



Whole School and College Approach

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Before we begin

Timings

The webinar will be approximately 90 minutes. We do not have any scheduled comfort breaks but please feel free to step away from your screen if needed.

Recording

Please note that this webinar will be recorded and published on our website for others to watch on-demand.

Sharing personal experience

Only if you're comfortable doing so, you may be asked to share your own personal experiences during the session to help with education and training.

Safety and openness

Sensitive topics may be discussed during this webinar, please feel free to step away if needed. We want to foster a sense of safety and openness during this webinar where everyone listens to one another and supports each other's perspectives. At the end of the session, we will sign post to organisations to access further support.



About us

Charlie Waller was a strong, funny, popular, good-looking and kind young man, with a close and loving family. To the outside world, he had everything to live for. Yet in 1997, at the age of 28, Charlie died by suicide. He was suffering from depression.

In response to this tragedy, his family founded The Charlie Waller Trust, to open up the conversation around mental health, and to ensure that young people are able to understand and look after their mental health and to spot the signs in others.

Charlie sits at the heart of our story, our vision and our purpose.



We're talking mental health

Our vision

A world where people understand and talk openly about mental health, where young people and those who work with them are equipped to maintain and enhance their mental health and wellbeing, and have the confidence to seek help when they need it.



Evidence based training



Positive

We take a positive approach to mental health. We focus on prevention and early intervention, and recognise the importance of offering hope.



Proven

Our consultancy, training and resources are all based on sound clinical evidence.



Practical

We give people practical strategies and tools to care for their mental health, and to support others in doing so.



Setting the scene



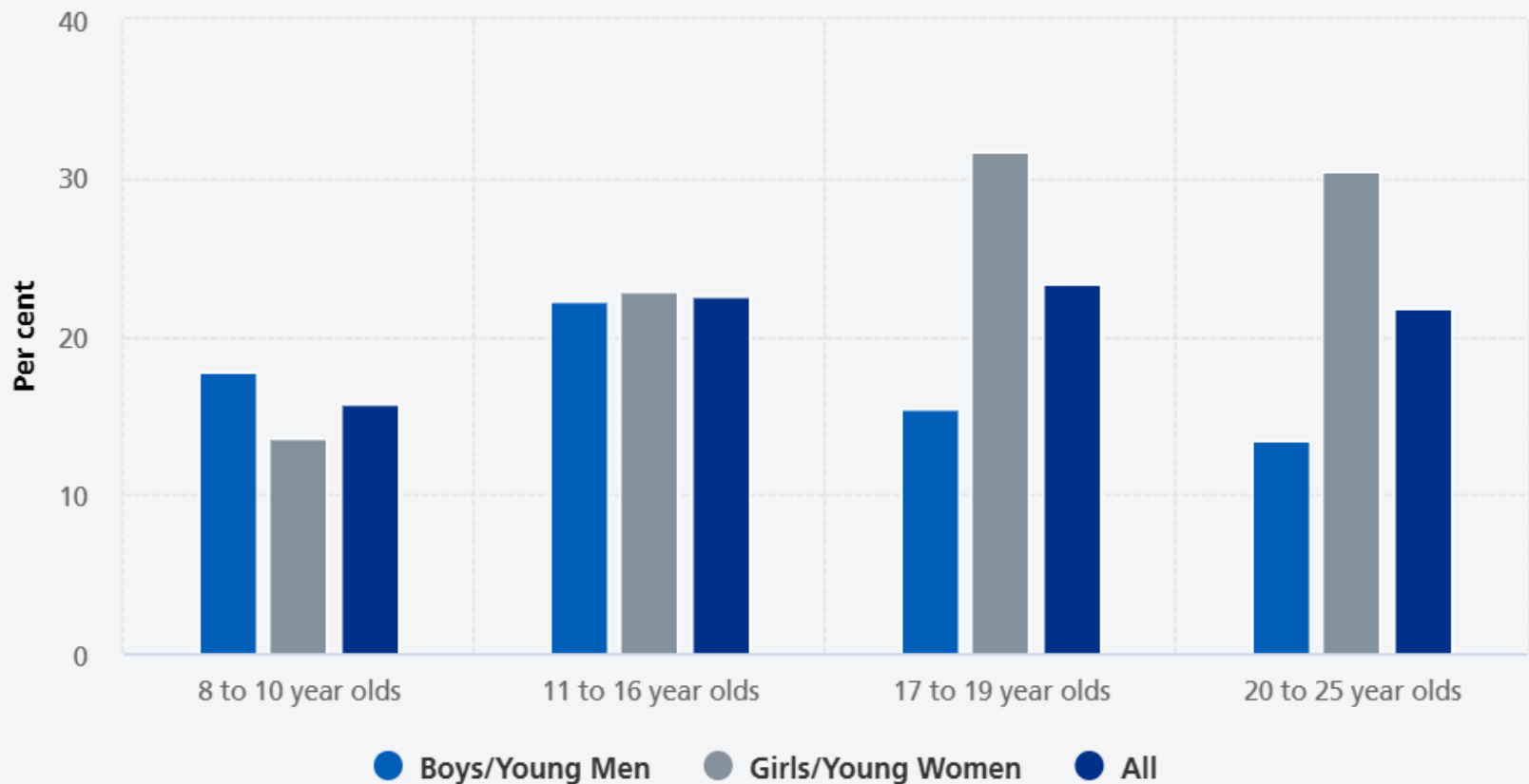
A whole school and college approach to emotional health & wellbeing (PHE, 2021)





Data from NHS Digital survey

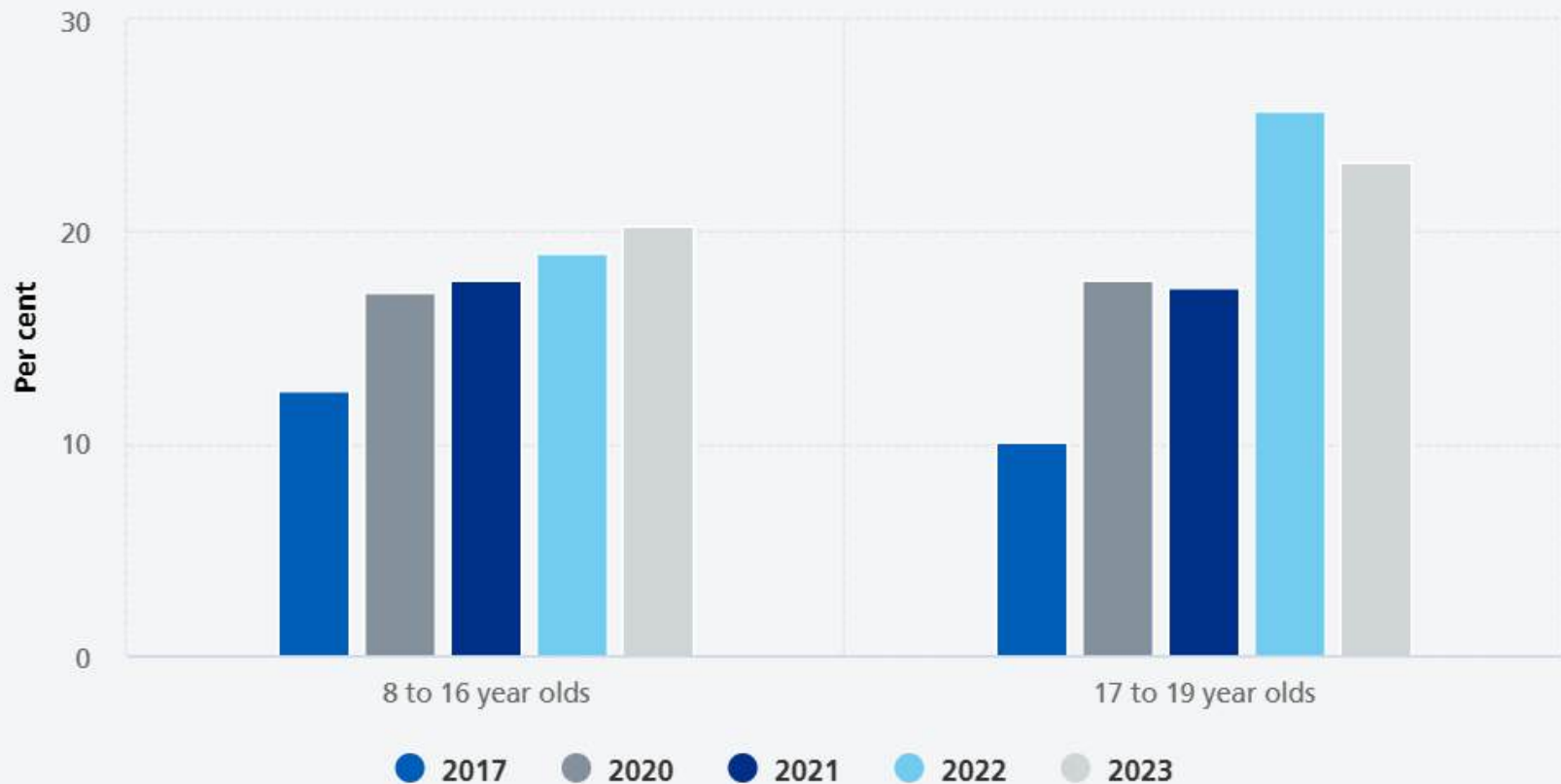
Figure 1.1: Percentage of children and young people with a probable mental disorder, by age and sex, 2023





Data from NHS Digital survey

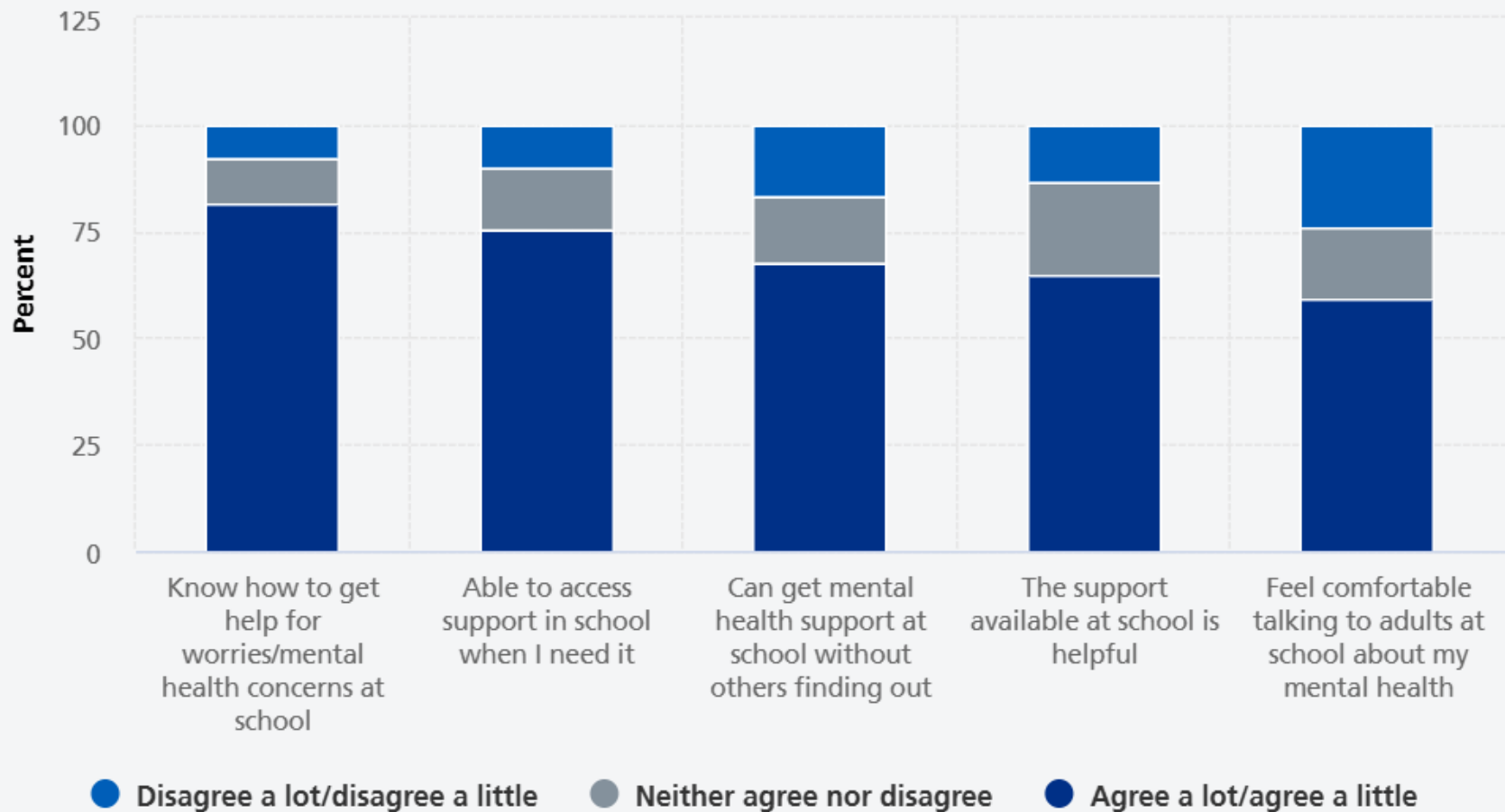
Figure 1.2: Percentage of children and young people with a probable mental disorder, by age, 2017, 2020, 2021, 2022 and 2023





Data from NHS Digital survey

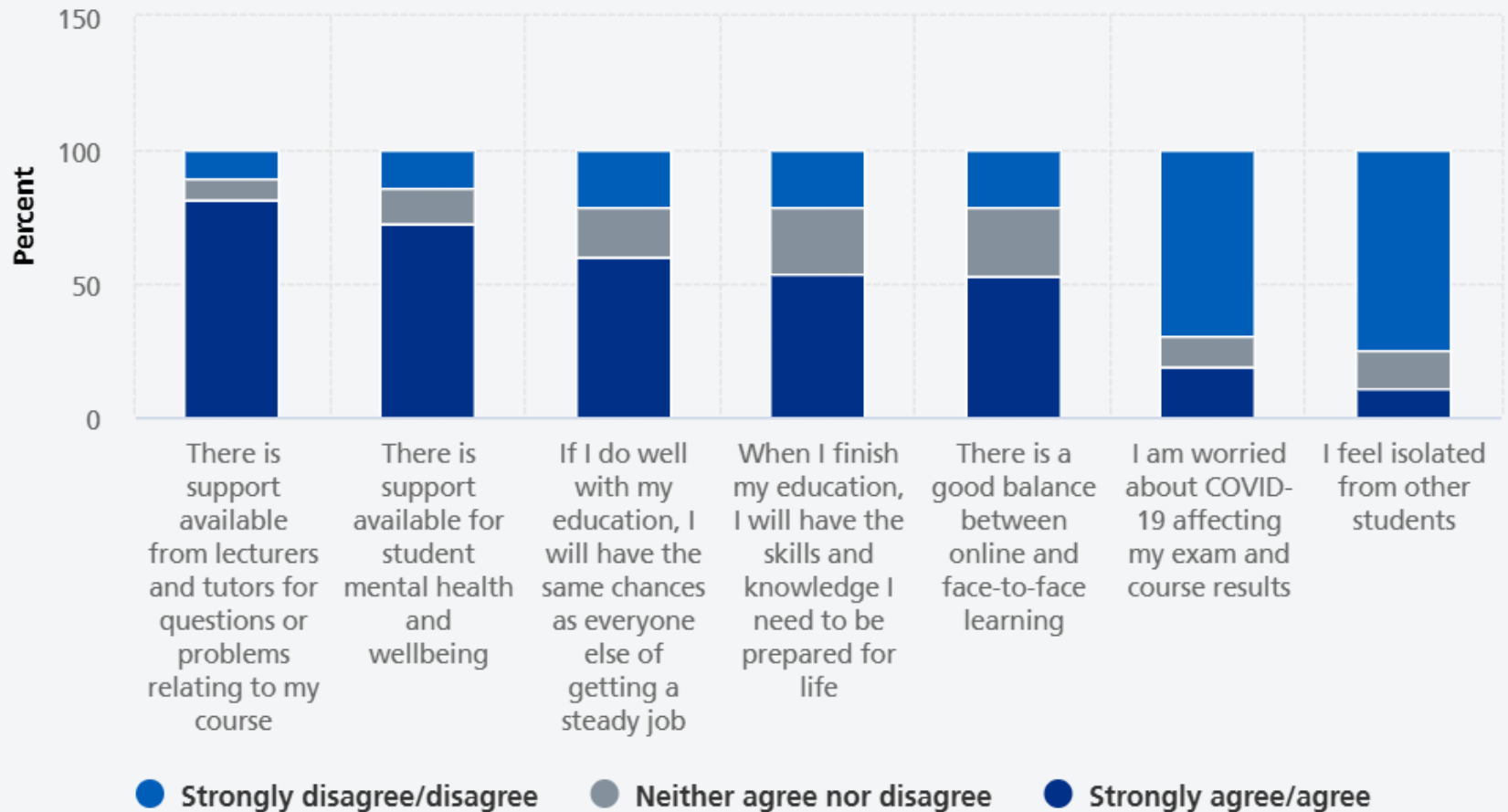
Figure 3.3: Feelings about mental health support at school, 2023





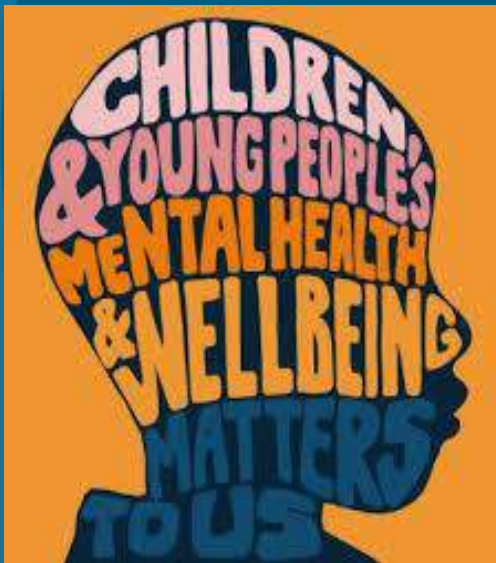
Data from NHS Digital survey

Figure 3.4 Feelings about experiences of further education, 2023





The bigger picture: Interventions for mental health problems



We need whole system strategies to promote:

Resilience

Wellbeing

Prevention of mental health problems in children, young people and staff



The bigger picture: Interventions for mental health problems

- Identify CYP with mental health problems **in their early stages** and respond compassionately
- Offer **targeted support** for CYP with mild to moderate difficulties
- Identify more serious mental health issues and **signpost and liaise with mental health support services** when appropriate
- Some evidence suggesting interventions delivered at universal level can have unwanted effects on some children and young people



A whole school and college approach to emotional health & wellbeing (PHE, 2021)





What can schools and colleges already access?

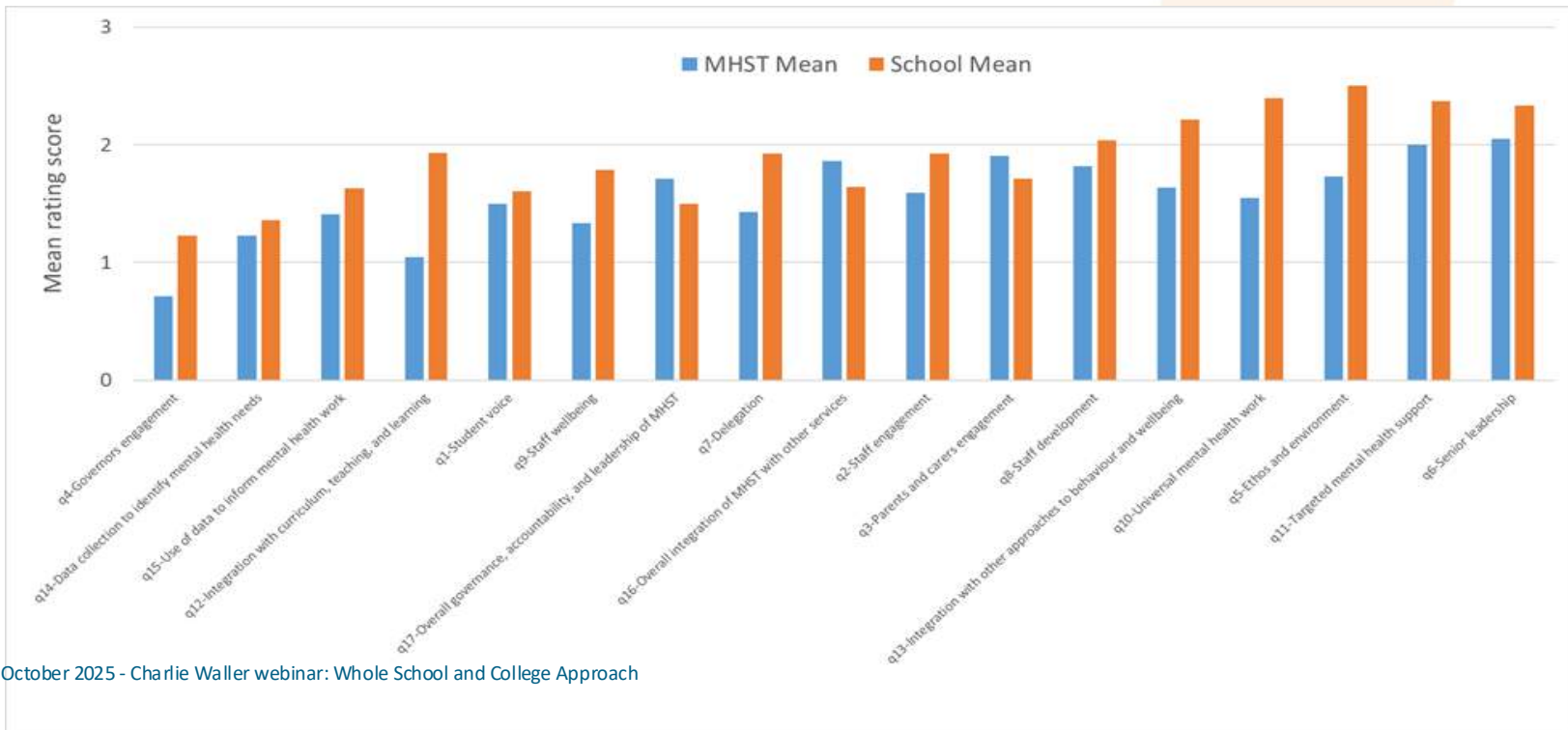
- SMHL training
- Local programmes and tools
- National programmes and tools
- Local services
- MHSTs
- **What makes it easy, or hard, for these resources to be accessed?**



Regional review of WSCA and MHSTs (full [report here](#))



- Consulted with 22 MHSTs and 28 schools
- Reflecting different ways MHSTs and schools are set up and organised – which has pros and cons
- Clear areas of WSA where MHSTs were more confident supporting than others





A whole school and college approach to emotional health & wellbeing (PHE, 2021)



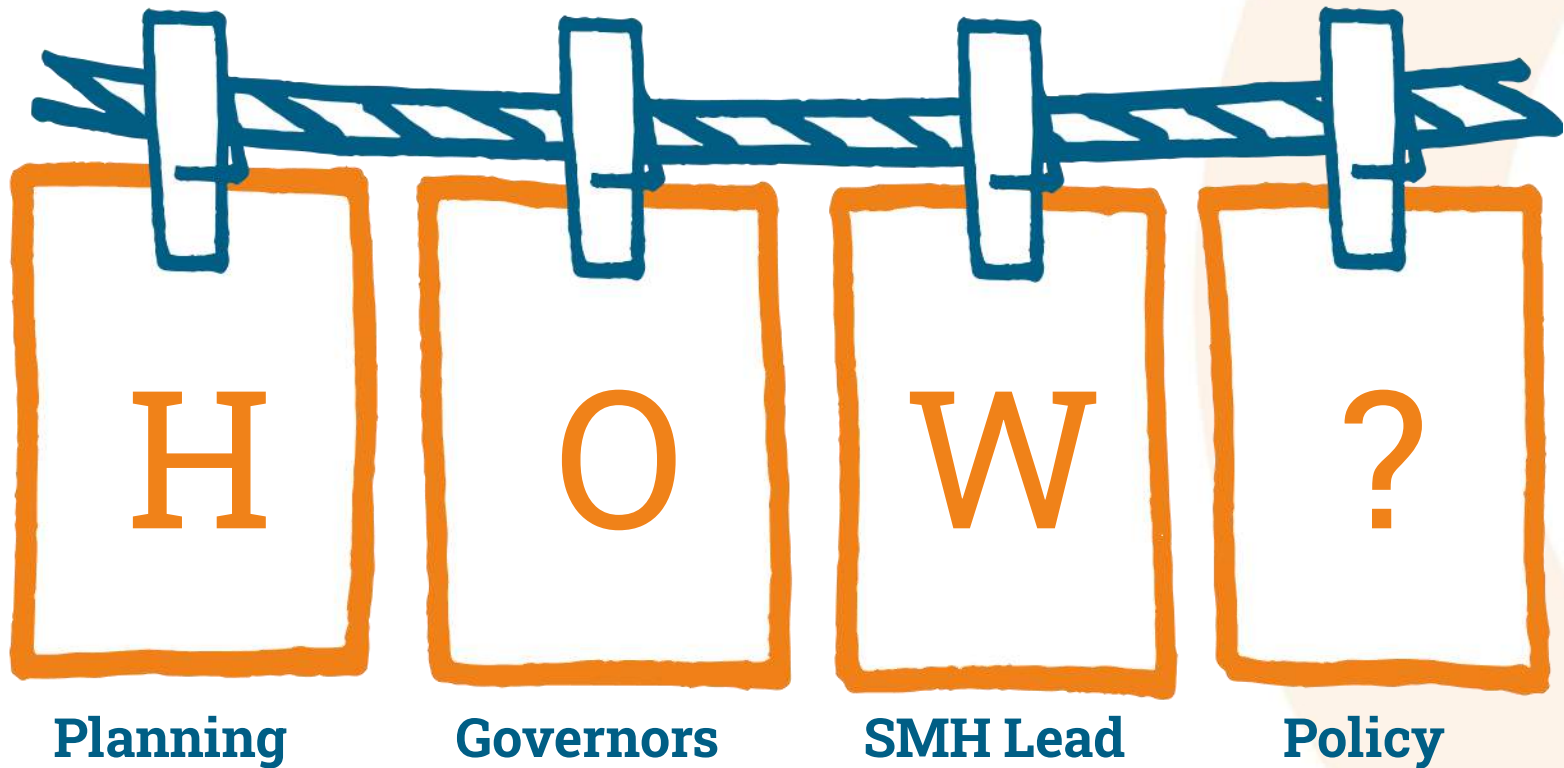


Leadership & Management

What might senior leadership need to think about when introducing a whole school or college approach?



Leadership & Management





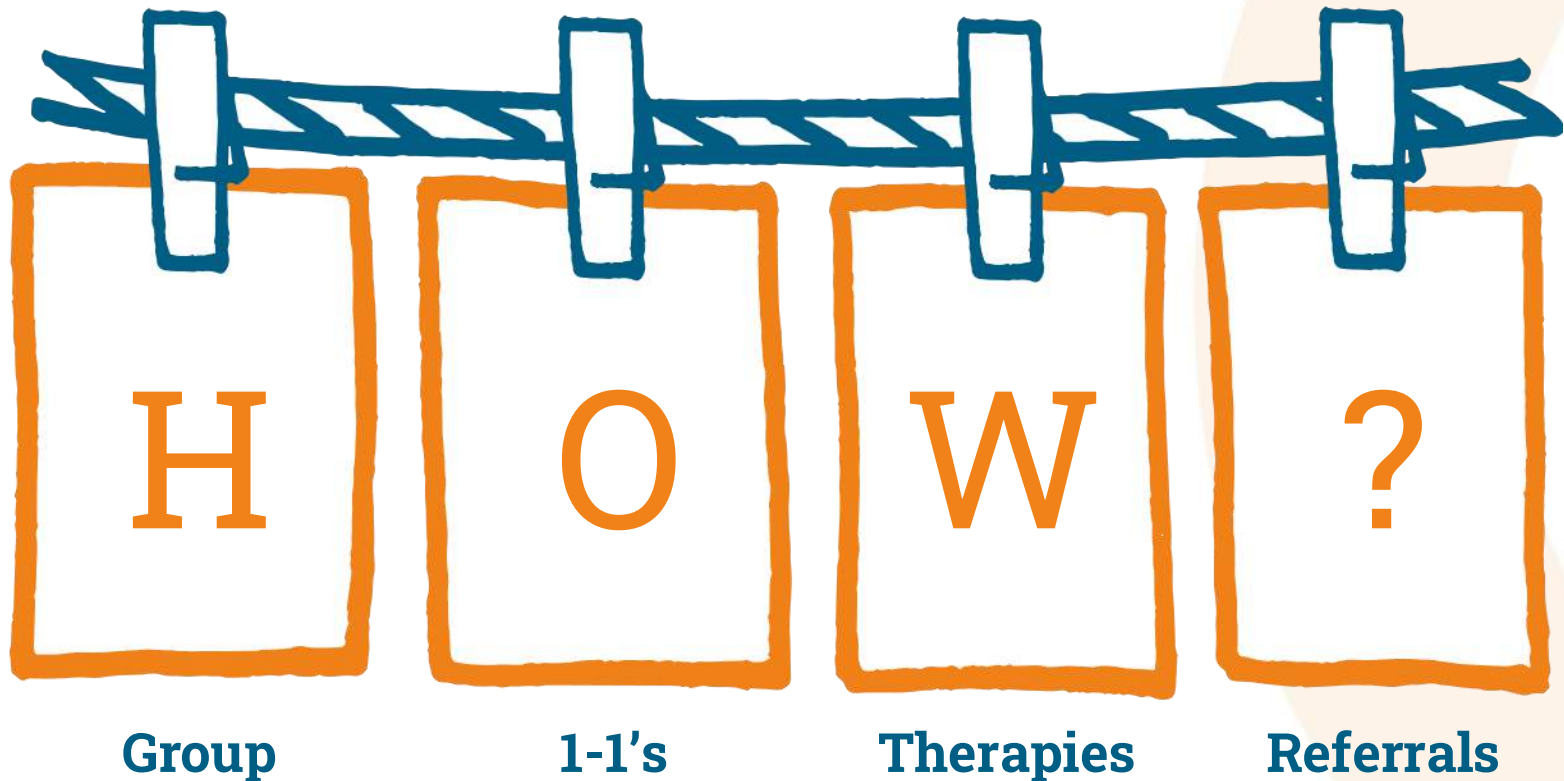
Targeted Support

What targeted support can we offer in school or college settings?

What barriers might there be?



Targeted Support





Pupil perspective – help seeking

Embarrassed

**Adults having
time**

Busy adults

**Seeing them
help someone
else**

Lack of trust

**Going with
friends**

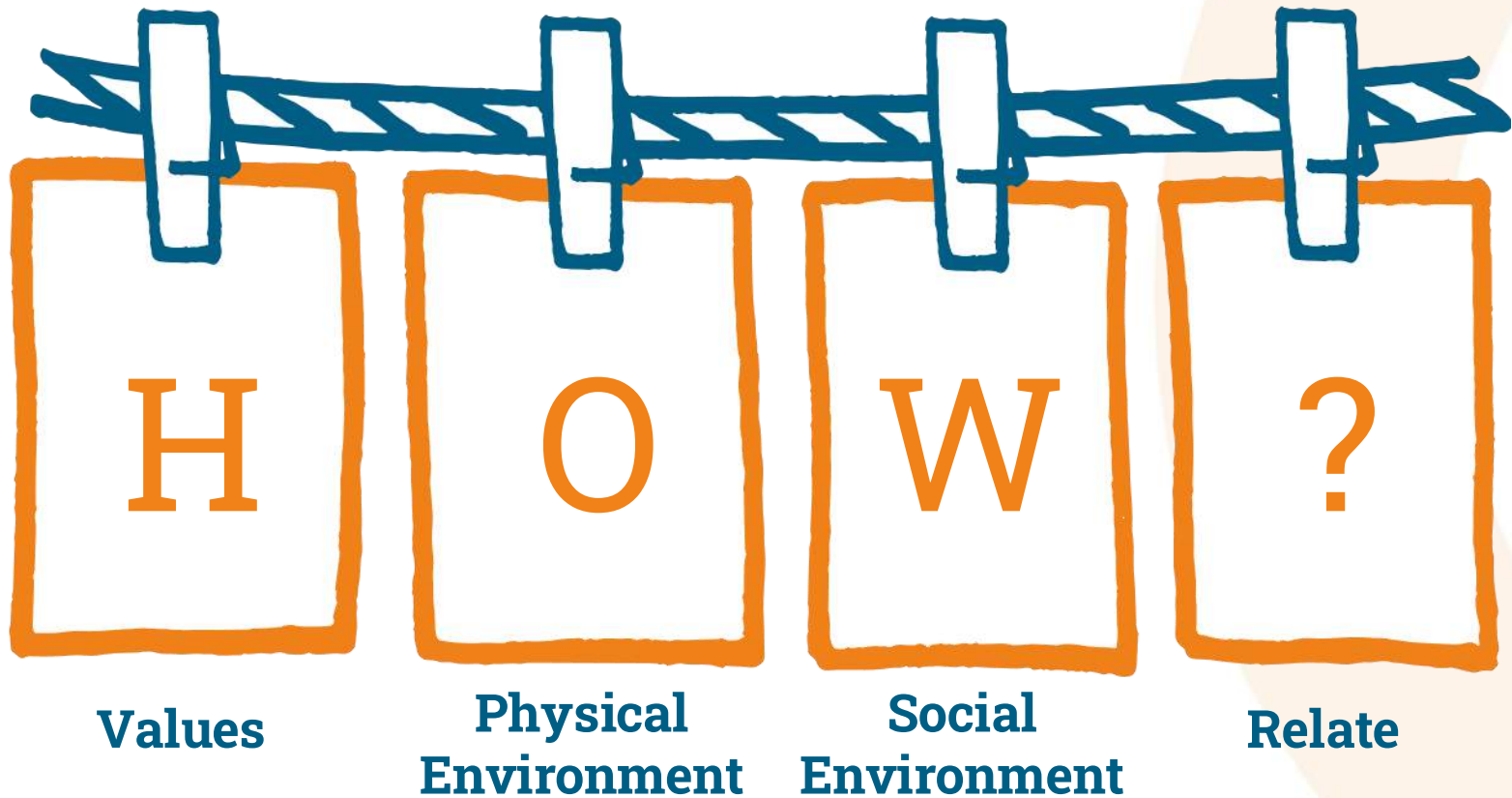


Ethos & Environment

How is a school or college's ethos "felt" by their community?



Ethos & Environment





Pupil perspective (regional WSCA review)

- PSHE sessions
- School pets
- Safer spaces (and adults?)
- Worry monsters
- Being 'noticed'
- Talking or friendship buddies



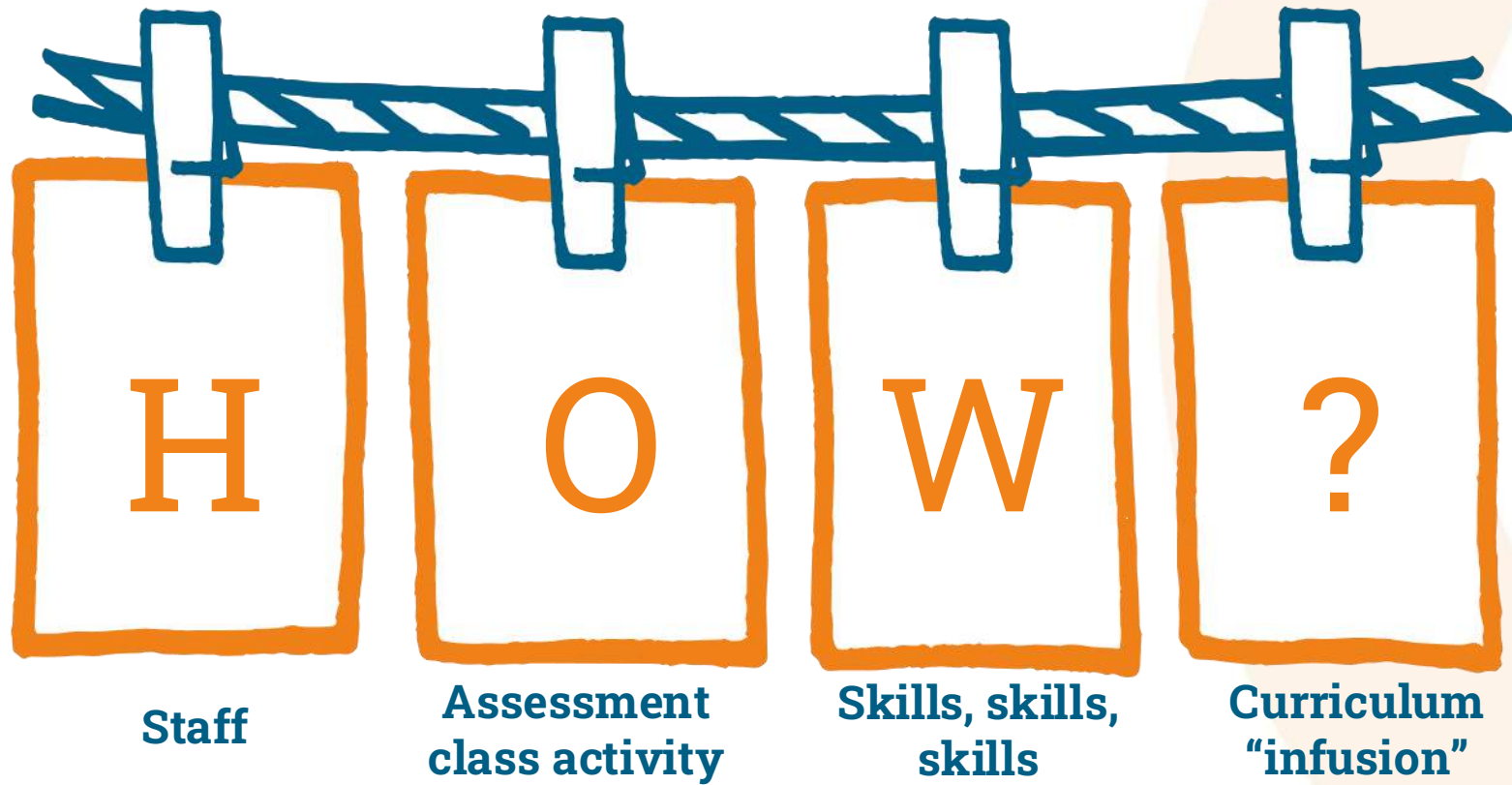
Curriculum

How can pupils and students be prepared with the life skills they need?

Is guidance and good practice being followed?



Curriculum



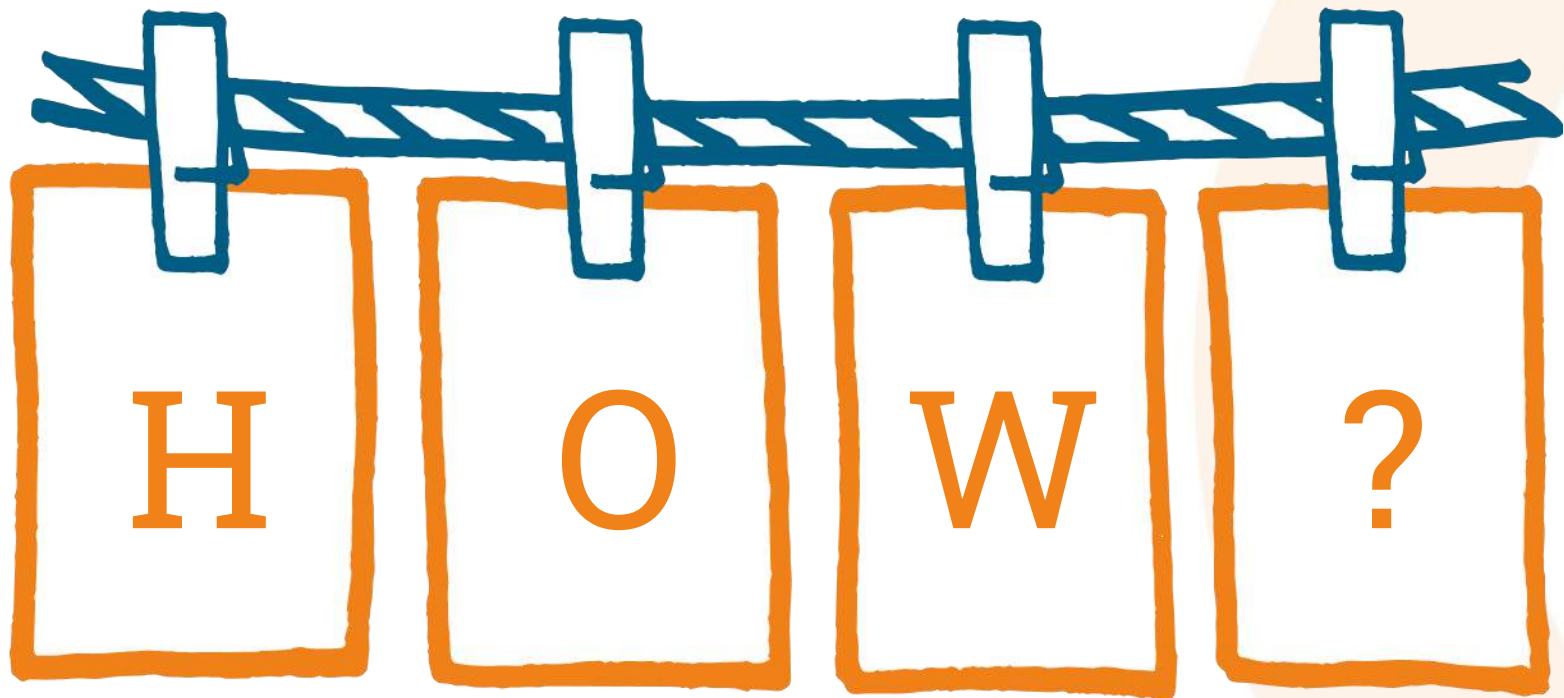


Staff Development

What key barriers are there to school and college staff receiving effective support and CPD?



Staff Development



INSET

**Who is
supporting
you?**

**Access for
ALL staff?**

**Being
open to
challenge**



School Staff Wellbeing

- **59%**
of school staff report that they have considered leaving the profession in the past academic year
- **55%**
of school staff have actively sought to change or leave their current jobs
- **68%**
of staff cited workload volume as main reason for considering leaving their jobs
(**Education Support, 2022**)





College Staff Wellbeing

- 65% of colleges have seen an increase in staff accessing wellbeing services
- Greatest factors in this increase linked to return to work post-Covid, recurrence of existing mental health conditions and workload
(Association of Colleges, 2021)





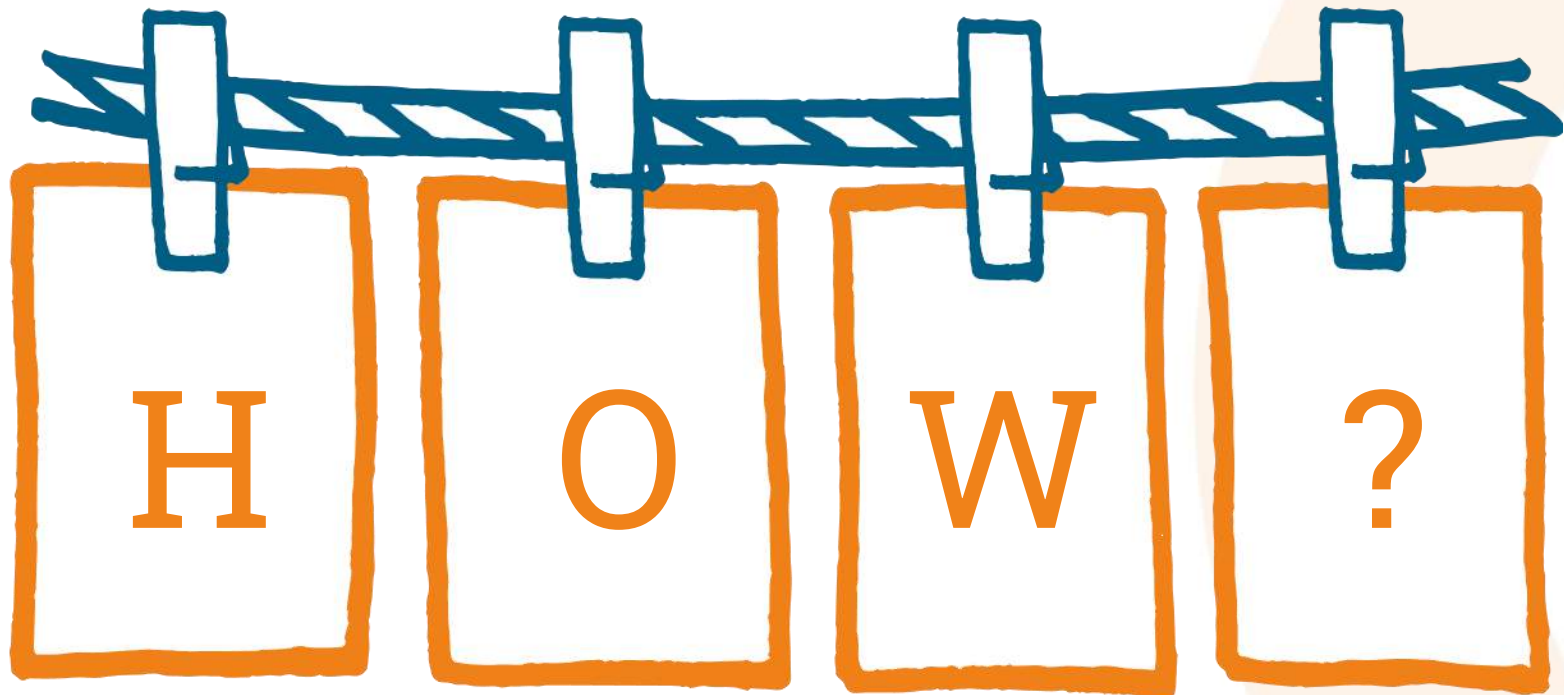
Parents & Carers

What issues can there be
around schools and colleges
working with parents?

How can we overcome this?



Parents & Carers



Workshops?

**Website &
communication**

**Innovative –
coproduce
your
approach**

Support



► Professionals and Volunteers ► Families ► About MindEd ► Help ► Resources

MindEd is a free educational resource on children and young people's mental health for all adults.

 Follow @MindEdUK



Select the right MindEd for you...



MindEd for Families

Are you a parent or carer who is concerned about your child? Or perhaps you just want some hints and tips on parenting? MindEd for Families has online advice and information from trusted sources and will help you to understand and identify early issues and best support your child.

[Go to MindEd for Families](#)

MindEd for Professionals & Volunteers

This is for you if you volunteer, work or are studying to work with infants, children or teenagers. MindEd has e-learning applicable across the health, social care, education, criminal justice and community settings. It is aimed at anyone from beginner through to specialist.

[Go to MindEd e-Learning](#)

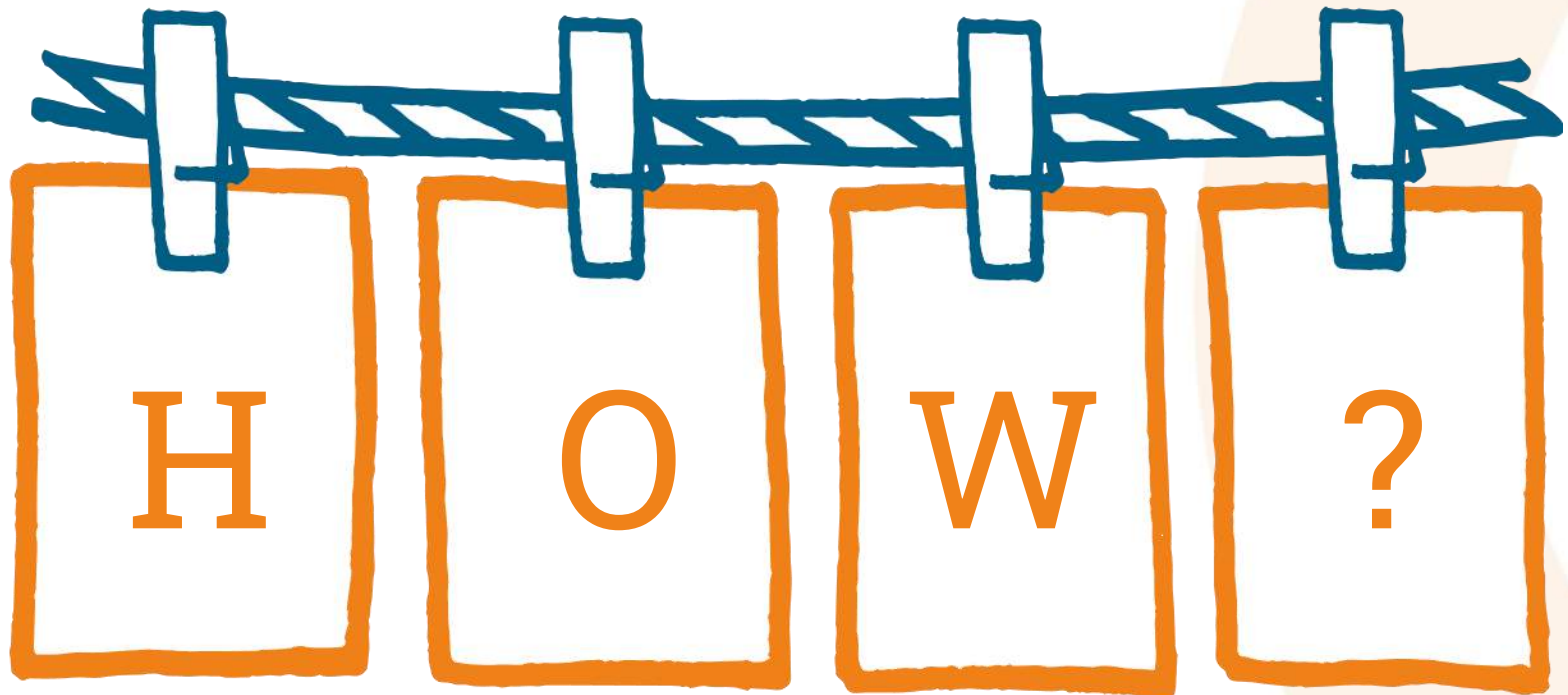


Student Voice

How can we ensure **all** students are heard?



Student Voice



Inclusive

**Not just
surveys**

Council

**Health
Ambassadors**

Regional MHST review – pupil voice



Embarrassed

**Adults having
time**

Busy adults

**Seeing them help
someone else**

Lack of trust

**Going with
friends**

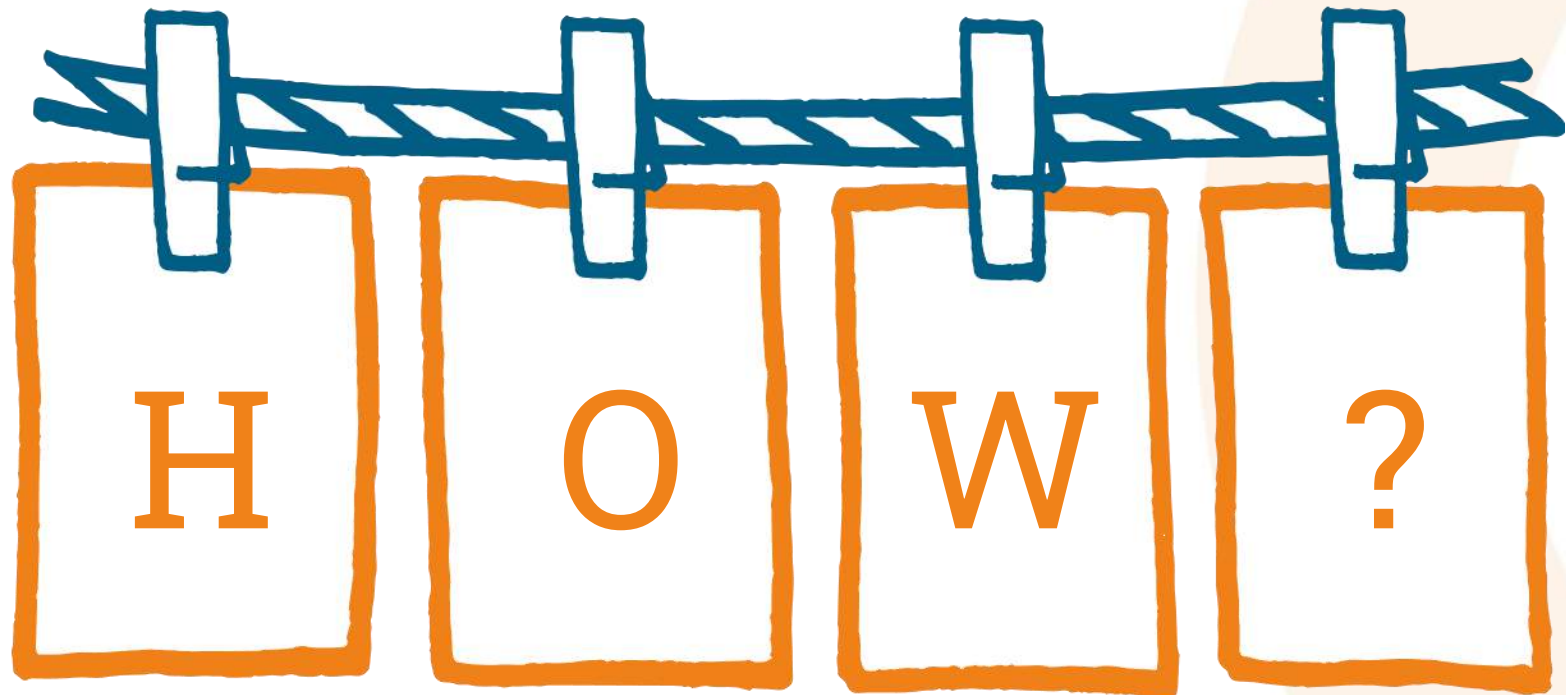


Auditing & Monitoring

How might we measure changes in students, and across the whole school and college community?



Auditing & Monitoring



Pre/Post

Tools

**Outcome
Measures**

Honesty



WSCA Outcomes Tool

- Online tool developed in conjunction with partners across NHS, University of Sussex, MHSTs, CWT
- Involved schools, colleges, practitioners, and children and young people
- Supports schools and colleges to track **outcomes** related to their whole school or college approach
- Currently being adopted by schools, colleges, MHSTs and public health teams
- FREE to use, simple registration process

WSCA Implementation Self-Assessment Tool (ISAT)



Whole school engagement – governors



Whole school engagement – parents and carers



Whole school engagement – staff



Whole school engagement – student voice



Data collection to inform mental health work



Data collection to identify mental health needs



Integration with other approaches to behaviour and well-being



Integration with curriculum, teaching and learning



Staff wellbeing



Staff development



Leadership and management – delegation



Leadership and management – senior leadership



Overall governance, accountability and leadership of MHST



Overall Intergration of MHST with other services



Targeted mental health support



Universal mental health work



Environment and ethos



WSCA Outcomes Self-Assessment Tool (OSAT)



Early identification of mental health difficulties



Effective intervention for mental health difficulties



Pupil help-seeking



Pupil relationship with peers: social inclusion



Pupil relationship with peers: bullying



Pupil relationship with staff



Pupil wellbeing and mental health: social behaviour



Pupil wellbeing and mental health: emotional functioning



Pupil participation and engagement in school community



Staff confidence in addressing pupil mental health



Staff wellbeing



Partnership with parents in wellbeing at school

Completing the tool



Implementation Self-Assessment Tool (ISAT) Form



Whole school engagement: Student voice

- ☐ 0 None of the work described below is happening
- ☐ 1 Some awareness of the importance of pupil participation in mental health policies and procedures, but pupils currently have little participation or impact in their school
- ☒ 2 (1) + clear structure for enhancing pupil voice and engagement with mental health issues that concern them, with some commitment to that vision (e.g., reflection and feedback such as 'you said, we did')
- ☐ 3 (2) + significant evidence that pupil views regularly inform decisions/policies related to mental health and well-being, which are communicated clearly and underpin what the whole school does

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Outcomes Self-Assessment Tool (OSAT) Form



Pupil help-seeking - Outcomes

- ☐ 0 No evidence that pupils are confident in knowing where to get help for mental health difficulties.
- ☐ 1 Evidence that most pupils are confident about getting help with distress or mental health difficulties from at least one trusted adult.
- ☐ 2 (1) + Evidence that pupils have the skills and confidence to access support in different ways, and know how to get appropriate help when the need arises.
- ☐ 3 (2) + Evidence that pupils are actively and regularly using a range of help-seeking resources and services within the school community.



Pupil help-seeking - Evidence

- ☐ 1 There is only very limited evidence for the outcome rating, such as informal observations or anecdotes. There is no confidence that the measures used have good reliability or validity, and they have limited coverage or independence.
- ☐ 2 Some evidence is provided and documented, in line with an agreed plan for data collection. There is some confidence that the measures used have good reliability, validity, coverage, and independence, but this is limited and requires some improvement.
- ☐ 3 Strong evidence is provided and documented, in line with an agreed plan for data collection. There is confidence in its reliability, validity, coverage and independence.

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Regional review [here](#)



NIHR

Applied Research Collaboration
Kent, Surrey and Sussex



Conclusions and Recommendations

Kent Surrey Sussex
Academic Health Science
Network

Transforming lives through innovation



- 1** Maintain a sustainable funding commitment to MHSTs
- 2** Provide guidance for staff to develop a thorough and rich understanding of school policies, procedures, and practices



3

Prioritise the establishment of mechanisms for engaging multiple stakeholders

4

Systematically gather and collate evidence of the WSA profile

YMCA



NIHR

Applied Research Collaboration
Kent, Surrey and Sussex

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Conclusions and Recommendations

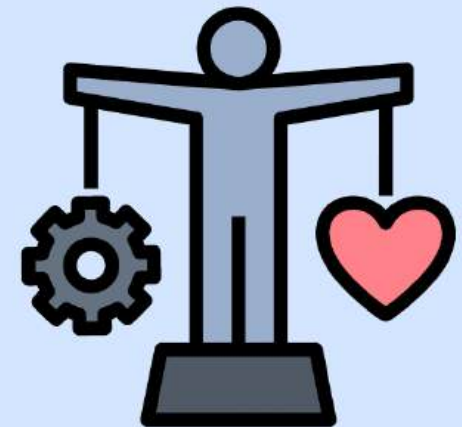
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Academic Health Science
Network
Transforming lives through innovation

**Charlie
Waller**

5 Address the challenge of balancing clinical interventions with wider WSA goals of creating a strengths-based school environment that promotes wellbeing

6 Enhance workforce development regarding WSA for MHST leadership, school Senior Mental Health Leads (SMHLs), and all clinical and educational staff members

7 Undertake a substantive programme of implementation work



YMCA



Whole School and College Approach

1. Leadership & Management
2. Ethos & Environment
3. Curriculum
4. Student Voice
5. Staff Development
6. Auditing & Monitoring
7. Parents & Carers
8. Targeted Support



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