



ISLINGTON

Islington Mental Health and Resilience in Schools (iMHARS)

A whole school approach to Mental Health and Resilience in schools

Lil Fahy **Health Improvement Advisor: Mental Health, Islington**

Deborah Kaiser **Mental Health Consultant, Camden**

February 5th 2019



A framework for mental health
and resilience in schools

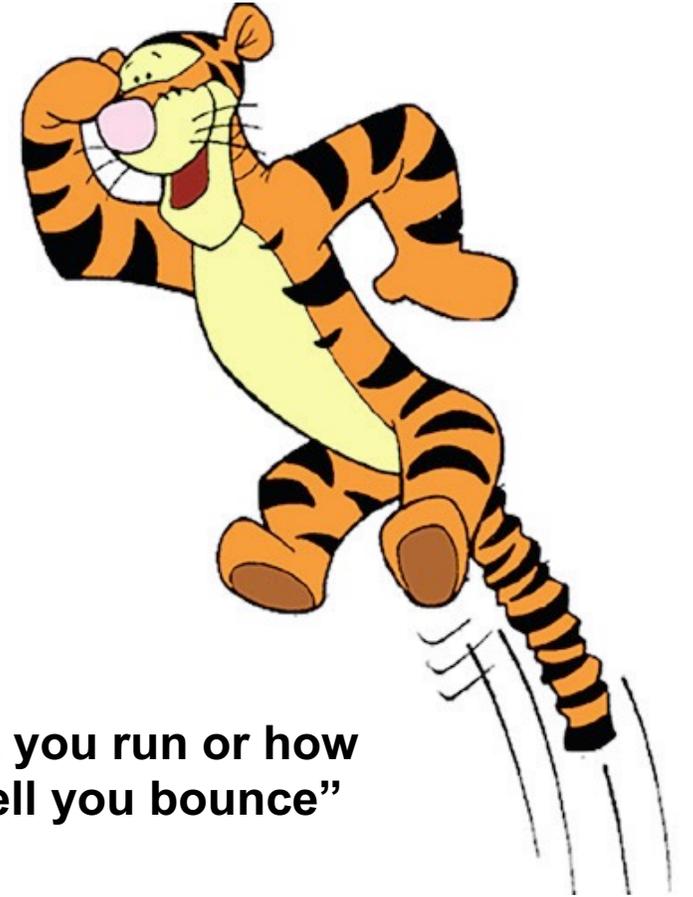


ISLINGTON

Using the iMHARS framework to understand
the key aspects of school systems that
support and promote mental health and
resilience

Islington Mental Health and Resilience in Schools (iMHARS)

- **I**slington **M**ental **H**ealth **a**nd **R**esilience in **S**chools
- A whole school framework to support good mental health and resilience
- Identifies seven key components
- Sets out evidenced-based school practice to achieve this

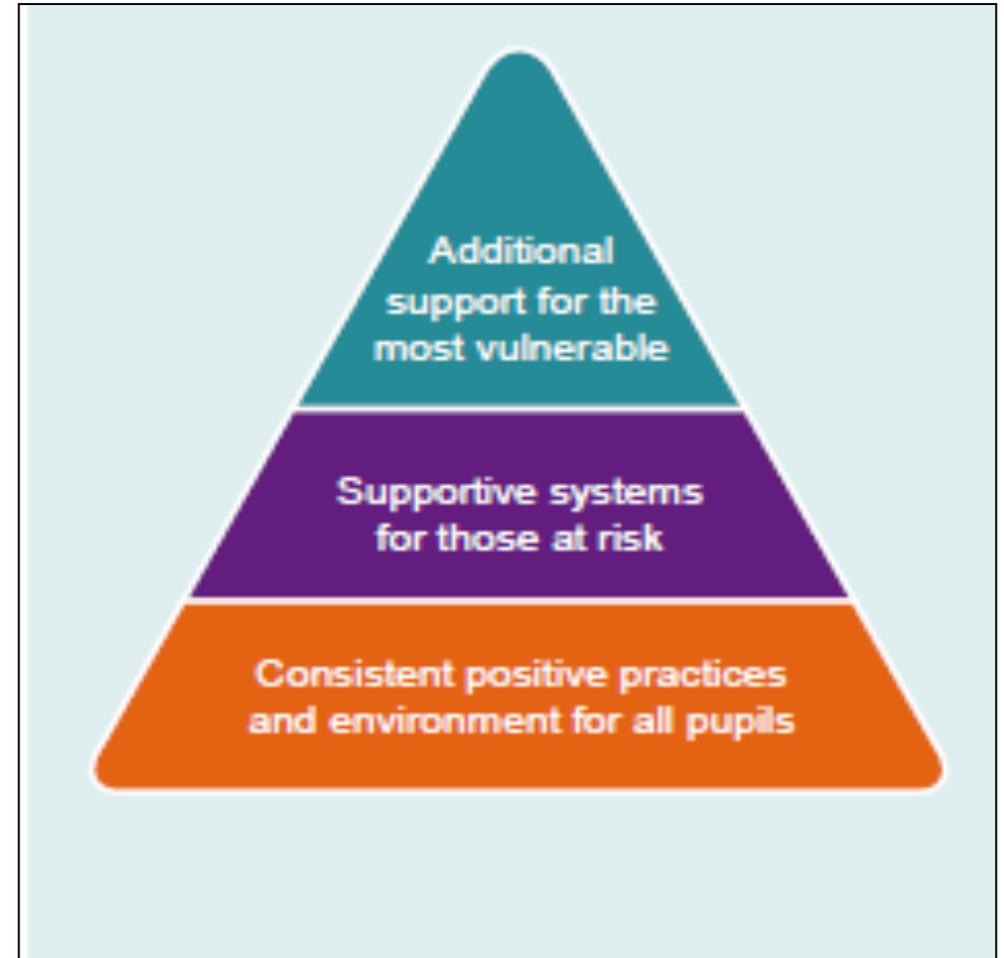


“Life is not about how fast you run or how high you climb but how well you bounce”

Vivian Komori

Why iMHARS?

- To understand how schools can support mental health and build resilience
- To understand exactly what is happening in your school before you make any changes
- To consider perspectives from different groups across the school
- To provide evidence of strengths and areas for improvement
- To enable further planning



A school that effectively supports pupils' mental health and resilience has:



What does each area look like in practice?

What would you see in schools?



A school that effectively supports pupils' mental health and resilience has...

A clear vision, and values that are understood and consistently communicated

Schools can achieve this through:

- A culture of mutual respect, recognition and affirmation, modelled by staff behaviour
- Leadership and school development plans that support health and wellbeing
- Whole school policies and their consistent implementation
- Ensuring everyone feels safe within the school
- Creating opportunities for fun, laughter and relaxation
- Involving pupils, parents, staff and governors in decision making

Find out what's happening in your school by:

- Comparing senior leaders', staff and pupils' understanding of the school's vision and values
- Conducting a learning walk to observe staff-staff, staff-pupil and pupil-pupil interactions
- Observing behaviour management strategies in the playground, dining hall and during lessons
- Conducting a survey to see how safe pupils feel in the school
- Interviewing a parent governor to understand how parents influence whole-school practices
- Comparing school councillors' and other pupils' perceptions of their involvement in school decision making



A school that effectively supports pupils' mental health and resilience has...



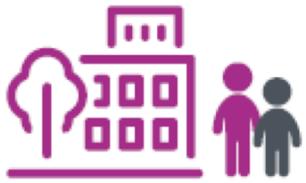
Support networks that enable pupils to develop social relationships

Schools can achieve this through:

- Teaching social skills, listening and empathy
- Well organised peer support programmes
- Planned opportunities to socialise with different pupils and different people
- Teaching pupils to be able to ask for help
- Encouraging kindness, and understanding of the consequences of actions
- Supporting positive communication, including when using social media

Find out what's happening in your school by:

- Observing lessons to identify how teaching encourages social skills
- Running a focus group with pupils involved in peer support schemes, such as playground friends or peer mentoring
- Asking pupils to confidentially list three of their trusted peers, and analysing this to identify isolated pupils
- Asking pupils to draw and write who they would go to for help
- Analysing bullying data



A school that effectively supports pupils' mental health and resilience has...



Teaching and learning that develops resilient learners

Schools can achieve this through:

- Encouraging perseverance, risk taking and learning through mistakes
- Providing formative and meaningful feedback
- A variety of interactive teaching methods that engage all pupils
- Opportunities for collaboration and team work
- Providing all pupils with appropriate levels of challenge
- Teaching creative and systematic problem solving strategies

Find out what's happening in your school by:

- Speaking to a variety of staff to explore how their teaching supports pupils to make mistakes and be resilient
- Looking at marking and feedback in books
- Observing lessons to see how pupils respond when they find a task difficult
- Asking pupils to draw and describe the process they went through to learn a new skill
- Analysing the variety of questions teachers use in different lessons





A school that effectively supports pupils' mental health and resilience has...

A curriculum that teaches life skills, including social and emotional skills

Schools can achieve this through:

- A planned comprehensive PSHE education curriculum
- Nurturing self-belief and positive qualities such as optimism and forgiveness
- Developing pupils' critical thinking skills and encouraging reflection and self-awareness
- Providing high quality enrichment activities
- Opportunities for pupils to volunteer within the school and the local community

Find out what's happening in your school by:

- Analysing pupil progress in PSHE
- Asking pupils to list the personal qualities that are valued by the school
- Observing lessons to see how they encourage critical thinking skills
- Mapping all pupils' involvement in enrichment activities
- Interviewing pupils about how the school prepares them for adult life



A school that effectively supports pupils' mental health and resilience has...

Specific help for vulnerable pupils

Schools can achieve this through:

- All staff, pupils and parents understanding risk factors for mental health problems; and the identification, referral and support system
- Early identification of pupils with emotional and mental health needs
- Careful joint planning to meet individual pupils' needs
- Effective recording and monitoring of pupil progress
- Established school systems, practices and interventions
- Partnership working with a range of specialist agencies to support whole school practice and pupils with complex concerns

Find out what's happening in your school by:

- Talking to individual staff to ascertain their understanding of particular vulnerable pupils' needs
- Running a focus group with pupils that attend a support group
- Reviewing exclusion, attendance, equalities, special educational needs and pupil premium data
- Critiquing the 'journey' of a particular pupil through the school's pastoral care system
- Interviewing external agencies to understand how the school works in partnership



A school that effectively supports pupils' mental health and resilience has...



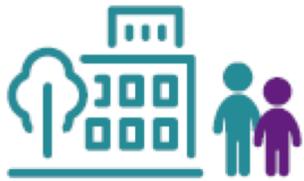
Effective partnerships with parents

Schools can achieve this through:

- Joint planning and decision making with each child's parent
- Providing appropriate support to parents who need additional help
- Regular, meaningful communication
- A range of inclusive activities that support all parents to feel welcome and part of the school community
- Working in partnership with parents and carers to promote pupils' social and emotional wellbeing

Find out what's happening in your school by:

- Hosting an event with parents to raise awareness of mental health, and use this as an opportunity to gather parent perspectives on partnerships with the school
- Conducting a parent survey
- Analysing attendance at school events
- Interviewing individual parents about how the school has supported them and their child
- Using a graffiti wall with a variety of staff (administrative staff, support staff, teachers) to understand their involvement with parents



A school that effectively supports pupils' mental health and resilience has...



Support and training for all staff to build skills, capacity and own resilience

Schools can achieve this through:

- Enabling all staff to respond appropriately to pupils' emotional needs
- Promoting and supporting staff wellbeing
- Training staff to increase understanding of mental health
- Effective staff professional development
- Consistent, positive and effective management
- Building supportive and trusting relationships amongst staff

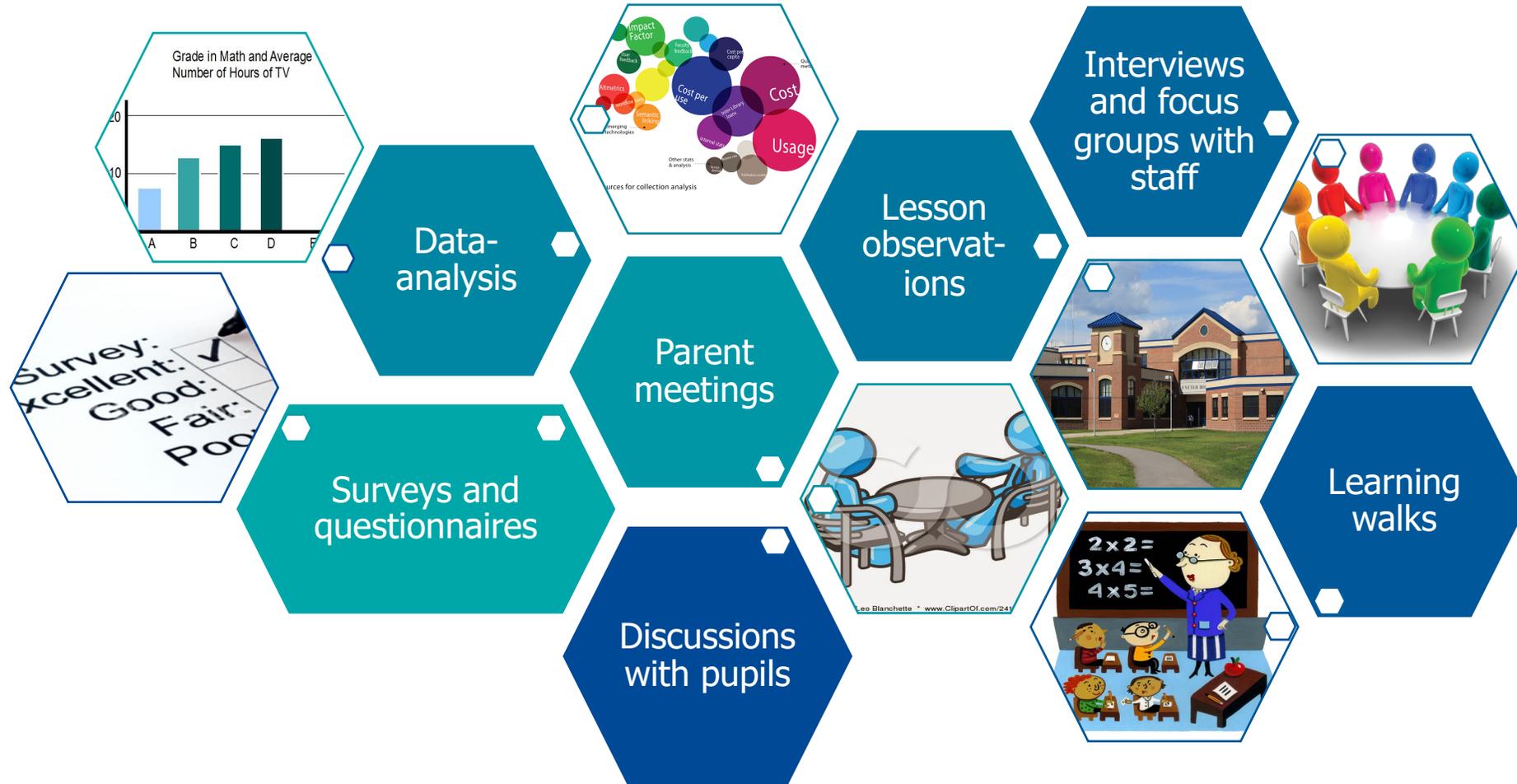
Find out what's happening in your school by:

- Running a staff focus group to gather perspectives on staff support, wellbeing and training. Ensure the focus group includes a broad range of staff (e.g. administrative staff, support staff, teachers and the caretaker)
- Conducting a staff survey to explore levels of morale and staff wellbeing
- Analysing staff attendance on a monthly basis
- Looking at which members of staff have accessed training
- Interviewing a member of the senior leadership team to explore staff management and decision making

How does the process work?

- In Islington and Camden – assisted by health improvement advisors
- School chooses component(s) to focus on
- iMHARS lead/school carries out research
- Report drafted based on the information gathered
- Findings discussed with senior leadership team
- Discuss and agree strengths, challenges and identify areas for improvement
- Results shared with the school community
- School to implement whole-school changes based on the agreed next steps

Find out what's happening in your school by:



Quick needs assessment

- Schools can use a quick needs assessment for an initial overview of their whole-school approach
- This can help to identify where there are gaps, or inconsistencies
- The quick needs also provides a baseline before the audit

How to use:

Schools use the rating scale (below) to score their current provision for each supporting practice. This high level judgement is based on knowledge of the whole school community and whole school practice. As such it is best done through a joint discussion with members of SLT agreeing each score.

'Examples of what this looks like' are intended to give a flavour of what each supporting practice could entail and help structure conversations concerning the school's provision. However, it is not an exhaustive list of best practice. Therefore, schools are encouraged to think broadly about each supporting practice when deciding a score.

Rating Scale:

Not in place - 0	Beginning - 1	Developing - 2	Establishing - 3	Enhancing - 4
No aspects of this supporting practice are in place	The school is beginning to address this supporting practice	The school is developing a range of actions for this supporting practice across the school community	The school have established comprehensive provision for this supporting practice which they continually reflect on and refine	The school have mastered a whole school approach for this supporting practice and have provision in place that is well-established, consistent and effectively responds to changing needs

How schools have used iMHARS to change practice...

Vision and Values	Support networks	Curriculum
<ul style="list-style-type: none"> Reviewed behaviour policy, consulted with staff and looked at consistency of implementation Ensuring rewards that motivate pupils are consistently distributed by staff 	<ul style="list-style-type: none"> Playground zoned to manage position of support staff Playground buddies scheme implemented Play mates set up to run games-more activities at play times 	<ul style="list-style-type: none"> Increased prominence and influence of school council PSHE advisor providing support and guidance to lead PSHE in the school, and to build the capacity of less experienced staff to teach PSHE
<ul style="list-style-type: none"> Reviewed school values and how they are embedded in language around the school 	<ul style="list-style-type: none"> Football intervention for girls to build confidence and collaboration skills 	<ul style="list-style-type: none"> Secondary school has embedded PSHE lessons in all years PSHE ambassadors established to promote PSHE within student body and raise the profile
<ul style="list-style-type: none"> Revamped dining room-pupils report calmer dining hall; staff report noticeable improvement in behaviour (and less wasted food!) 	<ul style="list-style-type: none"> Circle of friends peer support system set up Football intervention for girls to build confidence and collaboration skills 	

How schools have used iMHARS to change practice...

Resilience	Staff	Parents
<ul style="list-style-type: none"> Ongoing support and training for support staff to build resilience in pupils and encourage independent learning- support staff completed an INSET on building independent learners 	<ul style="list-style-type: none"> Support on behaviour: staff forum established to discuss behaviour policy; training; Wellbeing survey carried out to develop resilience and trust Focus on professional development programme for support staff Deputy reports a nicer feel to the school; everyone is a bit calmer 	<ul style="list-style-type: none"> Established a monthly coffee morning with parents and governors which has created closer partnerships with parents Delivered mental health workshops for parents to increase mental health awareness and emotional wellbeing
	<ul style="list-style-type: none"> Staff wellbeing reps. established to organise activities to promote wellbeing Supervision arranged for staff Include wellbeing targets in staff appraisals 	<ul style="list-style-type: none"> Monitoring parent attendance levels at school events
	<ul style="list-style-type: none"> Separate INSET programme for support staff- CPD programme for support staff, tailored to their role 	

Feedback from schools after doing iMHARS:

"It's really helped our thinking. The structure has brought everything together"

"The evidence base is so wide, and carefully assembled"

"Learning itself becomes the context for establishing and developing emotional wellbeing"

"We had no time to think or find solutions. Its been really helpful to have someone hold it in mind"

"It's been a supportive process, that allows you to gain an external perspective"

"It stimulated thinking and discussion, improved outcomes and life chances"

iMHARS Online Toolkit

The iMHARS toolkit is designed to support head teachers and school staff to audit whole school mental health practices. It provides:

- guidance and tools for auditing whole-school mental health practices
- examples of evidence based practice, ideas and guidance to implement them

www.islingtoncs.org/imhars

This toolkit is free to access for schools in Islington and Camden; for all other schools, please contact Lil lil.fahy@Islington.gov.uk

Audit tools, resources and guidance

A clear vision, and values that are understood and consistently communicated

Support networks that enable pupils to develop social relationships

Teaching and learning that develops resilient learners

A curriculum that teaches life skills, including social and emotional skills

Specific help for vulnerable pupils

Effective partnerships with parents

Support and training for all staff to build skills capacity and own resilience

Supporting practices

- Enabling all staff to respond appropriately to pupils' emotional needs
 - [Emotions are not bad behaviour](#)
 - [What works in schools?](#)
- Promoting and supporting staff wellbeing
 - [Health at work – supporting staff health and wellbeing](#)
 - [Work related stress- health and safety in the workplace](#)
 - [Izzi – Employee Assistance Programme](#)
 - [How to manage stress](#)
 - [Five ways to wellbeing](#)
- Training staff to increase understanding of mental health
 - [Islington CAMHS](#)
 - [MindEd](#)
 - [Youth Mental Health First Aid](#)
 - [Resilience framework for adults](#)
- Effective staff professional development
 - [The importance of staff development](#)
- Consistent, positive and effective management
- Building supportive and trusting relationships amongst staff
 - [Mentoring and coaching in education](#)
 - [How to build trust in schools](#)

Find out what's happening in your school

- Running a staff focus group to gather perspectives on staff support, wellbeing and training. Ensure the focus group includes a broad range of staff (e.g. administrative staff, support staff, teachers and the caretaker)
 - [Islington Mental Health and Resilience in Schools Focus Group: Staff](#)
- Conducting a staff survey to explore levels of morale and staff wellbeing
 - [Warwick-Edinburgh Mental Wellbeing Scale \(WEMWBS\)](#)
- Analysing staff attendance on a monthly basis
 - [Managing attendance and employee turn over](#)
- Looking at which members of staff have accessed training
 - [Looking at which members of staff have accessed training](#)
- Interviewing a member of the senior leadership team to explore staff management and their involvement in decision making
 - [Interview with a member of the senior leadership team](#)

Any questions?



For more information, contact:

Lil Fahy (Islington)

lil.fahy@islington.gov.uk

Deborah Kaiser (Camden)

Deborah.Kaiser@camden.gov.uk