td>Not covered in this interview.</td>
</tr>
<tr>
<td><strong>Assessing, recording and reporting pupils’ achievement</strong></td>
<td>Not covered in this interview.</td>
</tr>
</tbody>
</table>
6.5 Shenley Court High School

Shenley Court is a school of 1,500 pupils situated in a neat suburb of Birmingham, with lots of greenery and wide avenues.

Shenley Court has a school counsellor who has done a great deal to respond to the needs of individual children. At his instigation the local Child and Adolescent Mental Health Services (CAMHS) group meets regularly to share information and plan together. He also trains peer mediators. There is also a good pastoral structure, with the same head of year for children in years 7 to 11.

The head set up a working group of five boys from years 8 and 9 who had a history of being ‘in trouble’. They started with several circle time sessions looking at the kinds of things that they had been involved with, discussing questions such as “Why do you think people do this sort of thing?” Their answers including, “for the adrenaline rush,” “the fun of the chase,” gave them, as well as her, some insights into their behaviour.

Then, liaising with one of the local residents who himself has spent time in prison, the work began. With the help of a teacher, the young people went to visit the residents and did a survey of their problems, taking photographs of problem areas. Their next job was to recruit younger students to help with some gardening and litter collection.

“This initiative we have now begun was a response I made to bring together the two concerns. To demonstrate how involving others [and] being positive in your expectations can make a difference. We will be continuing next term and I hope for medium- and long-term benefits for the boys concerned, the local residents’ quality of life and the relationship between the local residents and the school. It is important to continue, in the face of short-term setbacks, making gains explicit to others.

The head’s strategy is to take opportunities to work on special projects like this. When people can see for themselves that change can happen, a groundswell begins that carries the school community forward in new and creative directions. Of course it is not straightforward. “A few weeks into the project there were reports of children throwing bottles at cars. Of course some of the lads from the group were involved. That’s just the way it is. It has to be expected,” she says.

“Staff need to learn the confidence to work in this way. Without the support of someone in a leadership role it takes a lot for some people to work against the perceived culture and truths, and many remain silent.”

Supporting teachers is a priority

Supporting teachers in difficult situations is a priority. In the past the head at Shenley Court School has used circle time with teachers to work on difficult areas or to problem solve. She also uses collaborative teaching. She likes to go in and work with teachers, for example working with a teacher who is having persistent problems in their relationship with a class. “The aim is to support them in looking at what is going on in the dynamics and working out future strategies.” Teachers, too, need to be encouraged to be partners in the school’s development.

“This school has a lot of temporary exclusions and I expect these to diminish in number as time goes on. But I am not setting any targets for reducing them. I feel strongly about that. If the staff knew that there were targets they would feel under pressure. It is all to do with promoting mental health in a school – managing teachers’ stress and at the same time increasing their skills. A less stressed staff makes for a much better experience for young people in a school.”
The head is also acutely aware of her role in mediating relationships with those outside the school, such as the Local Education Authority and the government. “A leader can manage these relationships in a way that ups or downs the stress level of the staff, and of the whole-school.

“Staff sometimes feel helpless, as if they are on a treadmill. It is important to try to use our five staff training days a year well, and not to let edicts from ‘on high’ dominate the whole time we have together.”

She would like to see a lot more thought given to the development and training of leadership skills in teachers and for them to have the kind of opportunities that she has made for herself during her career. These have included developing skills such assertiveness, counselling, anger management and racism awareness.

**Partnership with parents**

Working on mental health promotion in schools also involves looking carefully at the school in the community. The head has obtained funding to improve the school environment, including the reception area and the grounds, making it friendly and welcoming. This involves careful thought in some surprising areas. “We are looking at the language of the standard letters that the school sends out to parents. They should not contain jargon or be authoritarian,” she explains.

“Our aim is that they should demonstrate the partnership that exists between school staff and parents, that they should flow and emphasise relationship.” She takes partnership with parents very seriously. When a previous school she headed was accused of being racist, she agreed that that was probably true and invited a group of Black parents to a circle to discuss ways forward.

“Listening skills are very important in relationships with all parents, and particularly useful if a parent arrives angry. It is important to take them seriously. When they have said what they came to say we can then work in a problem-solving way. The pastoral team in a school needs to be very skilled, as does everyone involved in a leadership role.”

**Working with the whole child**

“The head of Shenley Court School has found that adults and children can have very different viewpoints. “Some adults have the idea that you need to ‘make an example’ of a child who is behaving badly,” she explains. “Children often understand things differently. When they get to know you listen to them, they come to plead on behalf of friends who are in trouble with a teacher. They know the child, what the problem is, what is making them react this way.”

The head is also aware of the importance of listening. “I realised the power of just listening. Listening to staff, mentoring some pupils goes a long way towards a whole-school behaviour management policy.”
Shenley Court School – whole school

This summary of Shenley Court’s work has been compiled using the auditing framework provided in Section B.

<table>
<thead>
<tr>
<th>Aspect of school’s life</th>
<th>Some examples from Shenley Court’s mental health promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School culture</strong></td>
<td>Attitude of support for teachers, respect for students, partnership with parents and the community.</td>
</tr>
<tr>
<td><strong>Teaching and learning styles</strong></td>
<td>Hands on support, including collaborative teaching, flexibility, for example work in small groups with disaffected children.</td>
</tr>
<tr>
<td><strong>Leadership and management</strong></td>
<td>“Modelling respect in all relationships” is the ideal, aiming to manage relationships with agencies outside the school in a way that minimises stress on staff.</td>
</tr>
<tr>
<td><strong>Policy development</strong></td>
<td>Starting with ‘people rather than policies’ then using policies to sum up good practice, raft of policies, revised from time to time.</td>
</tr>
<tr>
<td><strong>Curriculum planning</strong></td>
<td>Not covered in this interview.</td>
</tr>
<tr>
<td><strong>Working with external agencies</strong></td>
<td>Not covered in this interview.</td>
</tr>
<tr>
<td><strong>School culture</strong></td>
<td>Attitude of support for teachers, respect for students, partnership with parents and the community.</td>
</tr>
<tr>
<td><strong>School environment</strong></td>
<td>Considered very important. Grant applied for to improve it and make it more welcoming.</td>
</tr>
<tr>
<td><strong>Giving pupils a voice</strong></td>
<td>Not covered in this interview.</td>
</tr>
<tr>
<td><strong>Provision of pupils’ support services</strong></td>
<td>Peer mediation scheme, CAMHS team meets at school to respond to individual needs of young people.</td>
</tr>
<tr>
<td><strong>Staff professional development needs, health and welfare</strong></td>
<td>Communication between staff members is considered very important and ways are being sought to improve this. Collaborative teaching is allowed for and opportunities for staff development are considered important.</td>
</tr>
<tr>
<td><strong>Partnerships with parents/carers</strong></td>
<td>Parents’ views are taken seriously, anger is accepted if necessary, and ways are sought to work in problem solving ways about difficulties. Standard letters were rewritten to make them more accessible.</td>
</tr>
<tr>
<td><strong>Involvement of local community</strong></td>
<td>Pro-active involvement with local police, local residents, housing officers and a youth offending officer. Pro-active involvement with local CAMHS team members.</td>
</tr>
<tr>
<td><strong>Special facilities such as libraries – are they utilised?</strong></td>
<td>Not covered in this interview.</td>
</tr>
<tr>
<td><strong>Assessing, recording and reporting pupils’ achievement</strong></td>
<td>Not covered in this interview.</td>
</tr>
</tbody>
</table>
Appendices
7.1 Appendix I

Mental health promotion resources for education staff, children, young people and parents

There are many organisations that can offer schools/colleges support in providing and developing their mental health promotion practice with children and young people. These organisations offer resources such as:

- information websites
- resource and teaching materials
- training.

Those listed below are just a few of the many there are nationally and locally. It is worth doing some research to find out what is on offer in your locality.

Resources for schools/colleges on mental health promotion

General resources and background reading


Resources for teachers

[www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk) Site of the Healthy Schools Programme which has information on teaching and learning about mental health issues. It links to a great number of other sites. See also the Our Healthier Nation website at [www.ohn.gov.uk](http://www.ohn.gov.uk)

[www.teacherline.org.uk](http://www.teacherline.org.uk) The site of the Teacher Support Network which offers a 24-hour support line, well-being project, welfare grants, advice, support and retired teacher services.

“Hazards at work – stress” is an on-line publication available from Health and Safety Executive website: [www.hse.gov.uk/pubns/stresspk.htm](http://www.hse.gov.uk/pubns/stresspk.htm)
www.hse.gov.uk  The site of the Health and Safety Executive, which provides information on stress including the online publication *Work-Related stress*.


Lees, Jane and Plant, Sue (2002) *Passport* Calouste Gulbenkian Foundation. A framework for implementing a curriculum for personal and social development which is easy-to-use, and which should enable teachers to integrate a wide range of initiatives into a coherent programme.

www.ytouring.org.uk/five/index.html The site of *Cracked*, an education pack for working on mental health promotion using drama.

**Locally-produced resources for use in the classroom**

There are an increasing number of locally-produced resources available for classroom use. Contact your LEA for details of any produced in your area. Among the examples we have come across are:

*Changing Minds* An excellent teaching resource for key stage 3, offering lesson plans for teaching on attitudes related to mental health as part of the PSHE curriculum, published by the New Directions Group in Camden.

*Mental health promotion for secondary schools* A comprehensive resource including both teaching and extensive background information produced by Berkshire Health Promotion.

*Promoting Mental Health in Secondary Schools* A classroom resource produced and trialed in Manchester.

Many voluntary organisations and consultancies as well as members of your local CAMHS teams can provide training for teachers in mental health issues. Newsletters are another information source:

*The Antidote* A newsletter on emotional literacy issues, produced by Antidote.

*Chips chat* The newsletter for schools working with ChildLine. It is easy to read and has a lot of interesting information on issues relevant to the well-being of young people.

*Healthy Schools* This is the newsletter of the National Healthy School Standard Network and is published four times a year. Edition 6, Spring 2000 was devoted to mental health issues in schools. Available from the Health Development Agency.
Resources for use by children and young people

**www.at-ease.nsf.org.uk**  @ease, run by Rethink, is a website resource for all young people, from teens upwards who may feel stressed or worried about their thoughts and feelings. Resources available include a discussion board, general information about looking after your mental health, sources of help and an on-line soap opera with fictional young people exploring the ups and downs of everyday life.

**www.teenagehealthfreak.org**  This is a website for young people dealing with health issues including stress.

**www.schoolcouncils.org**  The School Councils UK website is written for young people wanting to set up a school council or class council in their school.

**www.youngminds.org.uk**  YoungMinds – the children’s mental health charity – provides a series of information booklets aimed at young people that can be downloaded. Titles include *Mental illness in your family? Worried about self-injury? Do you ever feel depressed?* The site also includes links.

**www.wiredforhealth.gov.uk**  This website is part of the Our Healthier Nation strategy and is linked to the Healthy Schools initiative. It aims at providing accurate and engaging information on health (including mental health) for teachers and students. It features information suitable for students at key stages 3 and 4.

**www.nspcc.org.uk**  The NSPCC runs a free, child protection helpline (0808 800 5000) which is a confidential counselling service for any child with any problem that is open 24 hours a day, every day. The website features advice and publications for children and parents and carers.

**www.mind.org.uk**  Mind has a series of ‘how to’ leaflets, on topics such as asserting yourself, coping with the stress of student life and how to survive family life.

**www.healthykidz.co.uk**  This is a website about health for children constructed by secondary school students. It covers mental health issues and provides a forum and chat room.

**www.thesite.org**  This is a great list of websites for young people covering education, health, employment, housing and leisure.

**www.unicef.org/voy**  UNICEF’s ‘Voices of youth’ website gives young people from around the world the opportunity to share ideas about important world issues.

**www.pupiline.co.uk**  A information source on issues from exam stress, bullying, what to do after leaving school, relationships and self-esteem.

**www.ypp.org.uk**  The site of the UK Youth Parliament, which had its first sitting in February 2001.

**www.kidscape.org.uk**  A resource for children and young people on bullying, online safety, making friends and changing schools. It also provides information for teachers and parents.
Resources for parents

www.parentlineplus.org.uk  The site of Parentline (0808 800 2222) a help and information service for parents on a range of issues.

www.youngminds.org.uk  YoungMinds – the children’s mental health charity – also provides information for parents. It has information leaflets for parents and professions on topics such as bullying, sexual abuse and eating disorders. There is also an information service (0800 018 2138) for parents and carers.

www.mind.org.uk  Mind’s “Understanding” series includes titles on childhood distress, depression, self-harm, bereavement and talking treatments.

www.mentalhealth.org.uk  Mental Health Foundation’s “All about” series includes booklets on anxiety, bulimia nervosa, anorexia nervosa, depression and schizophrenia.

www.smallwood.co.uk  Smallwood Publishing is a mail order supplier of books on mental health issues for teachers, parents and children and young people.
7.2 Appendix II

Resources on mental health promotion by subject area

<table>
<thead>
<tr>
<th>Topic</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anti-bullying</td>
<td>• ChildLine’s online fact sheet on bullying and the booklet “Why me?” <em>Children talking to ChildLine about bullying</em> by Mary McLeod and Sally Morris</td>
</tr>
<tr>
<td></td>
<td>• Anti-bullying Campaign advice line</td>
</tr>
<tr>
<td></td>
<td>• <a href="http://www.bullying.co.uk">www.bullying.co.uk</a> – website dedicated to information, help and advice about bullying</td>
</tr>
<tr>
<td>Anti-racism</td>
<td>• <a href="http://www.britkid.org">www.britkid.org</a> – an interactive site about racism with drama, quizzes and lots of information, produced by Comic Relief</td>
</tr>
<tr>
<td></td>
<td>• <em>Diverse Minds</em> programme at Mind</td>
</tr>
<tr>
<td>Anti-stigma</td>
<td>• <a href="http://www.at-ease.nsf.org.uk">www.at-ease.nsf.org.uk</a> – the young person’s website of Rethink, deals with many issues including difficulties of young people whose parents have serious mental illness</td>
</tr>
<tr>
<td></td>
<td>• YoungMinds booklet for young people entitled <em>Mental illness in your family?</em></td>
</tr>
<tr>
<td>Assertiveness</td>
<td>• Leaflet in the ‘How To’ series from Mind</td>
</tr>
<tr>
<td>Bereavement</td>
<td>• Online fact sheet from ChildLine</td>
</tr>
<tr>
<td></td>
<td>• Books from Jessica Kingsley Publishers</td>
</tr>
<tr>
<td>Boys’ issues</td>
<td>• Department for Education and Skills publication <em>Dads and boys 3</em></td>
</tr>
<tr>
<td></td>
<td>• MacLeod, M and Barter, C (1996) <em>We know it’s tough to talk: boys in need of help</em> Childline</td>
</tr>
<tr>
<td>Carers (young people who are carers)</td>
<td>• Carers National Association</td>
</tr>
<tr>
<td>Child abuse</td>
<td>• Online fact sheet from Child-line</td>
</tr>
<tr>
<td></td>
<td>• NSPCC runs a free, child protection helpline on 0800 1111. It is a confidential counselling service for any child with any problem, open 24 hours a day, every day</td>
</tr>
<tr>
<td></td>
<td>• Wellrounded</td>
</tr>
<tr>
<td>Drugs</td>
<td>• National Drugs Helpline</td>
</tr>
<tr>
<td>Disability issues</td>
<td>• Disability Equality in Education</td>
</tr>
<tr>
<td>Topic</td>
<td>Resources</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Eating disorders</td>
<td>● Eating Disorders Association</td>
</tr>
<tr>
<td></td>
<td>● Mental Health Foundation’s “All About” publications on bulimia nervosa and anorexia nervosa</td>
</tr>
<tr>
<td></td>
<td>● Online fact sheet from ChildLine</td>
</tr>
<tr>
<td>Emotional literacy</td>
<td>● Antidote</td>
</tr>
<tr>
<td></td>
<td>● Self-esteem Network</td>
</tr>
<tr>
<td>Exam stress</td>
<td>● Online fact sheet from ChildLine</td>
</tr>
<tr>
<td></td>
<td>● Circular 10/99 <em>Social Inclusion: Pupil Support</em> published by the Department for Education and Skills. Covers school role in ‘reducing the current high levels of unauthorised absence’</td>
</tr>
<tr>
<td>Family life</td>
<td>● Mind leaflet “How to survive family life”</td>
</tr>
<tr>
<td>Friends</td>
<td>● Online fact sheet from Childline</td>
</tr>
<tr>
<td>Girls’ issues</td>
<td>● Cruddas, Leora and Haddock, Lynda <em>Girls’ Voices: are they on the agenda?</em> – an excellent insight into some pertinent issues, often forgotten. Published by the Newham Education Authority. Copies downloadable from <a href="http://www.newham.gov.uk/education/girlsvoices/index.htm">www.newham.gov.uk/education/girlsvoices/index.htm</a></td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>● Online fact sheet from ChildLine</td>
</tr>
<tr>
<td></td>
<td>● <em>Young Gay Men: a guide to coming out</em> from the Terrence Higgins Trust</td>
</tr>
<tr>
<td>Looked-after young people</td>
<td>● National Children’s Bureau is developing a National Healthy Care standard which will be relevant to the work of secondary schools</td>
</tr>
<tr>
<td>Peer support</td>
<td>● The Mental Health Foundation has produced many peer support resources. See <a href="http://www.mentalhealth.org.uk/peer">www.mentalhealth.org.uk/peer</a></td>
</tr>
<tr>
<td></td>
<td>● <em>Peer Support Networker Magazine</em> for teachers, parents and others interested in peer support schemes in their school. Available on subscription from Peer Support Networker</td>
</tr>
<tr>
<td>Topic</td>
<td>Resources</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Pregnancy and sex education</td>
<td>- Family Planning Association offers information leaflets and advice</td>
</tr>
<tr>
<td>Refugee issues</td>
<td>- British Refugee Council</td>
</tr>
<tr>
<td></td>
<td>- Save the Children Fund</td>
</tr>
<tr>
<td>School councils</td>
<td>- School Councils UK is an organisation providing a wealth of information for those wanting to set up a school council</td>
</tr>
<tr>
<td>Self-injury</td>
<td>- YoungMinds produces a booklet for use by young people called <em>Worried about self-injury?</em></td>
</tr>
<tr>
<td>Step families</td>
<td>- Online fact sheet from ChildLine</td>
</tr>
<tr>
<td>Social inclusion</td>
<td>- A large subject. Some specific resources include:</td>
</tr>
<tr>
<td></td>
<td>- <em>Index on inclusion: developing learning and participation in schools</em> is a major resource, published by the Centre for Studies on Inclusive Education</td>
</tr>
<tr>
<td></td>
<td>- <em>School inclusion: The school, the family and the community</em> by Mog Ball, published by the Joseph Rowntree Foundation</td>
</tr>
<tr>
<td></td>
<td>- <em>How to solve the inclusion puzzle in under 8 hours</em> a workbook from the US with many interesting ideas, from Bayridge Consortium</td>
</tr>
<tr>
<td>Suicide</td>
<td>- Young Minds information service for parents and carers</td>
</tr>
<tr>
<td></td>
<td>- Online fact sheet from ChildLine</td>
</tr>
</tbody>
</table>
7.3 Appendix III

Useful Addresses

Anti-bullying Campaign
10 Borough High Street
London SE1 9QQ
Tel 020 7378 1446 (advice line)

Antidote
45 Beech Street
London EC2Y 8AZ
Tel 020 7588 5151
Fax 020 7588 4900
antidote@geo2.poptel.org.uk
www.antidote.org.uk

Bayridge Consortium
767 Pebble Beach Drive
San Marcos
CA 92069
USA
Tel/Fax 770 761 4917
ravillabayridge@cs.com
www.ravillabayridge.com

British Refugee Council
3-9 Bondway
London SW8 1SJ
Tel 020 7822 3000
Fax 020 7852 9929
www.refugeecouncil.org.uk

Carers National Association
20-25 Glasshouse Yard
London EC1A 4JS
Tel 020 7490 8818

Centre for Studies on Inclusive Education
Room 2S203, S Block Frenchay Campus
Coldharbour Lane
Bristol BS6 6UE
Tel 0117 344 4007
Fax 0117 344 4005
www.inclusion.org.uk

ChildLine
Young people can phone Childline on 0800 111 or write to ChildLine, Freepost 111, London N1 OBR
www.childline.org.uk

Community Service Volunteers
237 Pentonville Road
London N1 9NJ
Tel 020 7278 6601

Counselling in Education
(British Association of Counselling and Psychotherapy)
1 Regent Place
Rugby, Warwicks CV21 2PJ
Tel 0870 443 5252
Fax 0870 443 5160
www.bac.co.uk

Department for Education and Skills
Sanctuary Buildings
Great Smith Street
London SW1P 3BT
www.dfes.gov.uk

Department for Education and Skills Publications
P O Box 5056, Sherwood Park
Annesley, Nottingham NF15 0DJ
Tel 0845 6022260
Fax 0845 6033360
dfes@prolog.co.uk

Department of Health
Richmond House, 79 Whitehall
London SW1A 2NS
Tel 020 7210 4850
www.doh.gov.uk
dhmail@doh.gsi.gov.uk

Disability Equality in Education
Unit 4Q, Leroy House
436 Essex Road
London N1 3QP
Tel 020 7359 2855
www.diseed.org.uk

Eating Disorders Association
103 Prince of Wales Road
Norwich NR1 1DW
Tel 0870 770 3256/0845 634 7650
(youth helpline)
info@edauk.com
Appendices

Relate
Herbert Gray College
Little Church Street
Rugby, Warwicks CV21 3AP
Tel 01788 573 241
Fax 01788 535 007
www.relate.org.uk

Rethink
30 Tabernacle Street
London EC2A 4DD
Tel 020 7330 9100/020 8974 6814
Fax 020 7330 9102
advice@rethink.org
www.nsf.org.uk

Royal College of Psychiatrists
17 Belgrave Square, London SW1X 8PG
Tel 020 7235 2351
Fax 020 7245 1231
www.rcpsych.ac.uk

Samaritans
10 The Grove
Slough
Berks SL1 1QP
Tel 08457 909090 (24-hour helpline)
www.samaritans.org.uk

Save the Children Fund
17 Grove Lane
London SE5 8RD
Tel 020 7703 5400
Fax 020 7703 2278
www.savethechildren.org.uk

School Councils UK
Lawford House
5 Albert Place
London N3 1QB
Tel 020 8349 2459
Fax 020 8346 4895
www.schoolcouncils.org

Self-esteem Network
32 Carisbrooke Road
Walthamstow
London E17 7EF

Smallwood Publishing
The Old Bakery
Charlton House, Dour Street
Dover, Kent CT16 1ED
Tel 01304 226 800
Fax 01304 226 700
k.smallwood@smallwood.co.uk
www.smallwood.co.uk

Social Competences Centre
75 Willowbrae Avenue
Edinburgh EH8 7HX
and Psychology Department
University of Dundee
Scotland DD1 4HN
http://dundee.ac.uk/psychology/prosoc.html

Teacher Support Network/Teacherline
Hamilton House, Mabledon Place
London WC1H 9BE
Tel 08000 562 561 (24-hour helpline)
020 7554 5200 (information)
www.teacherline.org.uk

Terrence Higgins Trust
52-54 Grays Inn Road
London WC1X 8JU
Tel 020 7831 0330
www.tht.org.uk
info@tht.org.uk

Wellrounded
Marilyn Tew and Ailsa Craig
Greens Lane, Wroughton
Swindon SN4 0RJ
Tel/Fax 01793 814134
well.round-ed@virgin.net

World Health Organisation
Avenue Appia 20
1211 Geneva 27, Switzerland
Tel +41 22 791 21 11
www.who.int
info@who.int

Young Minds
102-108 Clerkenwell Road
London EC1M 5SA
Tel 020 7336 8445/0800 018 2138
(Parents information service)
Fax 020 7336 8446
www.youngminds.org.uk
7.4 Appendix IV

Policy support for whole-school/college mental health promotion

Legislation

European Convention on Human Rights
- British legislation needs to be consistent with the terms of this convention.
- Gives emphasis to the rights of children and young people, including their right to an education.

Children Act 1989
- Act of parliament requiring the protection of young people in need; stating that the welfare of young people is paramount. Defines parental responsibility for welfare including the following needs: educational, physical, emotional.
- This is the first time there has been a holistic view of children and their needs. The act also requires attention to the wishes and feelings of young people and emphasises seeking and listening to children’s views. Clear links to the agendas of holism (whole child), participation and consultation of mental health promotion.

Education Act 1996
- Subsumed previous legislation including the 1994 code of practice and placed it in law (it is still guidance, however). This legislation:
  - emphasised the duty on parents to have their child educated
  - stated the requirement on LEAs to provide education for excluded pupils
  - required LEAs to make provision for ‘suitable education’ for pupils with Special Educational Needs
- Within the spirit of this act is the emphasis on the requirement of LEAs and thus schools to make provision for pupils with special educational needs, including the quarter of all children who at any one time are dealing with a mental health problem.

Special Educational Needs and Disability Act 2001
- Follows the Green Paper Excellence for All Children: Meeting Special Educational Needs.
- It strengthens the right of children with SEN to be educated in mainstream schools.

Child and Adolescent Mental Health Policy
- Local Authorities and Education Authorities are required to have such a policy
- This policy recognises the role of schools in relation to mental health locally.

Codes of practice

Pupils with Problems circulars
These are six Department for Education circulars (8/94 -13/94, also known as the ‘six pack’). They provide a definition of emotional and behavioural difficulties and advice:
- to mainstream schools and to special schools
- on dealing with truancy, bullying and racism
- on school systems to support children’s needs on exclusion
- on physical restraint.
- Essentially a ‘whole-child’ model adopted that supports whole-school mental health promotion.

Code of Practice on Identification and Assessment of Special Needs
- The aim is to help schools and LEAs obtain best value from the considerable financial resources and expertise they devote to the education of children with SEN.
- Twenty per cent of the school population will have special educational needs at some time in their school career. This code of practice raises a range of issues in relation to mental health including loss of confidence, exclusion and bullying. It looks at the partnership with parents, the involvement of young people in any assessments, including issues of personal development, self-advocacy, positive self image, personal autonomy.
Government papers

Saving Lives: Our Healthier Nation

White Paper

- Government White Paper on health, designating schools as “an important setting for improving the nation’s health”.
- As well as learning about how the body works and how behaviour can affect health, it is also about how children and young people can gain the knowledge to make the most of the opportunities that life presents.

Excellence in Schools White Paper

- Government White Paper that established a number of initiatives, including education action zones and behaviour support plans.
- According to the White Paper, an important theme is the Government intention for all schools to become healthy schools. Education action zones are designed for areas where schools need “additional support”, and behaviour support plans to cover “management of pupil behaviour, prevention of unauthorised absences and exclusions; out of school provision, support for excluded pupils … [and] will ensure that at risk and excluded young people get the right support”.

Schools Building on Success Green Paper

- Excellence in Cities is designed to tackle underachievement in some of the country’s most challenging areas. Initiatives include:
  - extending opportunities for gifted children
  - providing access to learning mentors
  - learning support units for excluded pupils
  - increasing numbers of beacon schools
  - establishing city learning centres
  - establishing education action zones to raise performance in small clusters of schools.
- Agenda clearly links with the inclusiveness agenda in mental health promotion.
7.5 Appendix V

What is Child and Adolescent Mental Health Services (CAMHS)?

What and who are they?

Child and Adolescent Mental Health Services (CAMHS) is a term used to describe the range of services and professionals working in the field of child and adolescent mental health. The way that these services and professionals are organised can often be confusing for professionals and parents who require help and support, as who to go to for help and how is not always clear.

In many areas, CAMHS have been organised into four different tiers. CAMHS should be available for each level of need, and the following text sets out ways in which they could be organised within areas and, for more specialist services, districts.

Tier 1
This level is a primary level of services and can include interventions by:
- teachers
- GPs
- health visitors
- school nurses
- voluntary agencies
- residential social workers
- social services
- juvenile justice workers
- parents/carers

CAMHS at this level are provided by non-specialists who are in a position to:
- identify mental health problems early
- pursue opportunities for promoting their development and preventing mental health problems
- offer general advice and, in certain cases, treatment for less severe mental health problems.

Tier 2
A level of service provided by specialist child and adolescent mental health service professionals. These include:
- community psychiatric services
- clinical child psychologists
- nurses/nurse specialists
- child psychiatrists
- educational psychologists

These CAMHS professionals should be able to offer:
- training and consultation to other professionals (who might be within Tier 1)
- consultation for professionals and families
- outreach to identify severe or complex needs which require more specialist interventions but where families are unwilling to use more specialist services
- assessment which may trigger treatment at a different tier.

Most children and young people with mental health problems will be seen at Tiers 1 and 2.
**Tier 3**
A more specialist service for more severe, complex and persistent disorders. This is usually a multi-disciplinary team or service working in a community mental health clinic or child psychiatry out-patient service, and including:

- child and adolescent psychiatrists
- psychiatric social workers
- clinical psychologists
- community psychiatric nurses
- child psychotherapists
- occupational therapists
- art, music and drama therapists.

The core CAMHS at this level in any area should be able to offer:

- assessment and treatment of child mental health disorders
- assessment for referrals to Tier 4
- participation in research and development projects
- contributions to the services, consultation and training in Tiers 1 and 2.

**Tier 4**
Access to infrequently used but essential tertiary-level services such as day-units, highly-specialised out-patient teams and in-patient units for older children and adolescents who are severely mentally ill or at suicidal risk. The most specialist CAHMS may provide for more than one district or region, and should be able to offer a range of services which might include:

- adolescent in-patient units
- secure forensic adolescent units
- eating disorder units
- specialist teams for sexual abuse
- specialist teams for neuro-psychiatric problems.
References
References

Booth, Tony & Ainscow, Mel (2000) *Index for Inclusion* Centre for Studies in Inclusive Education

Cowie, Helen (2000) Bullying: the challenge of peer support *New Therapist* Volume 7 No 4


Goleman, Daniel (1996) “Emotional Intelligence: Why it can matter more than IQ” London: Bloomsbury


Robinson, WP & Taylor, CA *An Evaluation of Circle Time Programme for Year 7 Pupils* London: Calouste Gulbenkian Foundation


The Mental Health Foundation (1999) *Bright Futures: Promoting children and young people's mental health* London: The Mental Health Foundation


The Mental Health Foundation (2001) *Promoting Mental Health in Primary Schools* London: The Mental Health Foundation

Northen, Stephanie ‘Stress on happiness’ *The Times Educational Supplement*, 27 October 2000


Weare, Katherine (1999) *Promoting Mental, Emotional and Social Health - a whole-school approach* Routledge Falmer

*Young Minds Matter – Young Peoples Mental Health Needs Assessment* – Pennywell. www.pennywell-youth-project.com

www.antidote.org.uk

www.hampsteadschool.org.uk
The Mental Health Foundation is the UK’s leading charity working for the needs of people with mental health problems and those with learning disabilities. We aim to improve people’s lives, reduce stigma surrounding the issues and to promote understanding. We fund research and help develop community services. We provide information for the general public and health and social care professionals. We aim to maximise expertise and resources by creating partnerships between ourselves and others including service users, Government, health and social services.