

5 Steps to Mental Health and Wellbeing

A Framework for Schools and Colleges



Anna Freud
National Centre for
Children and Families

Aims of the Session

- Know what factors are important to consider when developing a whole school approach to mental health and wellbeing
- Know how to embed and establish processes that support the mental health and wellbeing of the whole school community.



Five Steps to Mental Health and wellbeing

Developed by the Anna Freud Centre to help schools and colleges to integrate practical actions, within their current resources, which prioritise mental health and wellbeing alongside teaching a school and college curriculum

The overall goal is to reduce the potential stigma associated with mental health issues and to build a mentally healthy education community including pupils, parents/carers and staff.



5 Steps to Mental Health and Wellbeing Framework: A whole-school or college approach



What do we mean when we say 'whole school'?

Commonly used terms to describe some schoolbased intervention:

Whole school

- Universal and/or school-wide
- Multi-component

Use of 'whole school' mainly in UK (and Europe) :

8 principles (PHE/CYPMHC, 2015): (1) leadership and management, (2) school ethos and environment, (3) curriculum, teaching and learning, (4) student voice, (5) staff development, health and wellbeing, (6) identifying need and monitoring impact, (7) targeted support, and (8) working with parents/carers

'Universal' and/or 'school wide' mainly in the USA: For everyone, regardless of need

'Multi-component' often used by researchers: Curriculum, ethos/environment, working with families and/or wider community (Langford et al, 2014)

What are the effects of whole school mental health programmes?

No shortage of evidence!

Some relevant literature reviews and metaanalyses:

1. Wigelsworth et al (2016)
2. Durlak et al (2011)
3. Sklad et al (2012)
4. Wilson & Lipsey (2007)
5. Diekstra & Gravesteyn (2008)
6. Weare & Nind (2011)
7. Farahmand et al (2011)
8. Paulus et al (2016)
9. Adi et al (2007)
10. Blank et al (2009)
11. Banerjee et al (2016)
12. Langford et al (2014)

What are the effects of whole school mental health programmes?

- **At-risk groups:** usually greater effects for children and young people identified as at risk (however, may be due to ceiling effects or peers' limited room for improvement)
- **Age:** evidence remains limited and mixed, with some reviews indicating that younger children benefit more and others indicating that adolescence can be an effective time for intervention
- **Other:** Limited discussion of differential gains for children from socio-economically deprived and ethnic minority backgrounds as they are typically included in "at-risk" groups, but where analysed individually, these groups experience greater effects than their peers

Wellbeing – A more holistic view

Wellbeing can be understood as how people feel and how they function, both on a personal and a social level, and how they evaluate their lives as a whole.

It is more than considering an individual's mental health in isolation. It includes happiness, life satisfaction and coping.



Wellbeing – a balance point

Dodge, Daly, Huyton and Sanders (2012, p. 230) propose a definition of wellbeing as “the balance point between an individual’s resource pool and the challenges faced. When individuals have more challenges than resources, the see-saw dips, along with their wellbeing” (p. 230).



When individuals have more challenges than resources, the see-saw dips, along with their wellbeing, and vice-versa” (p. 230).

Mental Health Spectrum

- Like physical health, mental health is something we all have
- It can range across a spectrum from healthy to unwell
- It can fluctuate on a daily basis and change over time



Adapted from Centre for Mental Health



Continuum of Mental Health ↔ Mental Illness

How to support students? (Nash, 2016)

Information distributed around school e.g. displays	School assemblies	Workshops/ training	Discussion forums	Group interventions	Pastoral 1:1	Treatment intervention e.g. school Counselling
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Mental Health
UNIVERSAL

Mental Illness
TARGETED

Proactive

Responsive

What is it?

- A **free** e-framework for schools and colleges
- Self-rated
- Consists of guidance, evidence-based resources and case studies from schools and colleges
- Interactive and printable action planning tool that allows you to review your school or college's progress and add notes
- Made up 5 key areas:
 1. Leading Change
 2. Working Together
 3. Understanding Need
 4. Promoting Wellbeing
 5. Supporting Staff

Background

- Started developing in 2017
- Based on existing whole-school approaches e.g. PHE's 8 principles for Promoting children and young people's emotional health and wellbeing
- Refined and developed by MHWiS Team, mental health experts and teachers
- Piloted with our Pioneer Schools and Education Quality Assurance Panel:

"Easy to use; easy structure to follow; useful resources"

"Stepped approach helps to scaffold strategy and focus group activities."

5 Steps Platform – www.annafreud.org/5steps

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5 STEPS TO MENTAL HEALTH AND WELLBEING

A Framework for Schools and Colleges

Mental health is everyone's responsibility.

The question is, how do you create a school or college-wide approach to mental health and wellbeing?

We've created an evidence-based framework so that you can decide on your own approach to mental health and wellbeing in 5 simple steps. Our 5 Steps Framework is developed by mental health experts and teachers, for teachers.

It's interactive, it's simple and it's free. It will help you to support staff, lead change, and engage with parents, carers and the community so that you can meet your pupils' and students' needs.

By [registering](#), you can move through the steps at your own pace and update a personalised action planning tool that can be regularly reviewed.

Read our [user guide](#) for more information on how to use the framework.

5 Steps to Mental Health and Wellbeing: A Framework for Schools and Colleges

MENTAL HEALTH STEPS

LEADING CHANGE

WORKING TOGETHER

UNDERSTANDING NEED

PROMOTING WELLBEING

SUPPORTING STAFF

Anna Freud National Centre for Children and Families

WORKING TOGETHER

How to bring everyone in the school or college community together

[BACK TO 5 STEPS TO MENTAL HEALTH AND WELLBEING](#)

Establish a Mental Health Action Group

who can advise Senior Management on strategies to improve and support mental health and wellbeing across the school community.

[DETAILS AND RESOURCES](#)

Improve working and collaboration with mental health services

By improving working and collaboration with mental health services, children and young people are more likely to get the support they need when they need it.

[DETAILS AND RESOURCES](#)

Include pupils, staff, parents and carers in decision making

If schools and colleges wish to truly integrate mental health and wellbeing across the whole school community then it is important the views of all members of the community are represented.

[DETAILS AND RESOURCES](#)

Engage with all parents and carers

Research tells us that if parents and carers are actively involved in their children's learning and activities at school, they will be more likely to thrive both in terms of academic performance and also in their general wellbeing.

[DETAILS AND RESOURCES](#)

Checklist

[ACTION PLANNING TOOL](#)

Resources and case studies

MENTAL HEALTH LITERACY FOR THE WHOLE SCHOOL COMMUNITY

Beth Selman - Sandringham Primary School

Our school is very keen on adopting a whole school approach to mental health and developing a shared language around mental health and wellbeing.



Mental health literacy for the whole school community

A few of us created a staff study group and decided to review our PSHE Curriculum. We decided to re-write it based upon PSHE Guidance and the outcomes of our pupil survey, which was carried out previously. The curriculum was quite outdated and there wasn't much in there that relating to mental health, SEN and autism.

From our pupil survey we had found that children in Key Stage 1 can't always articulate their emotions very well and so we created an emotional thesaurus to help with this. The thesaurus also helps with their vocabulary and creative writing. We have used the 'Talking Mental Health' animation and lesson/assembly plans by Anna Freud Centre which are excellent and encouraged the use of the phrases 'big feelings' and 'small feelings' across the school.

There is also an emphasis on self-regulation, which is covered in our behaviour and self-regulation policy. We have



Talking Mental Health (animation that comes with accompanying resources for ages 9-11)



We All Have Mental Health (animation that comes with accompanying resources for ages 11-14)



Schools in Mind

A free network for school staff and allied professionals which shares practical, academic and clinical expertise regarding the wellbeing and mental health issues that affect schools.



Mentally Healthy Schools

This website brings together quality-assured information, advice and resources to help primary schools understand and promote children's mental health and wellbeing.



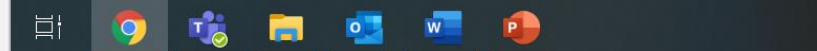
On My Mind

On My Mind aims to empower young people to make informed choices about their mental health and wellbeing. Pupils and college students can access free resources and information about a range of topics including self-care, loss and bereavement, and shared decision making.



Mental health and wellbeing calendar - Autumn term 2020

A calendar of curriculum themes and occasions linked to mental health for the 2020 autumn term, with activity ideas and suggestions for each theme.



Action Planning Tool



ANNA FREUD CENTRE
SCHOOL YEAR
2020/21

Printing notes:

We recommend printing in full colour at A3 size.

Print

1 Leading Change

Action	Status	Notes
Prepare for change	✔ Achieved	
Ensure there is a robust mental health and wellbeing policy	✔ Achieved	We set up a mental health and wellbeing policy for staff and pupils in September 2020.
Demonstrate commitment in your development or improvement plan	✔ Working towards	We are reviewing how we will include mental health and wellbeing. We should have it in our plans by the next Governor's meeting in November.
Signpost information for governors, staff, pupils, parents and carers	✔ Working towards	We have signposted some information, but it needs to be reviewed. Review happening mid-November.

2 Working Together

Action	Status	Notes
Establish a Mental Health Action Group	✘ Not yet in place	We don't yet have a mental health action group. We have said that we will aim to set one up for January 2021.
Improve working and collaboration with mental health services	✔ Working towards	We are working on strengthening our relationships with mental health services and other local organisations.
Include pupils, staff, parents and carers in decision making	✔ Achieved	We work very closely with our PTA group. We have a pupil council who we consult with regularly. We have multiple staff forums.
Engage with all parents and carers	✔ Working towards	We work closely with parents and carers but would like to have a more robust process for how we do this. Plan to review at next all staff meeting in November.

Upcoming Seminar

5 Steps: Understanding Need

November 19th , 16:30

Free RSVP via booking page:

www.annafreud.org/understandingneedseminar