



A Whole School Approach to Emotional Wellbeing in a Covid World

Vicky Seward and Lauraine Griffiths

Workshop Objectives

- *To explore implementing Public Health England's whole school approach principles to emotional wellbeing across a school community during these unprecedented times*
- *To understand the whole school approach's links with the Mental Health Support Teams in Kent and the current Ofsted inspection framework*
- *To be aware of HeadStart Kent's Return to School Guidance including signposted support on staff wellbeing*

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Young People's Mental Health during the COVID-19 Pandemic

**Children, young people
& families programme**

**Public mental health
programme**

Places & communities
programme



Young People's Mental Health during the COVID-19 Pandemic



Research Team: Emily Widnall, Dr Judi Kidger, Lizzy Winstone, Dr Becky Mars & Prof Claire Haworth



Who's involved: University of Bristol



April 2020 - August 2020

A Whole School Approach

“A whole school approach is cohesive, collective and collaborative action in and by a school community that has been strategically constructed to improve student learning, behaviour and wellbeing, and the conditions that support these.”



Protecting and improving the nation's health



Promoting children and young people's emotional health and wellbeing

A whole school and college approach

Public Health England (2015) Promoting Children and YP Emotional Wellbeing: A Whole School and College Approach



Public Health England (2015) Promoting Children and Young People's Emotional Wellbeing: A Whole School and College Approach

Links between a WSA and the Ofsted 2019 framework

Whole-School Approach links to Ofsted 2019 Framework

Whole-School Approach Principle	Quotes from the Ofsted Framework
Leadership and management that supports and champions efforts to promote emotional health and wellbeing	Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which: <ul style="list-style-type: none"> • leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time.
Curriculum, teaching and learning to promote resilience and support social and emotional learning	Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Inspectors will make a judgement on the personal development of learners by evaluating the extent to which: <ul style="list-style-type: none"> • the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents. • the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.
Enabling student voice to influence decisions	In order to establish and maintain a positive working relationship, we expect providers to: <ul style="list-style-type: none"> • provide evidence – or access to evidence – that will enable the inspector to report honestly, fairly and reliably about their provision. This includes the opportunity for inspectors to meet with learners.
Staff development to support their own wellbeing and that of students	Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which: <ul style="list-style-type: none"> • leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time. Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which: <ul style="list-style-type: none"> • leaders engage with their staff and are aware and take account

	of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload <ul style="list-style-type: none"> • leaders protect their staff from bullying and harassment.
Identifying need and monitoring impact of interventions	Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which: <ul style="list-style-type: none"> • the provider has a culture of safeguarding that supports effective arrangements to: <ul style="list-style-type: none"> ○ identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation ○ help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help. Inspectors will make a judgement on the quality of education by evaluating the extent to which: <ul style="list-style-type: none"> • leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.
Working with parents/carers	Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which: <ul style="list-style-type: none"> • leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services.
Targeted support and appropriate referral	Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which: <ul style="list-style-type: none"> • the provider has a culture of safeguarding that supports effective arrangements to: <ul style="list-style-type: none"> ○ identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation ○ help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help. Inspectors will make a judgement on the quality of education by evaluating the extent to which: <ul style="list-style-type: none"> • leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.
An ethos and environment that promotes respect and values diversity	Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which: <ul style="list-style-type: none"> • relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.



Whole School Approaches in a Covid World

Let's explore some examples...



1. Leadership and Management

- Dedicated member of SLT responsible for wellbeing
- Named school governor linked to wellbeing / safeguarding
- Resilience Team in place and Mental Health and Wellbeing Policy created

2. Teaching, Learning and Curriculum

- Established PSHE programme for all students, with designated coordinator, focusing on resilience, mental health, wellbeing and social skills
- Extra-curricular clubs offered across the school day and beyond
- Spiritual, moral, social and cultural development required within all lessons

3. Enabling Student Voice

- Student Voice group/s established for different student cohorts
- Students are involved in decision making across areas of school life
- School initiatives are coproduced with students

4. Staff Development

- All staff have received training on wellbeing strategies, youth mental health first aid, and have access to specialist training relevant to their responsibilities
- Staff wellbeing is prioritised through specific time tabling, signposting to support services, access to supervision, staff buddies, etc.

Whole School Approaches in Practice

Over to you...

Use the chat box to include examples of decisions or activities you are aware of within your school setting, which contribute to a whole school approach to wellbeing.

1. Leadership and Management
2. Teaching, Learning and Curriculum
3. Enabling Student Voice
4. Staff Development



5. Identify Need and Monitoring Impact of Interventions

- Changes in behaviour reported by staff, students, or peers and robust safeguarding teams and procedures in place
- Resilience Conversation tool used to gain overview of students' needs and strengths
- Database used to record and monitor student interventions

6. Working with Parents and Carers

- Wellbeing discussions at parents' evenings and information evenings held
- Parent governor position with wellbeing insight on board of governors
- Parent/carer section on school website developed to signpost to support and guidance and parent app developed for updates

7. Targeted Support and Appropriate Referral

- Staff have extensive local knowledge of wellbeing services covering the catchment area of students attending the school and refer, when appropriate
- Specialist support is sought for students with specific vulnerabilities, e.g. through CAMHS, LGBTQI+ support, students with specific SEND, etc.

8. Ethos and Environment

- Reference to ethos of openness in School Improvement Plan / school values
- Display boards and assemblies demonstrate culture of speaking about emotions, difference and resilience, including in school reception area
- Safe spaces across school – Young Evaluators codesign and evaluate these

Resilience Toolkit

- All schools can use the free Resilience Toolkit to assess and develop their whole school approach
- The Toolkit includes guidance, resources and activities

[Kent Resilience Hub](#)



Resilience Toolkit

“We wanted to use the Resilience Toolkit to strengthen the work we already do with students and families and develop new ways of working within the school and ensure that we have a whole school approach to wellbeing which includes staff, students and their families.”

“It was invaluable because it revealed how much work was already being done by different members of staff and highlighted areas that we would like to develop further.”

“We believe we now have a clearer vision for our future gained from the Resilience Toolkit and the way we now communicate with both students and their families. It has also been a fantastic achievement for the school...which recognises hard work of both staff and students and the progress we have made.”



Mental Health Support Teams in Kent and Medway

- In Kent young people decided to change the name of the MHSTs to Emotional Wellbeing Teams (EWTs)
- The Resilience Toolkit is explored in workshops with the EWT schools.
- The EWTs have responded to need and of not being able to be in all EWT schools with two videos.



EMOTIONAL WELLBEING TEAM



Practical and emotional wellbeing support following bereavement



Emotional wellbeing advice, guidance and support for highly anxious pupils



Emotional wellbeing support for parents, carers and families



[Kent Resilience Hub](#)



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What will you take away
from our workshop together
today?



*A practical example? A feeling about your whole
school approach? A consideration around staff
wellbeing? A conversation to have with...?*

Workshop Objectives

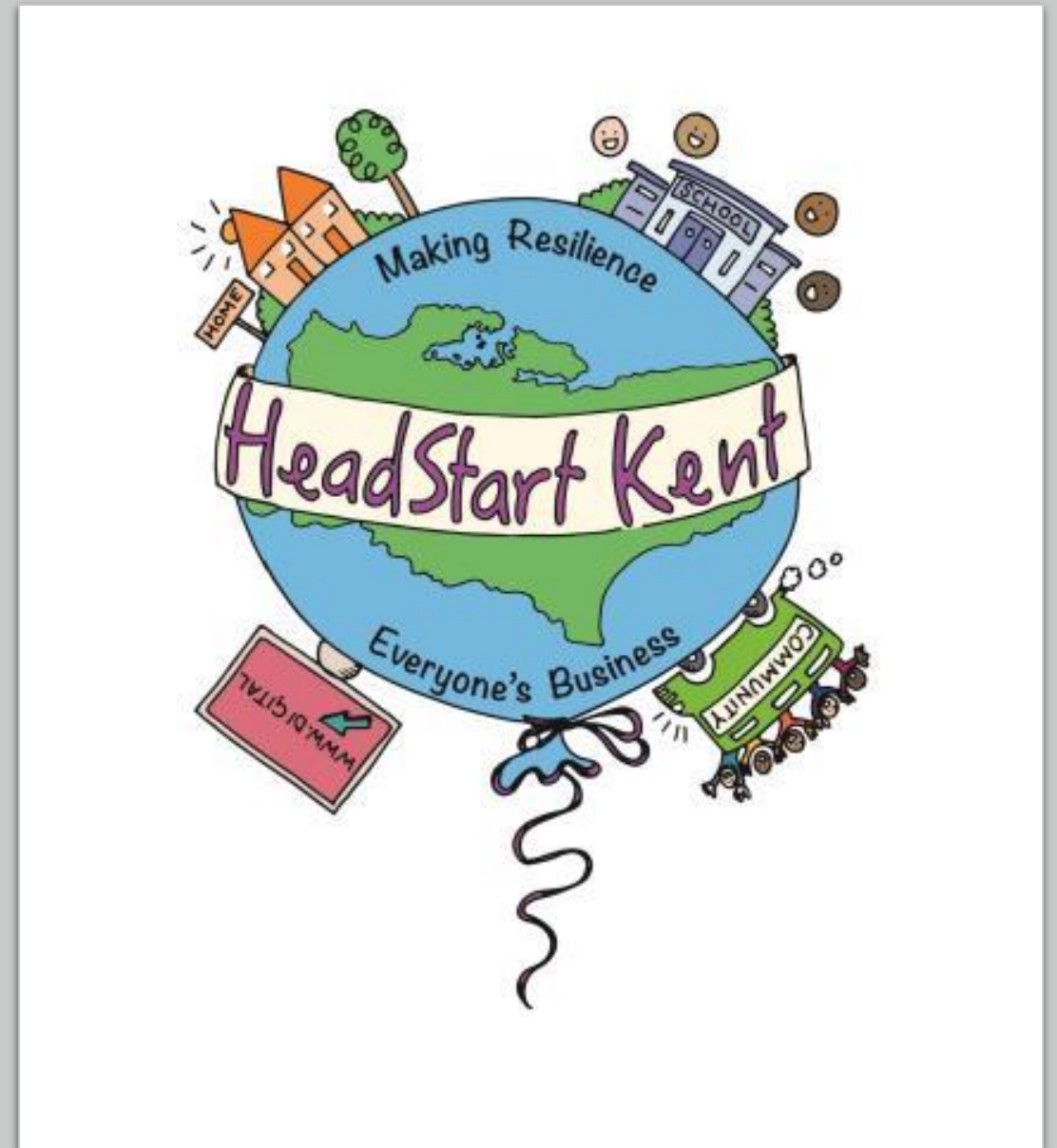
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Contact Details

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Questions?

Thank you



www.kentresiliencehub.org.uk

