

OasisInnovation

Mental Wellbeing

June 2019



National Teaching School
designated by



National College for
Teaching & Leadership

building a school centred self-improving system

What is mental health?

“Children’s mental health is the strength and capacity of children’s mind to grow and develop with confidence and enjoyment. It consists of the capacity to learn from experience and to overcome difficulty and adversity.

It is about physical and emotional wellbeing, the ability to live a full and creative life, and the flexibility to give and take in friendships and relationships.”

SDSA (2018)

What does this document include?

This document outlines what has already happened within Oasis, suggestions from academies who have already attended Mental Wellbeing training and a proposal for future development of Oasis’ leadership of Mental Wellbeing in our academies based on best practise observed by supporting over 80 schools to develop their mental wellbeing provision..

The training facilitated our thought processes in order to plan strategically. We have already begun to implement some mindfulness techniques to support pupils at times of transition.

Associate Principal



Context

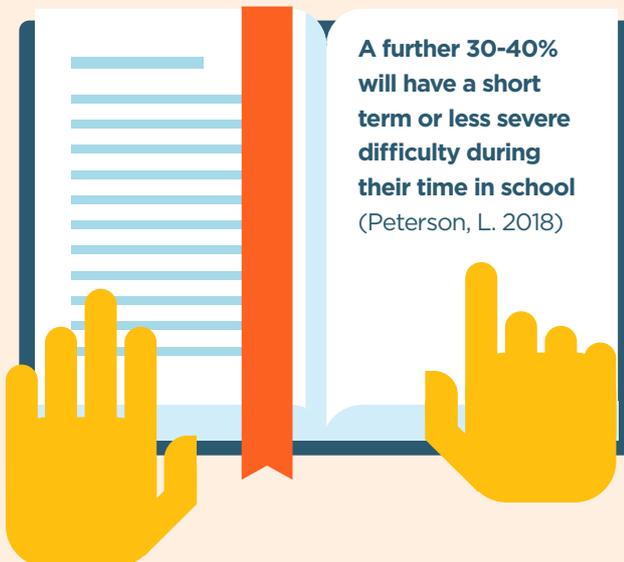
What is the scale of the challenge?



Around 10% of children age 5-16 will have a serious, diagnosed mental health condition (Weare, K. 2015)

x3

Social disadvantage increases the risk of developing mental health problems by 3 times (Frith, 2016)



A further 30-40% will have a short term or less severe difficulty during their time in school (Peterson, L. 2018)



There is a clear link between improvements in pupil health and wellbeing, and attainment (Public Health England, 2014)

Why is it important now?



The Department for Education want “every school and college to have a designated lead in mental health by 2025” (DfE, 2017)

“Children with a persistent mental health problem face unequal chances in life” (DfE, 2017)



In order for schools to gain good status pupils must ‘enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships’. To be outstanding schools must enable students to be able to ‘make informed choices about healthy eating, fitness and their emotional and mental wellbeing’. (Ofsted, 2019)



Proposed Structure



Notes box:

Some of the proposed training and resources still need further development, piloting and design work.

The Pupil Wellbeing Mentors training and handbook is being developed jointly by Oasis Academies Limeside and Aspinall and would be a unique program for Oasis.

A draft Mental Wellbeing Policy is issued with the 2 day Leading a Mentally Healthy School, and was edited following comments made on the Oasis 2 day course, but is still a draft document.

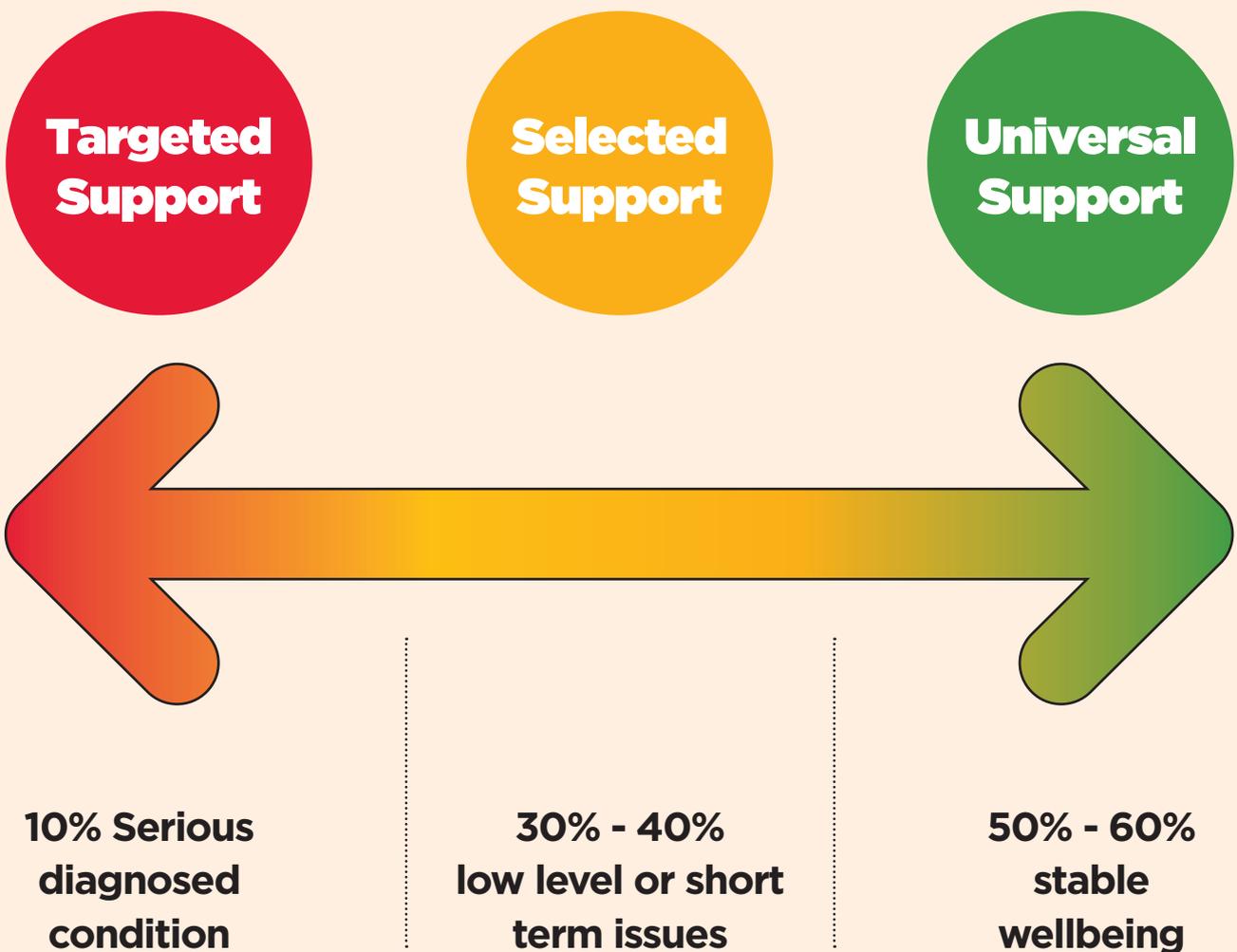
A pilot 2 day Leading a Mentally Healthy School course was attended by Oasis Academies Limeside, Aspinall, Clarksfield, Harper Mount, Short Heath, Hadley, Enfield and Mayfield.

Whole School Provision

Mental Wellbeing work in schools is mainly focussed at the universal provision and selected support level. Children at the targeted support level of need would be expected to be receiving support from health care professionals through the relevant local referral system and there would be clear overlap with the work of the SENCO.

...It would be nice to have children on the yard who you can talk to...

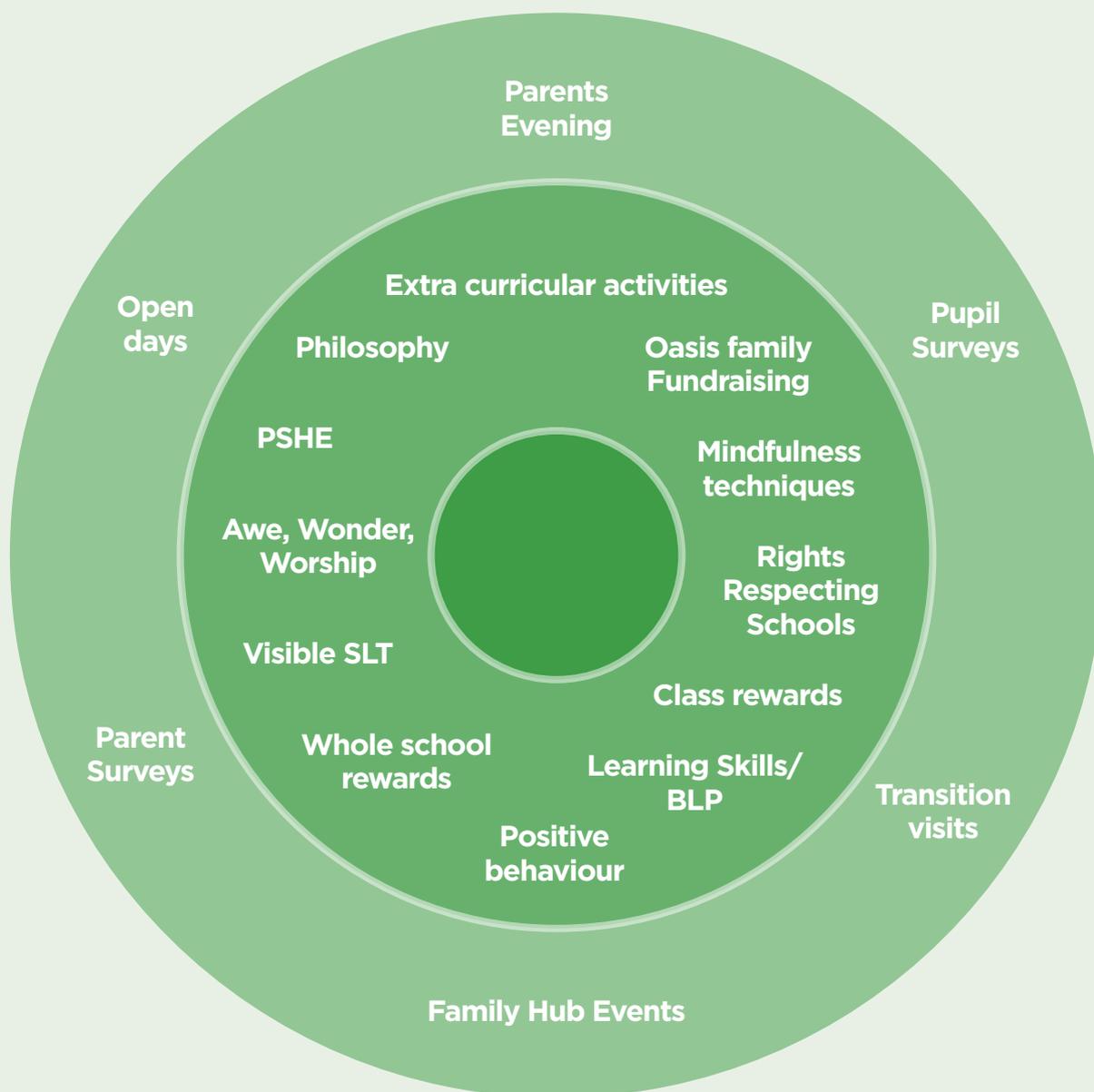
Pupil



Universal Support Provision and Proposed Provision

It is proposed to create a series of simple resources to introduce mindfulness techniques into all classrooms. These are highly effective in many mainstream and special schools at helping children to self regulate after transition points, to ensure they are ready for learning. Children at Oasis Limeside have been trained to model

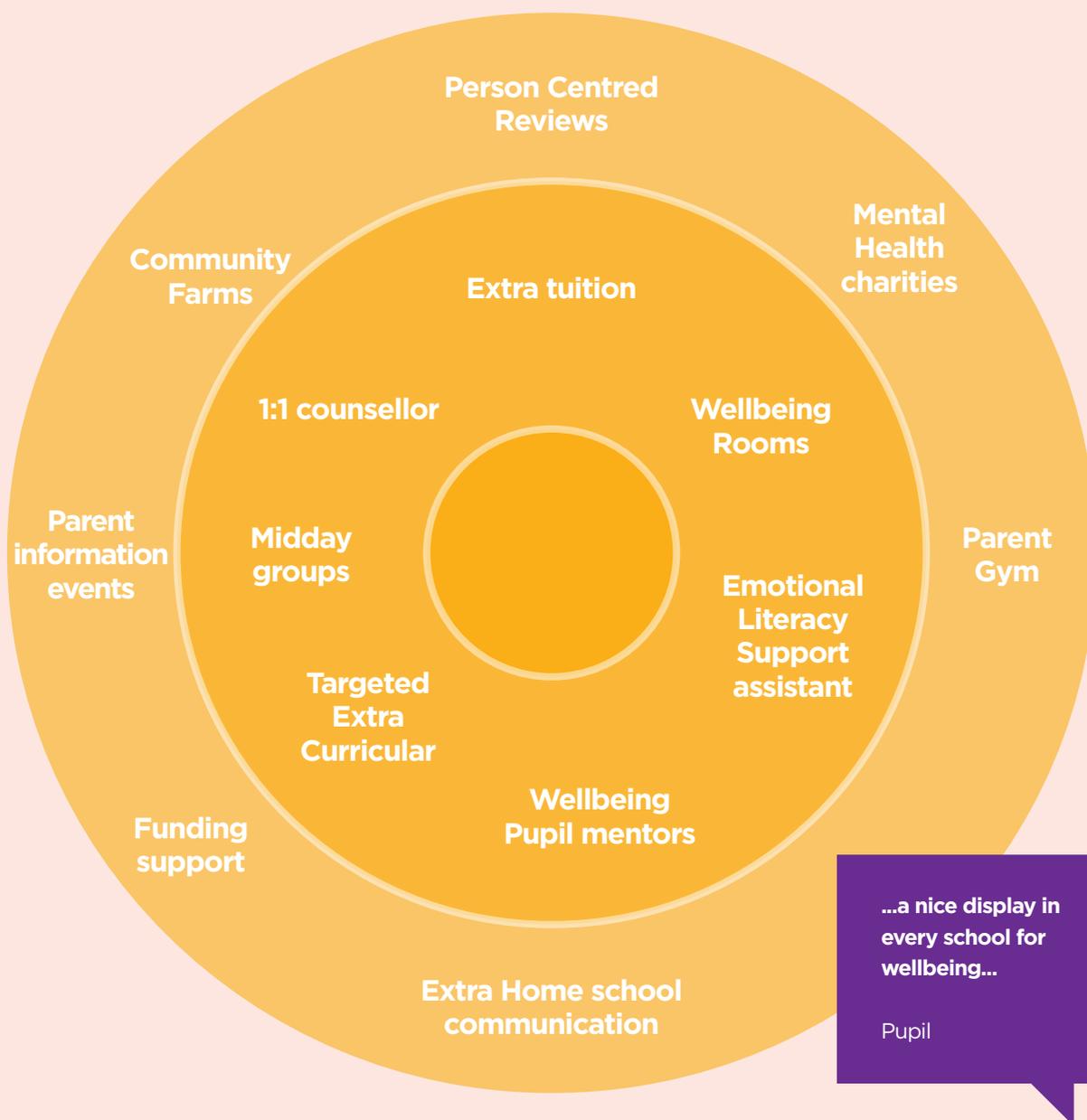
mindfulness techniques, including presenting to the Oldham Mental Wellbeing Conference to over 150 adults, helping train over 80 schools in Oldham and from within Oasis, and help teachers across the school to model techniques in class.



Targeted Support Provision and Proposed Provision

It is proposed to create a short training course for Wellbeing Pupil Mentors, who would then be confident having difficult conversations with friends, know what to look out for, and how to report concerns.

This will be supported by a handbook for the Mentors and guidance for the staff who supervise them in each academy.



Selected Support Provision and Proposed Provision

There may be an opportunity for group buying of Youth Mental Health First Aid training.

...some form of a buddy system, this would help the people who find it hard to make friends...
Pupil



Mental Wellbeing

Case Studies

The ELSA groups at Oasis Academy Limeside have been able to support children with anxiety, low confidence and social difficulties. Children were selected using CPOMS wellbeing monitoring and attended twice weekly sessions for a term. SDQ questionnaires were used to gauge progress before and after the intervention. Incidents involving the children have reduced since the intervention and all children report feeling happier and more confident in school. They regularly check in with the ELSA to monitor their progress.

I really enjoyed ELSA and it helped me feel safer in school, knowing I had an adult I could rely on and talk to. Working with Miss helped improve who my friends are because we all worked together on what I can do to be a good friend, and how to understand other people's points of view... it always gave me something to look forward to.

Year 5 Pupil

ELSA training covered areas such as social skills, emotions and regulation, bereavement, anger management (including counselling skills) and other various issues that our children face.

My role has expanded to include assessing individuals in various areas of wellbeing, liaising closely with their teachers, working with and supporting parents, creating useful resources, planning and delivering weekly sessions, either 1:1 or group, and attending regular supervisions with Educational Psychologists.

Amy Shearing, Teaching Assistant & ELSA at Oasis Academy Limeside

The Nurture Group at Oasis Academy Aspinal has had a huge impact on the wellbeing up a small number of pupils who were unable to cope in a busy classroom. Time spent on more practical learning and wellbeing support has paid dividends in their academic progress.



Action Plan Template

Building on the results of the self-assessment

Sample of self assessment document:

Key Question	What are we going to do to get better in this area? Think about the things you will have to do in each of the core principles.	Who will do it? Who will do the things you have decided need to be done?	When will it be done by? When do you plan to have completed the action or is there a date you want to review your progress?
How is the school or college providing visible senior leadership for emotional health and mental wellbeing?			
How does the school or college's culture promote respect and value diversity?			
What focus is given within the curriculum to social and emotional learning and promoting personal resilience, and how is learning assessed?			
How does the school or college ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services?			
How does the school or college ensure all students have the opportunity to express their views and influence decisions?			
How are staff supported in relation to their own health and wellbeing and to be able to support student wellbeing?			
How does the school or college assess the needs of students and the impact of interventions to improve wellbeing?			
How does the school or college work in partnership with parents and carers to promote emotional health and mental wellbeing?			

References

Frith, E. (2016) State of the Nation.
London: CentreForum

Peterson, L (2018) Teachers - could YOU spot a mental health problem in your classroom? (Accessed online 1st July 2018) www.testblog.axcis.co.uk.gridhosted.co.uk/2017/10/semh-jobs-smeh-training-axcis/#sthash.OB1TkDV5.dpbs

Public Health England (2014) The Link Between Pupil Health and Wellbeing and Attainment

Weare, K (2015) What works in promoting social and emotional well being and responding to mental health problems in school. London: National Children's Bureau

Ofsted (2019) Education Inspection Framework

DfE/ DfH, 2017 Transforming children and young people's mental health provision: a green paper

School Development Support Agency, 2018, Leading a Mentally Healthy School

...A time in the day to have some relaxation; yoga, physical literacy or just calming music and a breathing technique...

Pupil



Contact information

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