



# **Carnegie Centre of Excellence for Mental Health in Schools**

**CASE STUDIES OF PRACTICE**

**NOVEMBER 2019**

# EDITORIAL

The Carnegie Centre of Excellence for Mental Health in Schools was launched in 2017. We have developed a research-informed school mental health award. The award is designed to support schools to implement a whole school approach to mental health. We have produced a short collection of case studies in this Working Paper to illustrate practice in a selection of schools that have completed the award. We intend to continue to produce case studies to shine a light on best practice.

We hope you enjoy reading these case studies.

Professor Jonathan Glazzard

# Case Study: Kensington Primary school

## **Why did you choose to do the mental health award?**

We believe at Kensington that we have created a culture and a commitment where mental health and wellbeing of our children, staff and local community thrives. This is promoted as part of our day-to-day school life. We have developed a whole school strategy for improving the wellbeing of pupils and staff which has led to Kensington being a school that attracts and retains high-quality staff. As a school we are committed to creating an ethos which puts mental health, wellbeing and welfare at its forefront for all its staff and children regardless of their starting point in life.

## **What changes did you make to practice and/or policy to address the mental health award?**

We first made changes to staff workload. Formal observations were stopped and we started to support staff in the year groups more by team teaching and informal learning walks. Planning was reduced and staff were encouraged to plan via their flipcharts, reducing time spent in unnecessary paperwork. All staff are encouraged to develop themselves professionally through personalised CPD and continuous professional development.

Staff have had changes made to promote their wellbeing through personalised staff training, a well-being day off, Weekly Kensington Hero cards and many other initiatives. Staff also have access to counselling from Place2be (school base) and Schools Advisory Service (SAS).

Our ethos, 'Make the difference', is looking for reasons why things might not be going well, either with staff or children and being positive and supportive of each other. One of the key leadership structures at Kensington is keeping an eye on people, through coaching which we have adapted and changed to benefit our staff.

## **What was the impact of the award on pupils, staff and other stakeholders?**

A direct impact of these measures has been that there has been a reduction in staff absences and staff mobility has been really low. It has become a positive and supportive school where staff and children alike feel valued and respected. As a result 98% of staff said that Kensington is a place they love to be. 100% of parents would recommend the school to another parent. In the pupil survey, 98% said that they enjoy coming to school and 99% mentioned that they feel safe.

There has been a reduction in staff absence and in academic year 2018-19, no staff left the school.

## **What do you intend to do next?**

We now have a trained adult mental health first aider at school to support staff by just listening and guiding them to the appropriate support. A quiet space with cushions and bean bags has been created where staff can go to switch off from noise or to have a conversation for a bit. There has been timetabled chats with the headteacher twice a week at different times of the day. Our headteacher is part of the DfE's Mental Health and Wellbeing Advisory Group. The findings and

recommendations of this group will be taken to the Minister of Education in December 2019. As a school, the headteacher continues to support other schools in Blackpool on wellbeing and mental health.

# **Case Study: St Mary & St Thomas CE Primary School – The Three Saints Academy Trust**

## **Why did you choose to do the mental health award?**

We wanted to have a framework to guide us in our delivery of mental health and well-being support across our whole school community and to not only identify and celebrate best practice but identify areas not as strong or gaps in provision.

We wanted to ensure that the framework we used would be rigorous and challenging so it would reflect embedded practice.

## **What changes did you make to practice and/or policy to address the mental health award?**

The Award has enabled us to focus and be explicit about the work we undertake around mental health and wellbeing in all areas of school life. It has also helped us to look at developing future projects within our local community to not only address the adverse childhood experiences but the adverse community/environmental experiences that impact upon our families. This is allowing us to support directly or signpost and enable positive experiences to change mindset and empower individuals, whether adults or children.

## **What was the impact of the award on pupils, staff and other stakeholders?**

The Award created a real “buzz” within the whole community and the acknowledgement of the important and empowering support we offer to all created a real vibe of positivity. It created a further “Feel Good Factor” and highlighted the lack of stigma around mental health within our school. Children and parents know that talking about their mental health is the norm. We have been inundated with requests for support, guidance, advice on what and how we address mental health and wellbeing. The Award was recognised and mentioned during our Ofsted Inspection in February 2019 (Outstanding all areas) and during our UNICEF Gold Award Inspection in July 2019 (awarded Gold).

## **What do you intend to do next?**

Our Teaching School North West Learning Partnership has become Strategic Partners with the Carnegie Centre of Excellence in School Mental Health and we are rolling out their CPD and School Mental Health Award with our Trust schools and partner schools.

We organised and hosted a Mental Health and Well-being Conference on World Mental Health Day 10.10.19 to over 100 delegates from schools across the North West. This led to a MHWB Network being set up to drive MHWB forward within schools, with our first meeting in December 2019. Schools within this network will be invited to be involved in research with the Carnegie Centre and the network will allow us to achieve economies of scale for future training for schools despite reducing budgets. It will enable best practice to be shared.

We will be joining the Professional Membership of the School Mental Health Award

# Case Study: Craigmount High School

## **Why did you choose to do the mental health award?**

As a new member of the pupil support team I quickly became aware of gaps in our knowledge around mental health and became acutely aware of the slow nature of the process of referring to CAMHS. I was aware that the award offered me the opportunity to look closely at where we were at as a school and look at the most appropriate ways to move forward as a school. The award tied in brilliantly with our ongoing SQIP and/or health and wellbeing school improvement groups.

## **What changes did you make to practice and/or policy to address the mental health award?**

We analysed the need within the school for extra provision and the gaps in our knowledge to support young people. We began to work with more external agencies and employed a counsellor on a more frequent basis. We upskilled staff by offering mental health first aid training and got 20 staff trained. We worked with the Mental Health Foundation to train 50 students to be peer education mentors and deliver 5 weeks of lessons to younger students. We upskilled guidance staff, with the Mental Health Foundation to deliver the stressLESS program to small groups of students. We reviewed and adapted the curriculum based upon our findings. We discuss wellbeing and mental health as an extended leadership team and have made mental health and wellbeing a priority at all levels in the school. We have now had a wellbeing festival looking at specific areas of wellbeing.

## **What was the impact of the award on pupils, staff and other stakeholders?**

There is a much higher profile for mental health in school. We challenge stigma and negative comments when they are made and help young people understand why it is inappropriate and the impact their comments can have on others. Staff are beginning to talk about their own wellbeing and mental health and are looking for more of a focus on this from Senior Leadership Team. We are now dedicating chunks of time in PSHE to deliver sessions on mental health – some of these are delivered by our senior students. We have also offered cluster primary schools the opportunity to get involved with SMHFA to begin to have a common language around mental health. We have implemented wellbeing festivals to improve parental engagement and encourage messages from home to be reinforced at school.

## **What do you intend to do next?**

We are on a journey! We aim to continue this journey. We need to let some of the things (above) embed in school to see if they have had the impact we hope they have. In working with the Mental Health Foundation we have researchers on board and will allow them to run focus groups and provide us with feedback on how the younger students have learned from the Peer Education Program as well as how delivering the sessions impact the older students. We will continue to engage with parents to allow them to focus on their own wellbeing as well as the young person's wellbeing.

# Case Study: Longwood Primary Academy

## **Why did you choose to do the mental health award?**

We chose the mental health award due to the reputation of the Centre and the offer that the course provides – such fantastic value for money. In addition we were attracted to the opportunity of having a mentor who we could talk to online – to talk to professionals of such high regard is truly beneficial to schools. For us we needed to talk about our current provision – we had lots in place and had started providing outreach the year before. We needed to know that we were on the right track and reaching the gold standard before moving forward. In addition, we wanted our service inside and outside of the school to be challenged in order to improve in all areas.

## **What changes did you make to practice and/or policy to address the mental health award?**

The award helped us to reflect on systemic improvement and tightening in all areas. For us it wasn't necessarily a journey of large change that we wanted to achieve, rather a reflection on what had occurred so far and making smaller advances in current systems.

Our tutor was very adept at supporting this, signposting and questioning to a deeper level – this was an education within itself. The dialogue of such quality and depth was something we found difficult to find elsewhere.

## **What was the impact of the award on pupils, staff and other stakeholders?**

For the staff, it gave the team recognition that they were doing well in developing the wellbeing of our community. It was fantastic CPD for those involved – our tutor was so knowledgeable, supportive and fantastic throughout our discussions.

For other stakeholders - we were able to explore the importance of our governors and how they could help to support leaders through support and challenge – it also gave us time to reflect on ways in which we could assess staff and pupil wellbeing in the school.

For our pupils – the space to reflect and focus on how our policies are used and actioned was very beneficial. Our tutor was also great at guiding us to other places of best practice to further develop ideas.

## **What do you intend to do next?**

We want to continue our outreach provision for schools, offering 1-day courses and specific school support. Being and remaining outward-facing is important to us as sharing ideas and practice together benefits everyone. In addition we are collating all of our 'best bits' from our recent 6-day Mental Health and Wellbeing Leaders course and will be publishing this with much more in 2020 – this will be made available to all schools.

Within Longwood itself, we are very focused and dedicated to staff wellbeing – being TES Employer of the Year and Place2Be Primary Community of 2019, we are continually 'restless' in our pursuit of best provision. Workload is a huge priority for all schools – it continues to be at the forefront of our minds. For the pupils, our permanent addition of our meditation pod is our primary focus for pupils

with anxiety – our research around this is set to be released at the end of this year. We are also focusing efforts on pre-school support – we want to engage with parents from 0-3 in the community to develop a support network for parents so that good mental health is fostered from birth.



# Case Study: A group of three schools. Beal High School. The Forest Academy. BBIH

## **Why did you choose to do the mental health award?**

To help us think about our Mental Health Strategy, what we are doing well and where we need to go next.

We also felt that the many things that were going well and these needed to be celebrated.

## **What changes did you make to practice and/or policy to address the mental health award?**

The award helped us to think about the policies and procedures that were in existence and how well we were delivering for staff and students. For example, the Employee Assistance Program was in place but was not widely known about.

The use of the team around the child as a practice for working has been more widely used as staff have found making decisions in a group more reassuring and productive as support often come from different areas and this has had a greater impact for the students also.

## **What was the impact of the award on pupils, staff and other stakeholders?**

The team around the child approach that we were adopting became much more significant, not just for information sharing but also as a support for colleagues who are new to roles. This allowed us to consider how staff were effectively supporting students and the importance of supported staff in these relationships.

The team around the child also means that the child feels more supported, it is not just an individual but a number of staff that are invested and can advocate for the child.

## **What do you intend to do next?**

Working with outside agencies to develop provision and support in shifting culture. While the stigma to mental health is challenged in the school and we are in a good place across the three schools, we are aware it is an ongoing job. Greater involvement of students through assemblies and developing of the wellbeing ambassadors role in the school are the strategies we are looking at now to continue the campaign for positive mental health.

# Case Study: Burton Borough School

## **Why did you choose to do the mental health award?**

We have had the mental health of our staff and students as a priority for a number of years and had got a lot in place that we were very proud of. We saw the mental health award as a way to look more closely at what we were doing and to see if there were gaps that we could fill or areas that we should be concentrating on moving forward. We saw it as a way to look at what we had in place and to see what we could do to improve what we were offering.

## **What changes did you make to practice and/or policy to address the mental health award?**

To be honest we were already doing a lot and we didn't need to change anything to address the award. We were able to scrutinise what we had in place and tweak some things but on the whole, what the award showed us was that we were strong in the areas it covered. It allowed us to look at mental health from a whole school perspective and tie up everything we were doing across the whole school.

## **What was the impact of the award on pupils, staff and other stakeholders?**

It has been a hugely positive experience. We have spent a number of years building a great relationship with our local CAMHS service and have been very lucky that they have worked closely with us. We have a mental health nurse practitioner seconded to us once a week and she and her line manager do all our training for our staff and our student wellbeing mentors as well as whole staff training. It was great to be able to share all we had done with them through our award application and they were an integral part of some of the areas we submitted, so it was lovely for us to be able to share the success of the award with them. Our student wellbeing mentors and small schools do a really important job working with individual students that they identify so it was also great for them to have the work they are doing recognised. As a school it has allowed us to bring together all we do under one umbrella and look at what we offer. We actually surprised ourselves when we looked at everything we offered and it was really useful to be able to identify what we felt we were doing really well and areas we wanted to concentrate on. It has also given us lots of exciting opportunities that we are looking forward to developing in the future.

## **What do you intend to do next?**

We are very proud of the provision we offer and we will continue to develop what we already have in place. We are planning on extending the number of student wellbeing mentors we have as they are doing such a powerful job. We are particularly looking at the work we can do with boys through our wellbeing mentors and looking to recruit more boys. This term we have opened a new provision within our school called Engage. This is something we have been working towards and we are very excited by its implications for our SEMH students. We are hoping that it will make a big difference to SEMH students with specific needs.

We have a number of staff based in Engage and our ELSA is working with a number of SEMH students through targeted intervention and group intervention. We have a separate entrance so those with anxiety can come into school in a calm and controlled atmosphere. This is a provision that

we are hoping will make a big difference to both our SEND and SEMH students. We are continuing to develop our work with CAMHS and KOOTH and extending our offer of parental workshops through both these external agencies.

We have a number of national events we will be speaking at in the near future. We were recently the host school for Teach Meet at the Google Academy in London. This was run by Edukit. We are looking forward to continuing to share what we do with others and continuing to develop the provision we have in place at Burton Borough.

# Case Study: Hertfordshire & Essex High School

## **Why did you choose to do the mental health award?**

As a coaching school we were already focused on how best to continue improving our wellbeing in order to successfully embed it into the culture and ethos of our school. Coming across the Carnegie award was a real serendipity moment, for the timing was perfect. The process complimented the main focus of our school annual development plan which was framed as 'Wellbeing for students and staff: Creating a mentally healthy school', and it was immediately clear that the award offered the framework we needed to bring clarity and structure to this work. This was reinforced when we began working through the self-diagnosis tool as it allowed us to verify our strengths and weaknesses and give ourselves a solid foundation from which to continue building in greater depth.

## **What changes did you make to practice and/or policy to address the mental health award?**

Working through the detail of each of the competencies gave us fresh eyes with which to determine our effectiveness in each area. For example, when we drilled into the 'Support for Staff' section, whilst we already had systems and interventions in place, (such as a strong and transparent Line Managing tree and opportunities to be coached), it prompted us to question our staff wellbeing offering again.

Research groups were therefore set up to inform our learning, one of which was specifically focused on staff wellbeing. In short, the outcomes from this have been hugely beneficial, for instance leading to the introduction of a 'wellbeing period' once a fortnight for teaching staff. This has been timetabled to coincide with a free lesson, either at the beginning of the school day or at the end, and the feedback has been consistently positive. Staff have commented on how they are enjoying being able to take or pick up their own children from school during this time, and similarly support staff have more options now as to when they can take TOIL time owed to them. Both of these benefits are contributing to a real sense of greater well-being within our staff body.

## **What was the impact of the award on pupils, staff and other stakeholders?**

The impact of the Award has first and foremost been to signal to our immediate and wider school community that there is a genuine desire to continue building a culture and ethos that benefits us all and that this is not just a tick box exercise. The process of looking in depth at what is currently on offer across such a broad sweep of areas has stimulated a whole raft of new thinking. When we look to make changes, we are now authentically placing our mental health and wellbeing at the core of what we do. This is becoming evident through the conversations that are taking place, in which well-being and good mental health are open areas of discussion amongst everyone sharing our school community. The feeling that this openness imbues contributes significantly to the work being undertaken, for example our two sixth form students who are our 'Well-being leads' are hugely proactive in their work, mobilising the rest of the student body to get involved, and a regular wellbeing and mental health report is now a standing item for Governors.

Off the back of the Carnegie award we were recently invited to present at a local ESMA (Educational Support for medical Absences) annual conference locally to speak about one initiative in particular, our 'Inside-Out' coaching, that has significantly improved levels of anxiety with those who have engaged with it.

### **What do you intend to do next?**

The award has already become a 'live' working document that is underpinning the continuation of the work we are doing. This is enabling us to review once more, in the context of where we are now, what we would like to improve and what is realistically practical with the resources that are available. For example, my experience of having led our work on putting our submission together is now enabling me to work alongside our primary school as they undertake their own journey to achieve the local Hertfordshire County Mental Health Kite mark. At the same time, the award has provided us with a recognised platform from which to develop further our own conversations within the wider field of mental health and well-being. For instance, in November we have been invited to present and take part in a round table workshop, 'Test Anxiety in Children and Young People', at the British Psychological Society, to talk further about our experiences with our 'Inside-Out' coaching. Being part of the bigger conversation is integral to shared best practice, both at a national and local level, and so we plan to maintain this as a key feature of our strategy moving forward. Our Carnegie journey continues to support us in directing our well-being work as we aim to build a more hopeful community that is able to thrive and support everyone within it.

# Case Study: Dixons Marchbank Primary

## **Why did you choose to do the mental health award?**

We chose to complete the Mental Health Award because we believe that mental wellbeing is important to everyone –everyday. We needed a framework to help focus the positive changes that we wanted to make for all groups of people within our community.

## **What changes did you make to practice and/or policy to address the mental health award?**

Raising the profile of mental wellbeing in school and the wider community was our initial goal. This is a list of some of the activities we undertook to improve the provision for mental health for pupils, staff and parents and carers:

- Mindfulness every day- short daily sessions in class from Reception to 6.
- Links with resilience and that EVERYONE has mental health and more importantly activities that help us maintain positive mental wellbeing are regularly discussed with pupils in class and assemblies.
- Independent and online questionnaires for pupils to fill out- so that the impact of mental well- being provision in school can be analysed and reviewed.
- ‘Thank you’ board, appreciation mugs and regular staff meetings training for staff.
- Mental Health First Aider for young people and adults in school.
- Create a core group of staff to power up and keep the momentum around mental health.
- Invite local groups and charities to advice and sign post parents that can support their own mental wellbeing.
- Coffee morning for parents and carers- chatting and lessening the isolation.

## **What was the impact of the award on pupils, staff and other stakeholders?**

A more open attitude to the issue of their own and other people’s mental well-being.

## **What do you intend to do next?**

We are completely committed to the continued development of our own mental health provision as well as being advocates for improving mental health provision in education both locally and nationally. We regularly support other local schools in their School Mental Health journey.

# Case Study: British School Al Khubairat (BSAK)

## **Why did you choose to do the mental health award?**

BSAK's pastoral care was already strong and with the introduction of the Counselling Service in August 2016. The mental health award was a fabulous way of showcasing how mental health provision was delivered in our school and to review and evaluate the provision in place to strategically plan for the future.

## **What changes did you make to practice and/or policy to address the mental health award?**

A mental wellbeing policy for students was devised, followed by a policy for staff. A Lead Governor for mental health was appointed as well as a Mental Health Lead within the school staff. There were more open conversations around mental health to reduce stigma and there were events over the academic year to promote positive well-being.

## **What was the impact of the award on pupils, staff and other stakeholders?**

Students are now benefiting from the training of 19 members of staff in Mental Health First Aid, thereby providing more staff who are able to respond to students who may be struggling. There are staff now trained in positive psychology interventions, for example Mini Me Yoga and Friends Resilience.

A wellbeing working group has been formed which meets regularly. There is now a dedicated area on the intranet for signposting staff to mental health resources and staff deals for activities on self-care. As per the law in the UAE, BSAK has private health care for employees; the policy has now been updated to include psychology and psychiatric services to be covered (with an upper limit).

The parents within the community have more information available to them in terms of signposting and now have more avenues to pursue if they are worried about their son/daughter.

## **What do you intend to do next?**

BSAK will be reviewing its mental wellbeing policy and practices and will strive to meet the Gold standard competency when our award is reviewed.

A whole school approach to wellbeing and how the many areas of the school collaborate to improve wellbeing across various domains is planned. Mental Wellbeing will be one domain feeding into that.

# Case Study: Grove Lea Primary School

## **Why did you choose to do the mental health award?**

If we wish for children in today's society to reach their full potential, we must offer a holistic curriculum to meet and develop their needs. Teaching children about keeping mentally healthy is just as important as teaching them the fundamentals of reading, writing and maths.

## **What changes did you make to practice and/or policy to address the mental health award?**

Lots!

We looked at all aspects of our School Life.

In order to even start looking at the provision for the children I needed to meet with governors, parents and teachers to discuss why embedding mental health and well-being is so important. I needed to make sure we all had a clear vision for the project. Following this, I wanted all staff to have some basic CPD training (myself as lead, Learning Mentor and SENCo attended more in-depth training). I also wanted to look at my teachers' mental health and wellbeing. Happy staff mean happy children! This involved using the DfE audit to complete an analysis to see, if any, what areas of their role were the most time consuming. Following the audit, we were able to address the highlighted areas. For example, we simplified planning formats, marking and feedback. We also gave all subject leaders additional time to monitor their subjects and allowed staff to go home for PPA. As part of performance appraisals I also made sure there was an objective for their own wellbeing. Senior leaders and governors now have mental health and wellbeing as a standardised items on agendas in meetings.

The next step was to use the audits in the pack to see where our strengths and areas for development were. I then worked with governors and senior leaders to complete an action plan, which was a priority on the School Development Plan. Following this, a policy was completed and ratified at Governors for how mental health and wellbeing would be embedded across the curriculum. We did not want it to be an 'add on'. The policy was shared with parents and in order to make mental health a priority we also held termly 'Good to be me' mornings where children were allowed to work off timetable to complete mindfulness activities, discuss different emotions, meditate and participate in yoga.

It was also important for us to gather information from external stakeholders to understand what was out there for our children, parents and carers. We have built good links with our Primary Practitioner and Early Help Hub. Information and resources are shared on our new 'Good to be me' display and school website.

Following the work within our school I have had opportunities to share good practice with other local schools

## **What was the impact of the award on pupils, staff and other stakeholders?**



It is no longer just the responsibility of the teacher to make a referral. We now all work together. Parents and carers are clearer in the referral process and children are more confident to speak out if they don't feel 'mind healthy'. Staff are more confident in looking for signs and following training are better equipped. The Learning Mentor has played an integral role within the school for joining all parties together.

**What do you intend to do next?**

- To investigate opportunities to work with schools further afield.
- To continue keeping up to date with current initiatives/research on mental health and well-being and looking how that can continue to improve and develop what we offer in school.