



LEEDS BECKETT UNIVERSITY
CARNEGIE SCHOOL OF EDUCATION



The Carnegie Centre of Excellence
for Mental Health in Schools

School Mental Health

Award



Minds
Ahead

The Carnegie Centre of Excellence for Mental Health in Schools

The UK's First University Centre for Mental
Health in Schools



Why?



- + At least 250,000 children in England's schools have an identified mental health need.
- + It is the second most common special need.
 - o where children have more than one need, mental health is likely to be the second need.
- + How many more children have mental health needs but are not formally identified?



So what?

- Those with mental health needs are the group most likely to miss school.
- These children have the highest 'unauthorised absence' rate.
- Nearly 20% have at least one school exclusion, the highest of any group. This is likely to be for disruptive behaviour or verbal and physical violence.
- Often children with mental health needs are excluded with no alternative education in place.



So what?

Only 24% of children with mental health needs leave primary school with the required reading, writing and maths. This is less than half as many as all children.

Children with mental health problems make much slower progress than they are expected to.

By the end of secondary, the percentage of children with mental health difficulties obtaining good exam results is less than half that of the average child.



What can we do as a school to further support both pupils and colleagues?

The Carnegie Centre of Excellence for Mental Health in Schools has developed the School Mental Health Award to give schools a framework for whole school mental health development, whatever a school's starting point. Schools embracing the award will demonstrate a deep commitment to working towards excellent practice by making mental health and wellbeing a part of their core business. Schools will translate their school's mission, vision and values into policies, processes and practice which bear out their commitment to having a rich whole school culture where all members of a school community thrive



Why apply for the School Mental Health Award

The award aims to:

- + Improve our overall school environment to strengthen the mental health of pupils, staff and parents
- + Reduce the risks of future mental health difficulties impacting on the future lives of our pupils
- + Enable and enhance the full potential of all pupils
- + Ensure our school is using evidence-based approaches that align to professional and government guidelines
- + Provide a developmental framework so our school can make realistic improvements in the mental health of our pupils, staff and community





How the award works

- + Your school will submit evidence against the awards competency framework and will receive ongoing coaching support from the allocated assessor.

- + There are 8 themes within the award which include:
 - Leadership and strategy
 - Organisational structure and culture – staff
 - Organisational structure and culture – pupils
 - Support for staff
 - Staff professional development and learning
 - Support for pupils
 - Working with parents and carers
 - Working with external services

The themes are evidenced against the 5 E's Continuum of Exploring, Emerging, Embedding, Embracing, Excelling

- + The school will be awarded the Bronze, Silver or Gold Award dependant on the evidence submitted and will receive a plaque to display in school, a certificate, award logo to display on the school website and appear in the Carnegie Centre of Excellence for Mental Health in Schools Award Hall of Fame

The impact of achieving the award

Achieving Carnegie School of Education School Mental Health Award offers public recognition and demonstrates your school's commitment to:

- Providing a culture and environment that maximises our pupils' academic attainment and staff job satisfaction
- Improving pupils' and staff self-confidence, self-awareness, resilience and emotional intelligence
- Building a stronger society and enabling better futures for our pupils by reducing the risk that mental ill-health brings later in life
- Reducing bullying, discrimination, violence and enhancing conflict resolution skills
- Reducing exclusions and young adults who are NEET
- Promoting social inclusion, equality, diversity, dignity and respect
- Improving recruitment and retention of high quality staff



What do we do at Bengeworth

for our pupils?



Pupil-led activities

- + Campaigns and assemblies to raise awareness of mental health.
- + Peer mediation and Peer mentoring – children working together to solve problems and planned sessions where identified adults mentor a designated child
- + Friendship Squad – a lunchtime group supporting younger children at lunchtime.
- + Opportunities to collate pupil voice-interviews, feedbacks, forums, pupil parliament and councils.

Transition programmes

- + Transition Programme to Middle Schools which identifies Year 5 children which may require additional support when transitioning to Middle school.
- + Transition visits for identified pupils in Nursery entering Reception and pupils moving from Year 1 in to Year 2 at Kings Road.

Class activities

- + Marbles in the jar a mechanism where children can be praised for demonstrating our school values.
- + Worry boxes/ Animals - a similar mechanism where children can anonymously share worries or concerns in class
- + Mental health teaching programmes e.g. based on cognitive behavioural therapy
- + Circle times
- + Weekly circle times to help children learn personal, social and emotional, communication and problem solving skills.
- + Weekly Mindfulness sessions practised in class
- + Real PE scheme of work used with Physical Education curriculum.
- + Learning outside the classroom and Forest school activities.



Whole school

- + Reflection week – whole school focus on doing things which make us feel good
- + Culture of positivity and climate which celebrates the values of our school.
- + Displays and information around the School about positive mental health and where to go for help and support
- + Celebration (Little Stars/Golden) assemblies
- + Value Assembly
- + Education Welfare Officer
- + Early Intervention Family Support Worker
- + School based Family Support Professional
- + Staff mental health leaflet
- + Staff wellbeing audits
- + Children's mental health booklet
- + Staff wellbeing partner

Small group activities

- + Nurture groups
- + TalkAbout – a small group intervention to improve children's communication skills around turn taking, dealing with issues, resolving conflict.
- + Top Dog- a small group intervention to allow children to build self-esteem, become more self-aware, value the difference in others, raise self-confidence and resilience and will aid each child to: Understand and believe in yourself as you really are, find out what you enjoy most, promote ways to learn more effectively, help people, look forward to new experiences, do the right thing, make friends and have fun with friends, be happy and safe, feel confident, look after people, get on with other children at school, stand up for yourself, talk to friends and adults and get on with parents and teachers and look forward to the future with positivity, motivation and high aspirations.
- + Early Birds/Wide Awake Club- before school small group nurture based interventions.
- + Time to Talk- a small group intervention to improve children's communication skills around turn taking, dealing with issues, resolving conflict
- + Reach4Wellbeing- Young Explorers Programme.
- + Lego Club- a small group intervention to promote social skills and communication.
- + Mentor Link- a support worker providing 1:1 help and guidance to identified individuals.

Teaching about mental health and emotional wellbeing

- + Through PSHCE we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.



Curriculum



EYFS & Key Stage 1 children learn:

- + To recognise, name and describe feelings including good and not so good feelings.
- + Simple strategies for managing feelings.
- + How their behaviour affects other people.
- + About empathy and understanding other people's feelings.
- + To cooperate and problem solve.
- + To motivate themselves and persevere.
- + How to calm down.
- + About change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- + Who to go to if they are worried.
- + About different types of teasing and bullying, that these are wrong and unacceptable.
- + How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

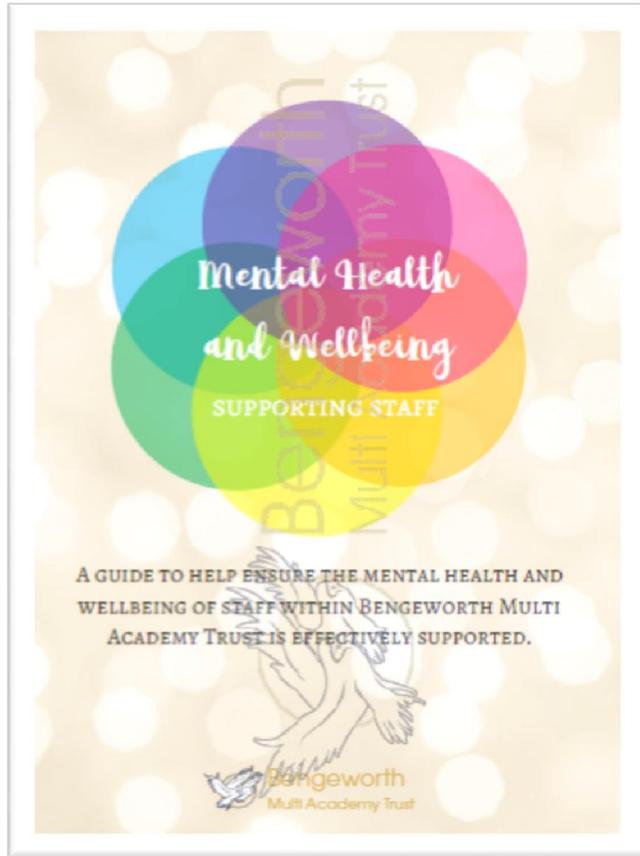
Curriculum



Key Stage 2 children learn:

- + What positively and negatively affects their mental and emotional health (including the media).
- + Positive and healthy coping strategies.
- + About good and not so good feelings.
- + To describe the range and intensity of their feelings to others.
- + To recognise and respond appropriately to a wide range of feelings in others.
- + To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
- + About resilience.
- + How to motivate themselves and bounce back if they fail at something.
- + How to empathise and be supportive of others.
- + About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.
- + About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language), as well as how to respond and ask for help if they are victims of this themselves.
- + About the importance of talking to someone and how to get help.

What do we do at Bengeworth for our staff?



What more can we do?



Further information

The colleague who has been identified as leading the achievement of the award is:

Mrs Rachel Seneque and Miss Ellie Muitt

For further information about the Carnegie Centre of excellence please visit:

www.leedsbeckett.ac.uk/schoolmhealth

Or follow us on twitter @Schoolmhealth

