




Policy Directive

POSITIVE MENTAL HEALTH AND WELLBEING IN SCHOOLS

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Summary of Changes¹ from Previous Versions

| Version no/Date | Change | Comment | Section/ Page |
|------------------|---------------------------------|--|---------------|
| v1.0 (May 19) | New policy | Draft approved by Committee April 2019. Final version (1.0) published 3 May 2019 | |
| | <i>(Table started May 2019)</i> | | |

¹ Material changes only. Minor changes (such as to punctuation, grammar, etc.) will not be listed

1.0 Introduction

1.1. Policy Statement

The World Health Organisation defines positive mental health and wellbeing (MH&WB) as

‘More than just the absence of mental disorders or disabilities, it is being able to realise one’s abilities (able to feel happy, content and confident; show affection to others, show interest in work and the world around you); and being able to cope with the normal stressors of life, have a sense of purpose, work productively and make contributions to the community.’

Positive mental health and wellbeing is important for our learners as the children and young people they are now, and the adults they will become.

It is widely evidenced that a child’s mental health and wellbeing impacts on:

- Experience of childhood: Personal contentment, social interaction
- Pattern of development: Brain development and physical development
- Effective learning of knowledge and skills, and educational outcomes
- Good or poor mental wellbeing in adulthood

Schools have a duty to promote and support the positive mental health and wellbeing of all learners and staff. This duty is in keeping with significant national and international documents noting that schools should contribute to a whole community approach to positive mental health and wellbeing.

It is important that there is a clear policy in place to support all schools in order that they continue to promote and support positive mental health and wellbeing of all learners and staff.

1.2 Policy Objectives

The purpose of this policy is to provide clarity for:

- States-maintained schools in Guernsey and Alderney
- Education Services
- Mental health and wellbeing services in Guernsey and Alderney

regarding the expectations and remit of States schools in promoting positive mental health and wellbeing.

1.3 Policy Application

This policy directive applies to all States-maintained schools in Guernsey and Alderney.

Throughout this policy, 'Headteacher' also refers to Heads of Service and Principals, and 'school' refers to any education establishment.

1.4 Accountabilities

Headteachers are accountable for ensuring that this policy is followed in order that positive mental health and wellbeing of all learners and staff continues to be promoted and supported within schools.

Education Services, in particular the following specialist support services:

- Educational Psychology Service
- School Attendance Service
- Teaching Support Services

are accountable for providing appropriate support to schools to promote and support the positive mental health and wellbeing of all learners and staff.

Other providers of mental health and wellbeing services are requested to recognise and work alongside this policy.

1.5 Linked Documents

States of Guernsey documents

[Mental Health & Wellbeing Plan for Guernsey 2017 - 2020](#)

[Guernsey and Alderney Children and Young People's Plan 2016 – 2022](#)

Education Services policies

[Meeting the Needs of High Prior Attaining Learners and Learners with High Potential](#)

[Promoting Good Behaviour in Schools](#)

SEN Code of Practice

[External Providers, Businesses and Support Agencies Working with Educational Establishments](#)

[Food in Guernsey Schools](#)

[Drug, Alcohol, Tobacco Education and Management of Drug Related Incidents](#)

2.0 Context

2.1 States of Guernsey Mental Health and Wellbeing Plan ('the Plan')

The Mental Health and Wellbeing Plan for Guernsey 2017-2020 notes that:

'The Plan is clear that emotional wellbeing is the responsibility of us all and that our communities, businesses, voluntary sector, public sector [this includes schools], private practice and individual citizens each have a part to play.'

'We know that support for mental health should be entrenched throughout the community, in workplaces, schools, at home, in GP surgeries and within ourselves.'

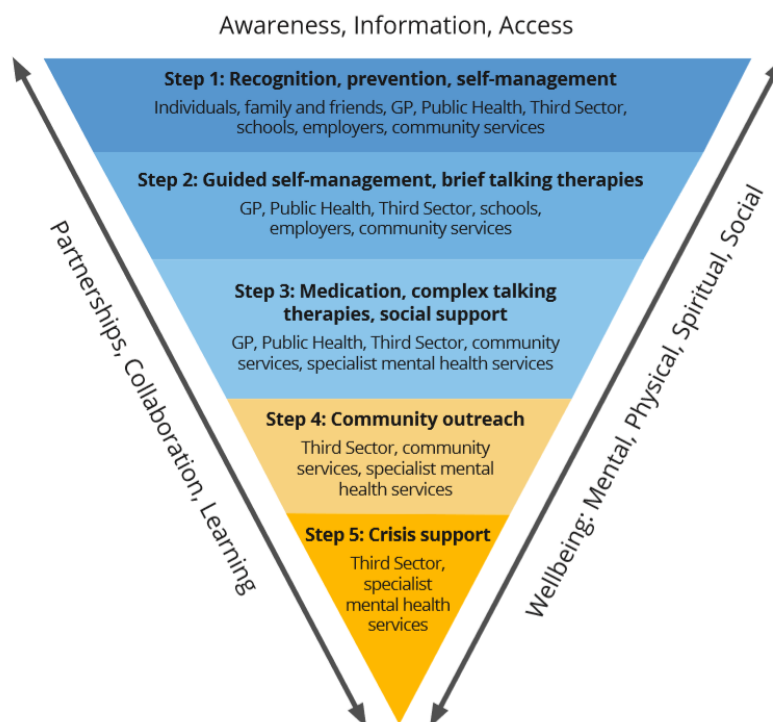
The Plan can be read [here](#).

2.2 Guernsey Five-Tiered model

2.2.1 The Five-Tiered Model

In keeping with the Plan's five-tiered model, this policy notes that whilst schools have an important role to play in promoting and supporting positive mental health and wellbeing, it is not the job of schools to carry out work which should be conducted by other specialist services.

Within the five-tiered model, all schools have a role at Step 1, and Step 2. Some schools will have staff with the skills and knowledge to make Step 3 provision within the specific guidance of specialist services.



2.2.2 Boundaries Between Steps in the Five-Tiered Model

The steps in the model are not hard and fast, they indicate a range of type of need. For schools, the areas in Step 1 and Step 2 would include:

- Providing an environment where positive mental health and wellbeing can flourish. For example, this might include:
 - Developing a culture in which learners and staff show respect for each other and feel supported in raising concerns or asking for support
 - Creating an environment in which learners feel safe, including in corridors, playgrounds, and (in conjunction with parents/carers and transport providers) on school transport
 - Developing clear policies on the use of electronic devices within school, and appropriate opportunities to learn about the benefits and risks of social media
 - Implementing clear policies which prevent and address issues of bullying, including cyberbullying
 - Ensuring any expectations of work to be completed outside school are appropriate for the age group or developmental stage, including balancing this across subjects if applicable
 - Ensuring appropriate opportunities for learners to be physically active
 - Promoting healthy eating
- Identifying and supporting individuals who are experiencing short-term difficulties in response to normal life events, such as family deaths, illnesses or separations, ensuring learners are aware that they can ask for support and signposting how they can do this
- Identifying and referring-on individuals with sustained or extreme difficulties

Schools should regularly review all school policies and strategies to ensure that they are individually and collectively meeting the needs of learners.

As noted in 2.2.1, some schools will have staff with the skills and knowledge to make Step 3 provision within the specific guidance of specialist services.

2.3 Partnership Working

The Mental Health and Wellbeing Plan for Guernsey 2017-2020 notes:

‘A presumption that service delivery will be based on interagency working across sectors, supported by shared: resources, decision making, skills, knowledge and integrated working.’

‘All agencies will work together to ensure the best possible outcomes for the individual.’

All services and agencies [this includes schools] can expect to engage effectively with each other in their work to appropriately support the positive mental health and wellbeing of individuals and the community in general.

As the policy directions and actions noted in the Plan unfold, so the most effective ways to work in partnership will become established.

3.0 Expectations

All schools will continue to ensure they promote and support positive mental health and well-being for all learners and staff.

3.1 Best practice: The Eight Principles

All schools will ensure that they address each of the following aspects of school life in order to promote and support positive mental health and wellbeing of all learners and staff.

- **Leadership and management**
- **Curriculum, teaching and learning** to promote resilience and support social and emotional learning
- **Enabling learner voice** to influence decisions
- **Staff development** to support their own MH&WB, and that of learners
- **Identifying need and monitoring impact of interventions**
- **Working with parents/carers**
- **Targeted support** and appropriate referral for those with additional needs
- **An ethos and environment that promotes respect and values diversity**

Appendix 1 contains further information about these Eight Principles.

3.2 MH&WB Eight Principles Provision Map

All schools will complete a Positive Mental Health and Wellbeing Eight Principles Provision Map, in order to record planning, actions and outcomes related to promoting and supporting positive mental health and wellbeing for all learners and staff.

This MH&WB Eight Principles Provision Map should be:

- In the format found in Appendix 2 (and available on ConnectED) or
- In a format that the school can demonstrate covers the same breadth and depth of information in a way that is equally easy to record and read

3.3 Identified Member of Staff to Lead on MH&WB

All schools will identify a member of staff to lead on MH&WB matters within the school. This member of staff should be granted appropriate regard and opportunity to carry out their responsibilities.

Currently schools have identified a named member of staff as a 'Mental Health and Wellbeing Champion'. This lead role needs to be appropriate in the context of the school and the skills and knowledge of the member of staff.

The role **must** include:

- Ensuring that the MH&WB Eight Principles Provision Map (or equivalent) is kept up to date, and reviewed at least annually
- Regular reporting to the school SLT about the strengths and gaps of provision
- Liaison with the school SENCO, the Inclusion Leads, and the lead teacher for the PSHCE curriculum
- Attendance at island wide MH&WB Lead meetings (currently MH&WB Champions' meetings)
- Promoting staff development in relation to the '3 R's - relationships, routines and responses', as noted in the Education MH&WB Implementation Plan
- Advising on members of school staff to undertake Mental Health First Aid training
- Developing personal professional skills and knowledge about promoting and supporting positive mental health and wellbeing in schools

The role may include relevant other responsibilities in keeping with the context of the school and the skills and knowledge of the MH&WB Champion.

3.4 Collaboration with Agencies

All schools will ensure that they will work collaboratively with agencies who provide specialist MH&WB services and advice. There should also be recognition that other community agencies provide services which can benefit mental health and wellbeing.

3.4.1 Safeguarding High Quality Collaboration

In all instances of collaborative working, schools should be satisfied that the agency in question works within a framework of high quality evidence-based practice. Self-reported claims of efficacy are not enough, and schools should be very careful not to use resources to support interventions that may have little impact or potentially exacerbate learner mental health problems. Where there is uncertainty about the nature of an agency and/or programme of work, the school should consult with the Educational Psychology Service.

3.4.2 Specialist Services Working with Individual Learners

All schools will identify a member of staff to liaise with specialist services working with individual learners. The member of staff might be:

- The MH&WB lead, or
- A member of SLT, or

- The SENCO, or
- The Inclusion Lead

as best suits the context of the school. It may be that the duty is shared between staff, provided that there is clarity about who is responsible for which aspect of liaison.

Key specialist services include:

- Education Services specialist services, particularly the Educational Psychology Service
- [Youth Commission Mentoring Support Service](#)

Health and Social Care specialist services, particularly

- Child and Adolescent Mental Health Service (CAMHS)
- Children and Family Community Services
- School Nurses

3.4.3 Agencies Working in School with Groups of Learners and Staff

Many agencies from the States sector, voluntary sector and private companies offer programmes of activities to support schools in promoting and supporting positive mental health and wellbeing.

Schools must ensure that externally provided programmes of activities which are delivered in school make a relevant contribution to the MH&WB Provision Plan of the school and are in line with the policy [External Providers, Businesses and Support Agencies Working with Educational Establishments](#).

3.5 Monitoring Impact Over Time

Positive mental health and wellbeing is influenced by such a large number of variables that there is no single definitive, reliable measure of the impact of school actions on positive mental health and wellbeing.

All schools will ensure that they combine information from a range of sources in order to gain a picture of mental health and wellbeing strengths and areas to address within their population.

For example, these sources will include information about:

- Risk indicators within learner and staff populations (for instance number of learners known to specialist services; patterns of staff sick leave, Adverse Childhood Experiences (ACE) scores)
- Feedback from learner and staff surveys, including the Guernsey Young People's Survey

- Targeted provision that is in place in school for individuals and groups
- School profile of provision as recorded in the MH&WB Eight Principles Provision Map (or equivalent)
- School profile of provision as noted in benchmarking frameworks (for example, Healthy Schools Guernsey, the Bailiwick Inclusion & Equality Self Review Tool, UNICEF Rights Respecting Schools Award)
- School profile in terms of the Bailiwick of Guernsey Inspection Framework

3.6 Staff Mental Health and Wellbeing

Schools have a responsibility to promote positive mental health and wellbeing of staff, including considering the impact of workload on wellbeing, and creating an environment in which staff feel safe, respected and able to share concerns with school leaders. Schools should signpost where support for staff is available.

Appendix 1: Eight Principles of Best Practice

During 2016/17, the Educational Psychology Service led collaborative discussions with schools, support services and specialist services to establish shared understanding of best practice for schools in promoting and supporting positive mental health and wellbeing.

The discussions led to

- The formulation of the Education MH&WB [Implementation Plan](#) (January 2017)
- The establishment of MH&WB Champions in most schools and the MH&WB Champions' Network
- Agreement that the Eight Principles Framework of Best Practice is a comprehensive, evidence based, efficient framework for planning and recording school work to promote and support positive mental health and wellbeing

The Eight Principles framework of Best Practice were drawn from the Public Health England document '[Promoting Children and Young People's Emotional Health and Wellbeing: A Whole School and College Approach](#)'.

The Eight Principles Framework of Best Practice was cross-referenced with the then current school validation/inspection tool and the following Education Services documents to ensure that there is coherence between them all.

- Bailiwick Inclusion & Equality Self Review Tool
- Healthy Schools Guernsey Benchmarking Tool
- PSHCE Curriculum
- The UNICEF Rights Respecting Schools Awards

The collaborative discussions recognised, and sought to be responsive to the fact, that the Eight Principles of Best Practice relate to a further very wide range of Bailiwick strategies, frameworks and service providers. For example:

- **Island Wide:** Guernsey Mental Health and Wellbeing Plan, Islands Safeguarding Children Partnership (ISCP), Multi-Agency Support Hub (MASH), Children and Young People's Plan, Domestic Abuse Strategy, Disability and Inclusion Strategy, Drug and Alcohol Strategy, Healthy Weight Strategy
- **Education Services:** Attendance Policy, Exclusion Policy, SEN Code of Practice, Health and Safety Policy, Guernsey Young People's Survey, HR Policies, Staff Wellbeing surveys, CPD programmes for school staff
- **Services:** Education Support Services, Education Specialist Services, HSC Services, Youth Commission, Sports Commission, Art Commission, Health Improvement Commission

Appendix 2: Mental Health and Wellbeing Provision Map

| MENTAL HEALTH AND WELLBEING PROVISION MAP | | | | | | | |
|---|---|---|---|-----------------------------|---|---|--|
| Name of School: | | | | Date: | | | |
| Leadership and Management that supports and champions efforts to promote emotional health and wellbeing: | | | | | | | |
| Curriculum, teaching and learning to promote resilience and support social and emotional learning | Enabling learner 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 | An ethos and environment that promotes respect and values diversity | |
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Appendix 3: Examples of Best Practice

The MH&WB Champions have established a shared knowledge of best practice guidance covering the Eight Principles, and the 3 R's of Relationships, Routines and Responses. Key publications that give guidance on best practice include:

Key Books

Ethos and Environment

Essential Listening Skills for Busy School Staff: What to Say When You Don't Know What to Say, by Nick Luxmore

[Link to 'Essential Listening Skills'](#)

Growth Mindset

Mindset, by Carol Dweck

[Link to Mindset](#)

Growth Mindset Pocketbook, by Barry Hymer and Mike Gershon

[Link to Growth Mindset Pocket Book](#)

Restorative Approaches

[Link to Restorative-Justice-Pocketbook](#)

Targeted Support for Individual Learners

What About Me? Inclusive Strategies to Support Pupils with Attachment Difficulties Make it Through the School Day, by Louise Bombèr,

[Link to 'What About Me'](#)

Bereavement

Handbook for Schools on Bereavement and Loss by Guernsey Bereavement and Loss Network ([Bereavement Loss Pack](#))

Key Websites

Time to Change: <https://www.time-to-change.org.uk/>

Young Minds: <https://youngminds.org.uk>

Mental Health First Aid: <https://mhfaengland.org/organisations/youth/>

Useful Reports and Publications

[Mental Health and Behaviour in Schools, DFE November 2018](#)

This advice aims to help schools to support learners whose mental health problems manifest themselves in behaviour. It outlines how schools can identify whether a child or

young person's behaviour – disruptive, withdrawn, anxious, depressed or otherwise – may be related to a mental health problem, and how to support them in these circumstances. It provides links to additional support available to schools, including frameworks, audit tools, evidence and resources.

[Supporting Mental Health in Schools and Colleges, DFE May 2018](#)

This report presents pen portraits of mental health provision based on case study research in 36 schools, colleges and other educational institutions across England.

[The Link Between Pupil Health and Wellbeing and Attainment, Public Health England, November 2014](#)

This briefing sets out evidence to show that education and health are closely linked, indicating that promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational, health and wellbeing outcomes.

[An Unhealthy Dose of Stress, Centre for Youth Wellness](#)

An examination of the impact of Adverse Childhood Experiences and toxic stress on childhood health and development.

[Welsh Adverse Childhood Experiences \(ACE\) Study, Public Health Wales](#)

One in a series of reports examining the prevalence of Adverse Childhood Experiences in the Welsh adult population and their impact on health and well-being across the life course.

Appendix 4: UK and International Strategic Documents

UK Government Green Paper on Transforming children and young people's mental health provision: Quick Read (July 2018)

<https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper/quick-read-transforming-children-and-young-peoples-mental-health-provision>

Government Response to Consultation (July 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/728892/government-response-to-consultation-on-transforming-children-and-young-peoples-mental-health.pdf

National Institute for Health and Care Excellence (NICE)

[NICE Guidance Social and Emotional Health and Well Being in Secondary Education 2017](#)

(First published 2009, checked 2017)

[NICE Guidance Social and Emotional Health and Well Being in Primary Education 2017](#)

(First published 2008, checked 2017)

United Nations

Convention on the Rights of the Child published 1989, UK ratified 1991

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

World Health Organisation(WHO)

Mental Health: Strengthening our Response (March 2018)

<https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>