

# Whole School Mental Health in educational settings

Educational Psychology Service





# Mental Health in settings

## Why is mental health and wellbeing important in settings?

Mental health and well-being are key ingredients to supporting students to engage with learning and make academic progress. It needs to be seen as just as important as learning. Settings are in a unique position as they are able to help promote good mental health and provide day-to-day support for everyone's mental health and well-being as part of an integrated, whole school approach that is tailored to the needs of their pupils.

## Why employ a whole setting approach to wellbeing?

- Students have more success in academic learning and in life through improved motivation, a sense of commitment and connectedness with learning and school and social, emotional and mental health skills.
- Staff have improved mental health, stress is reduced, there is less sickness and absences, and staff are more able to teach effectively
- Mental health problems are prevented or reduced (e.g. depression, anxiety)
- Behaviour in settings is improved with less bullying, exclusions, absenteeism and there is less risky behaviour (e.g. alcohol use, drug use, anger)

## What are the key principles of a wellbeing approach?

Public Health England has identified 8 key principles for embedding a whole setting approach. This includes:

- Leadership and management championing mental health
- An ethos and environment that promotes respect and values diversity
- Curriculum and teaching that develops social, emotional and mental health skills
- Enabling student voice to influence decisions
- Staff development to support their own wellbeing and that of students
- Identifying need and monitoring impact of interventions
- Working with parents/carers
- Targeted support and appropriate referral

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The National Institute for Health and Care Excellence (NICE) advises that primary schools and secondary schools should be supported to adopt a **“comprehensive, whole school approach to promoting the social and emotional wellbeing of children and young people.”**

## **It might be helpful to consider some of the following key questions**

How does your universal whole setting approach promote and support the mental health and wellbeing of your students, staff and parents?

How do you audit and gather the views about mental health and wellbeing of your whole setting community?

How do your policies promote good mental health and wellbeing practices?

How do you work with internal and external professionals to ensure your targeted and specialist offer meets the needs of your students?



## **Mental health services that support settings in Manchester**

Manchester Healthy Schools: offers a free service to all settings in Manchester, including policy development, training, consultation and resources.

M-Thrive: offers a first point of entry to mental health services with hubs in Central, North and South Manchester. The team work alongside community-based services to help young people and families to receive support.

The Manchester Thrive in Education Team (MTiE): offers support to selected settings in Manchester in order to implement low intensity therapeutic work and develop the setting whole setting mental health approach.

Educational Psychology Services: schools can also commission their own Educational Psychologist to support with their mental health approach.

Senior Mental Health Lead Training: a 3-day government funded and accredited programme focusing on training a senior mental health lead. This is not compulsory but the government is committed to offering this training to all eligible schools and colleges by 2025.

Manchester Local Authority also have a number of initiatives to support mental health. Information can be found on their website or in the Inclusion Toolkit.

### **Where can I get more information, advice and support?**

One Education have produced an Inclusion Toolkit as part of the Inclusion Strategy which promotes educational inclusion and support for all children and young people to thrive.

**Section 1:** sets out Manchester's vision and guiding principles.

**Section 2:** sets out key approaches to good universal inclusive practice.

**Section 3:** provides a 'quick links' information access approach to help all those working to support children and young people to find information about specific educational needs, evidence-based approaches/interventions and links to useful resources and supporting agencies/services. It includes a section on attachment and developmental trauma.

### **Where can I find the Inclusion Toolkit?**

The Inclusion Toolkit has been shared with all Manchester Local Authority Schools. This is now available on the One Education website.

**[oneeducation.co.uk/inclusion toolkit](https://oneeducation.co.uk/inclusion toolkit)**

For further information, please email:  
**[inclusionstrategytoolkit@oneeducation.co.uk](mailto:inclusionstrategytoolkit@oneeducation.co.uk)**

**SCAN ME**



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