

# Senior Mental Health Leads Training for schools in B&NES, Swindon and Wiltshire

---

Bath & North East  
Somerset Council

---

Improving People's Lives



**Wiltshire Council**

---

---

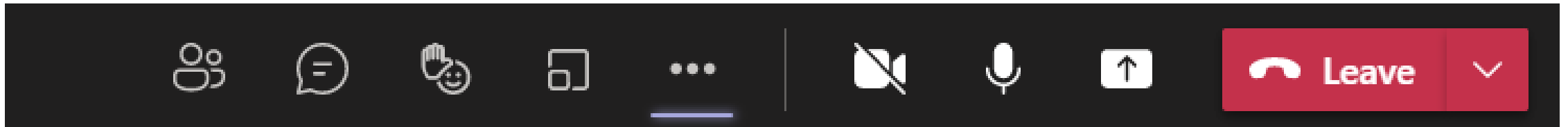
**A WHOLE SCHOOL APPROACH TO MENTAL HEALTH  
DAY 2**



**Bath and North East Somerset,  
Swindon and Wiltshire**  
Clinical Commissioning Group

# Using Microsoft Teams

---



- Use mute / unmute and camera controls
- Unmute when you would like to speak
- Turn your camera on when you speak, and in the smaller break out rooms
- We will be using the chat function for questions, comments and some activities
- You can also put up a digital hand for attention
- Use the original joining link, if you unexpectedly leave or become lost!
- Access resources during the course (click direct course page link in chat)

# Senior Mental Health Leads Training

---

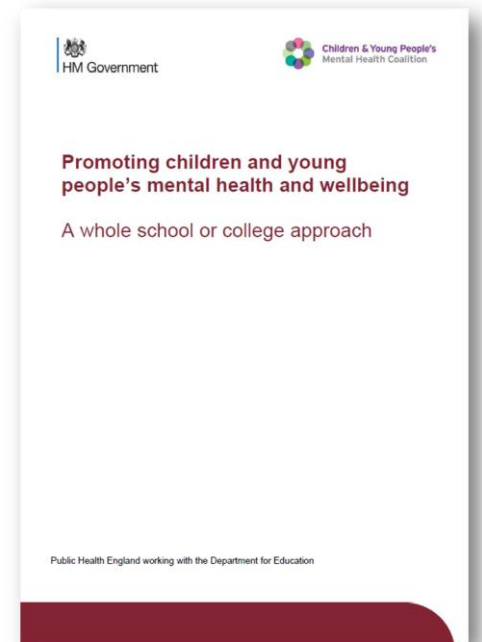
## Facilitators:

Clare Laker (B&NES),

Surbdeep Rai (Swindon),

Nick Bolton (Wiltshire).

[DfE Senior Mental Health Lead Training BSW : Wiltshire  
Healthy Schools](#) General info about SMHL001



# Format of Course

---

## 1.5 training days

- ✓ Session 1: Full day - Thursday 20th January 2022. 9-5pm
- Thursday 23rd June 2022. 9am-12:30pm
- Course materials: [BSW SMHL training resources Jan 2022 : Wiltshire Healthy Schools](#)

## 3 network meetings (3:30-5pm)

- ✓ Wednesday 30<sup>th</sup> March 2022
- Wednesday 21<sup>st</sup> September 2022
- Wednesday 7<sup>th</sup> December 2022

[New SMHL Knowledge Hub group for sharing and keeping in touch](#)

# Learning Outcomes

---

## **By the end of the course you will have:**

- Further understood the role of the Senior Mental Health Lead
- Explored how to promote staff wellbeing including an introduction to key resources
- Explored the CPD needs of school staff and opportunities to meet these
- Examined the importance of monitoring and identifying pupil needs and considered a range of resources and tools to action this
- Gained further confidence to embed a whole school approach to mental health in school

# Programme for Day 2

---

9:00 Welcome and Introductions  
Reviewing and reflecting on progress

## Staff wellbeing

9.55 Screen break ( 10 min)  
Staff wellbeing continued

## Staff development

10.55 Tea/Coffee break (15 min)

## Identifying need and monitoring impact

11.45 Screen break (10 mins)

Review and planning

Next steps

12.30 Close



**Bath and North East Somerset,  
Swindon and Wiltshire**  
Clinical Commissioning Group

# The Role of the Senior Mental Health Lead

Learning outcomes that will enable a senior mental health lead to implement and sustain an effective whole school or college approach to mental health and wellbeing in their setting, aligning to the 8 principles outlined in *Promoting children and young people's emotional health and wellbeing* (PHE, 2021).

- 1 Leadership and management
- 2 Identifying need and monitoring impact of interventions
- 3 Targeted support and appropriate referrals
- 4 Staff development and wellbeing
- 5 Creating an ethos and environment
- 6 Enabling the Student Voice
- 7 Working with parents, families and carers
- 8 Curriculum, teaching and learning



# Group work today

You will be working in groups at various points this morning

Share the activity slide

(found at course web page – see chat)

Appoint a group leader to

- Take notes
- Feedback to the whole group

**First group activity: 20 minutes**

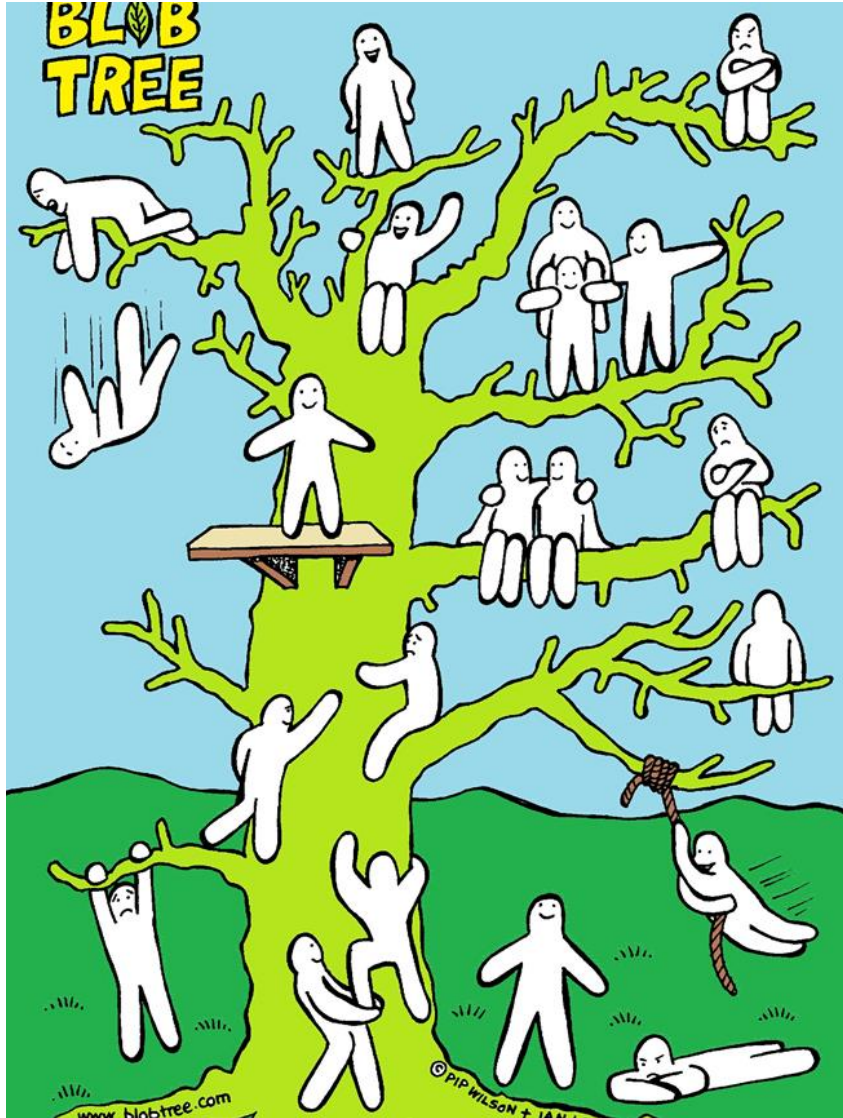


**BLOB TREE**

**Activity Card 1b : How are we doing**

1. **Introduce** yourselves briefly saying name / school / role.
2. **Activity :** Thinking about your role as a Senior Mental Health Lead use the characters on the Blob Tree to find one which represents the following
  - i) How you are feeling this morning
  - ii) The progress you have made in developing your school's *whole school approach to mental health and wellbeing* e.g., by using the audit tools provided or other activity
3. **Feedback** What 3 words? Can you agree just 3 words that sum up your discussion?





# Activity Card 1b : How are we doing

1. **Introduce** yourselves briefly saying name / school / role.
2. **Activity** : Thinking about your role as a Senior Mental Health Lead use the characters on the Blob Tree to find one which represents the following
  - i) How you are feeling this morning
  - ii) The progress you have made in developing your school's *whole school approach to mental health and wellbeing* e.g., by using the audit tools provided or other activity
3. **Feedback** What 3 words? Can you agree just 3 words that sum up your discussion?

# A word about Blobs!

[www.pipwilson.com](http://www.pipwilson.com)

**Blob Cards Set Special Offer**

**Value Set!**

Ref: ???-BL £??.??\*

<b>Teenage Life</b> Blob Cards	<b>Emotions</b> Blob Cards	<b>Behaviour</b> Blob Cards	<b>Blob Bereavement Cards</b>
<b>Blob Depression</b> CARDS	<b>Family</b> Blob Cards	<b>Feelings</b> Blob Cards	<b>Blob Anxiety</b> CARDS

Pip Wilson & Ian Long  
www.loggerheadpublishing.co.uk

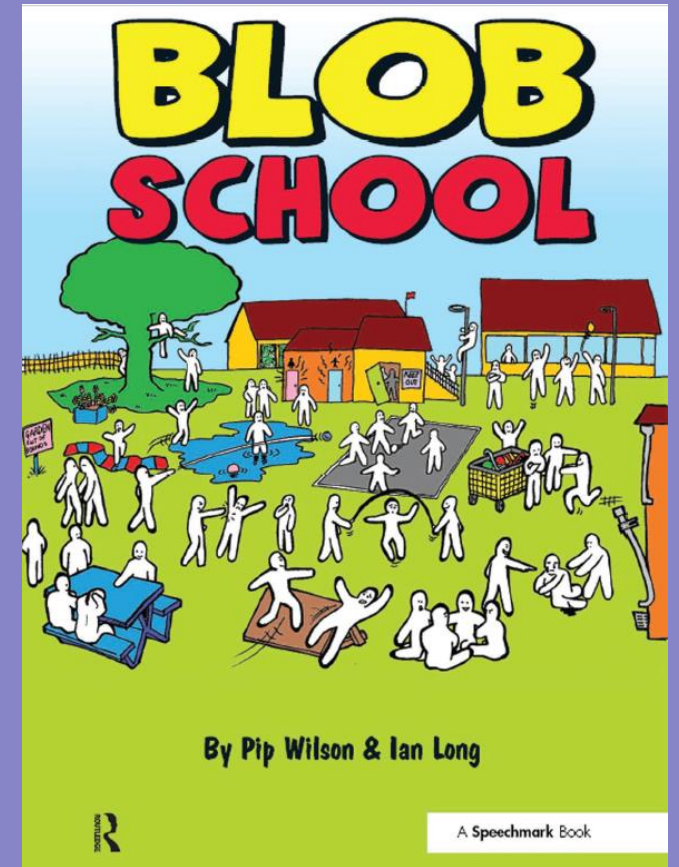
**Blob Books Collection Special Offer**

**Value Set!**

Ref: ???-BL £??.??\*

<b>Blob Loss</b>	<b>Blob Resilience</b>	<b>Blob Anxiety</b>	<b>Blob Mindfulness</b>	<b>RSE Curriculum Blob Relationships</b>
<b>Blob Depression</b>	<b>Blob Themed Trees</b>	<b>Blob Anger</b>		

Pip Wilson & Ian Long  
www.loggerheadpublishing.co.uk



# Staff wellbeing

---



# Staff wellbeing - National updates

---

## IMPACT OF COVID 19 ON THE WELLBEING OF EDUCATION PROFESSIONALS

### **THE IMPACT ON THE MENTAL HEALTH OF TEACHERS CANNOT BE UNDER-ESTIMATED -**

- 50% of all education professionals felt their mental health and wellbeing had declined either considerably or a little.
- 50% cited the lack of timely government guidance was one of the most challenging aspects.
- Only 15% felt greatly or somewhat appreciated by the UK government.
- Only 25% felt greatly or somewhat appreciated by the general public.

# Staff wellbeing

---

Almost three in ten (27%) teachers needed to see a doctor or medical professional to help with the detrimental impact on their mental and physical health caused by their job during the Covid-19 pandemic, a survey by the **NASUWT-The Teachers' Union**, has found:

- 23% of teachers say they have taken medication to help cope,
- 12% have undergone counselling to give them extra support,
- 9% use or have increased their reliance on antidepressant drugs.
- 81% of teachers responding to our survey report they have experienced an increase in workplace stress over the past year
- 48% (almost half) said the job had affected their physical health.

# Staff wellbeing

---

Further findings in the last 12 months of the teaching profession:

- 87% teachers have experienced anxiety;
- 79% have suffered loss of sleep;
- 30% have increased their use of alcohol;
- 7% have suffered a relationship breakdown;
- 2% have self-harmed.

**NASUWT**  
The Teachers' Union

“Ministers and school employers must recognise that to deliver the programme of education and recovery it is vital for the nation’s children and young people, **teacher wellbeing has to be recognised.**”

“It is vital to the delivery of high-quality education as the country hopefully emerges from the pandemic in the months and years ahead.  
“These figures are truly shocking and starkly illustrate the significant **impact of the pandemic on the mental health and wellbeing of teachers and school staff**”

Dr Patrick Roach, General Secretary of the NASUWT

# Staff wellbeing in Schools

---



[Staff Wellbeing in Schools – YouTube](#)

# Staff wellbeing – Local data

---

“How Are You?”

Swindon teachers & school staff wellbeing during  
Covid 19 Pandemic  
June 2021



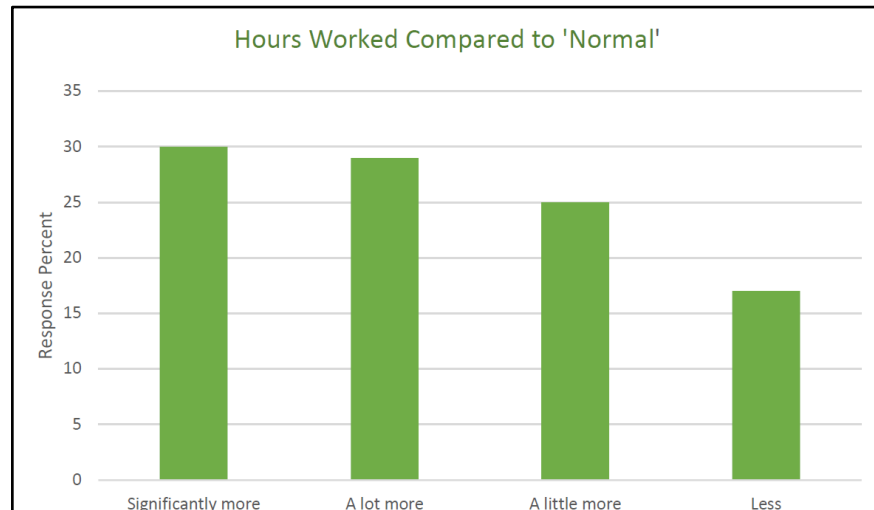
## “How Are You?”

726 staff completed the survey = approximately 20% of Swindon’s 4,000 school staff

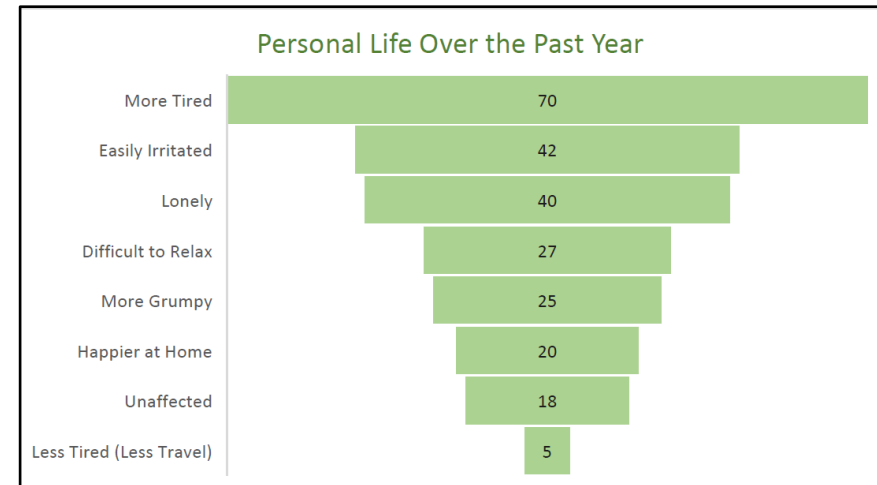
Education sectors were represented as follows:

- 55% work in a Primary School environment
- 26% work in a Special School environment
- 19% work in a Secondary School or College environment

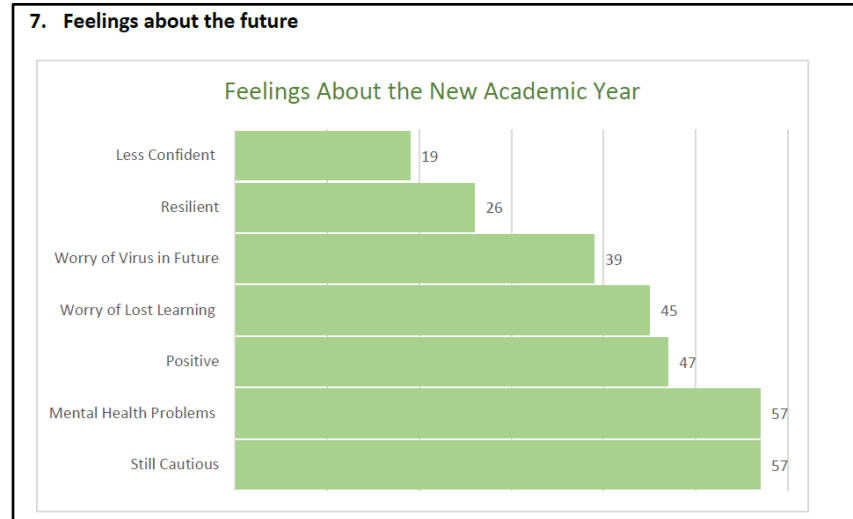
1



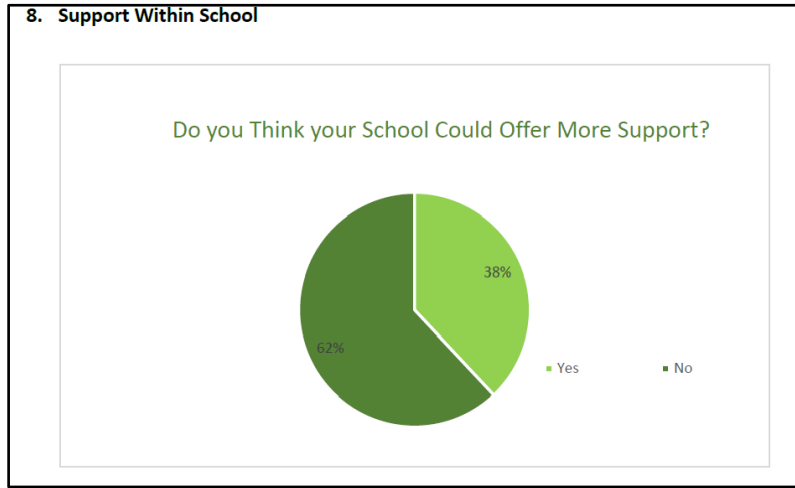
2



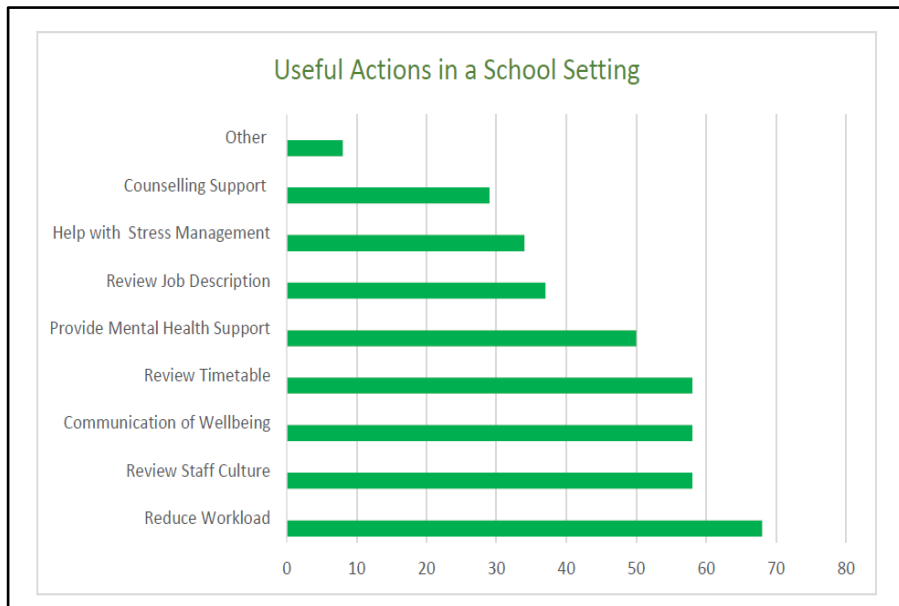
3



1



2



### Recommendations from the report:

Decide on most appropriate next steps including potential further research about:

- How school staff / school culture can be improved
- Ways to address work-life balance
- How to improve communication within school
- What additional mental health support could be provided in school



“ALMOST EVERYTHING WILL WORK  
AGAIN IF YOU *unplug* IT  
FOR A FEW MINUTES, INCLUDING YOU.”

— ANNE LAMOTT

The Counseling Teacher Brandy © 2019

## Second group activity: 15 minutes

# Activity card 2b

---

- How do these figures resonate for your school?
- What is your school doing already to support staff wellbeing?



## “How Are You?”

Swindon teachers & school staff wellbeing during  
Covid 19 Pandemic

June 2021

Angela Milliken-Tull  
Richard Palmer

Screen Break

# Feedback

- What have you done in your setting to support staff wellbeing?
- What worked well?
- What would you like to see happen?

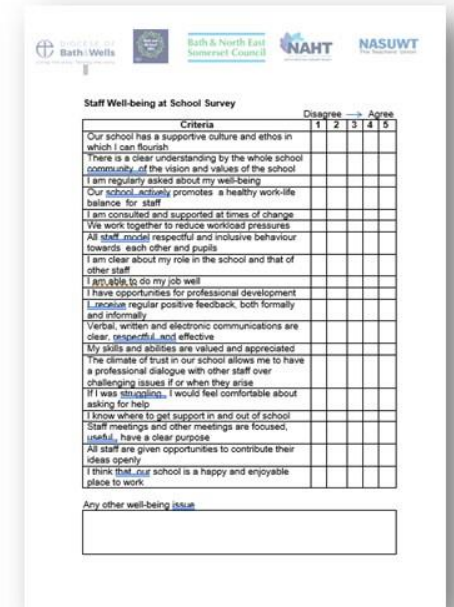
**Add your ideas in the chat**



# Staff wellbeing survey and guidance

- Introduce the survey, at a meeting or training day
- Invite all members of school staff to anonymously complete it
- Collect in completed surveys and analyse the results, perhaps RAG rating the responses
- Form a group, to respond to the survey within a specific time period e.g. 6/12 or 18 months
- Report on what the school is doing well, then on areas for development
- Use the guidance document for ideas to implement
- After implementing actions, resurvey and assess progress

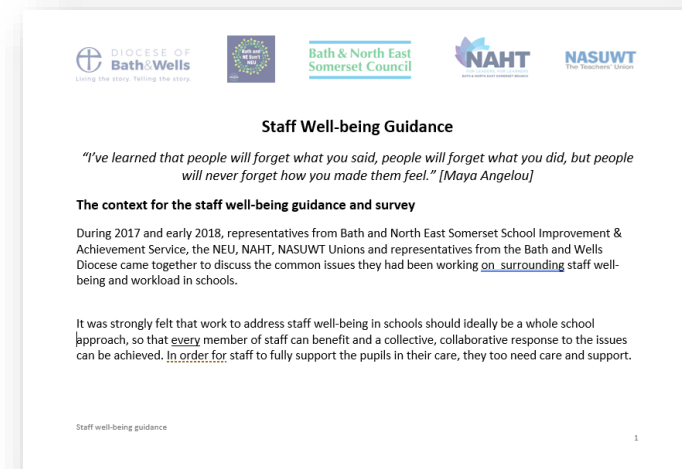
[Staff wellbeing at school survey : Wiltshire Healthy Schools](#)



The image shows a 'Staff Well-being at School Survey' form. At the top, it features logos for the Diocese of Bath & Wells, Bath & North East Somerset Council, NAHT, and NASUWT. The survey consists of a table with 15 criteria listed on the left and a 5-point Likert scale (Disagree to Agree) on the right. Below the table is a text box for 'Any other well-being issue'.

Criteria	Disagree → Agree				
	1	2	3	4	5
Our school has a supportive culture and ethos in which I can flourish					
There is a clear understanding by the whole school community of the vision and values of the school					
I am regularly asked about my well-being					
Our school actively promotes a healthy work-life balance for staff					
I am consulted and supported at times of change					
We work together to reduce workload pressures					
All staff model respectful and inclusive behaviour towards each other and pupils					
I am clear about my role in the school and that of other staff					
I am able to do my job well					
I have opportunities for professional development					
I receive regular positive feedback, both formally and informally					
Verbal, written and electronic communications are clear, respectful and effective					
My skills and abilities are valued and appreciated					
The climate of trust in our school allows me to have a professional dialogue with other staff over challenging issues if or when they arise					
If I was <del>struggling</del> , I would feel comfortable about asking for help					
I know where to get support in and out of school					
Staff meetings and other meetings are focused, useful, have a clear purpose					
All staff are given opportunities to contribute their ideas openly					
I think that our school is a happy and enjoyable place to work					

Any other well-being issue



The image shows a 'Staff Well-being Guidance' document. It features logos for the Diocese of Bath & Wells, Bath & North East Somerset Council, NAHT, and NASUWT. The document includes a quote by Maya Angelou, a section on the context of the survey, and a paragraph about the importance of staff well-being.

**Staff Well-being Guidance**

*"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." [Maya Angelou]*

**The context for the staff well-being guidance and survey**

During 2017 and early 2018, representatives from Bath and North East Somerset School Improvement & Achievement Service, the NEU, NAHT, NASUWT Unions and representatives from the Bath and Wells Diocese came together to discuss the common issues they had been working on surrounding staff well-being and workload in schools.

It was strongly felt that work to address staff well-being in schools should ideally be a whole school approach, so that every member of staff can benefit and a collective, collaborative response to the issues can be achieved. In order for staff to fully support the pupils in their care, they too need care and support.

Staff well-being guidance

1



Show your staff that you take their wellbeing seriously

Open a conversation with staff about their wellbeing and mental health

# The Education Staff Wellbeing Charter



Create a staff wellbeing strategy

Create a wellbeing-focused culture

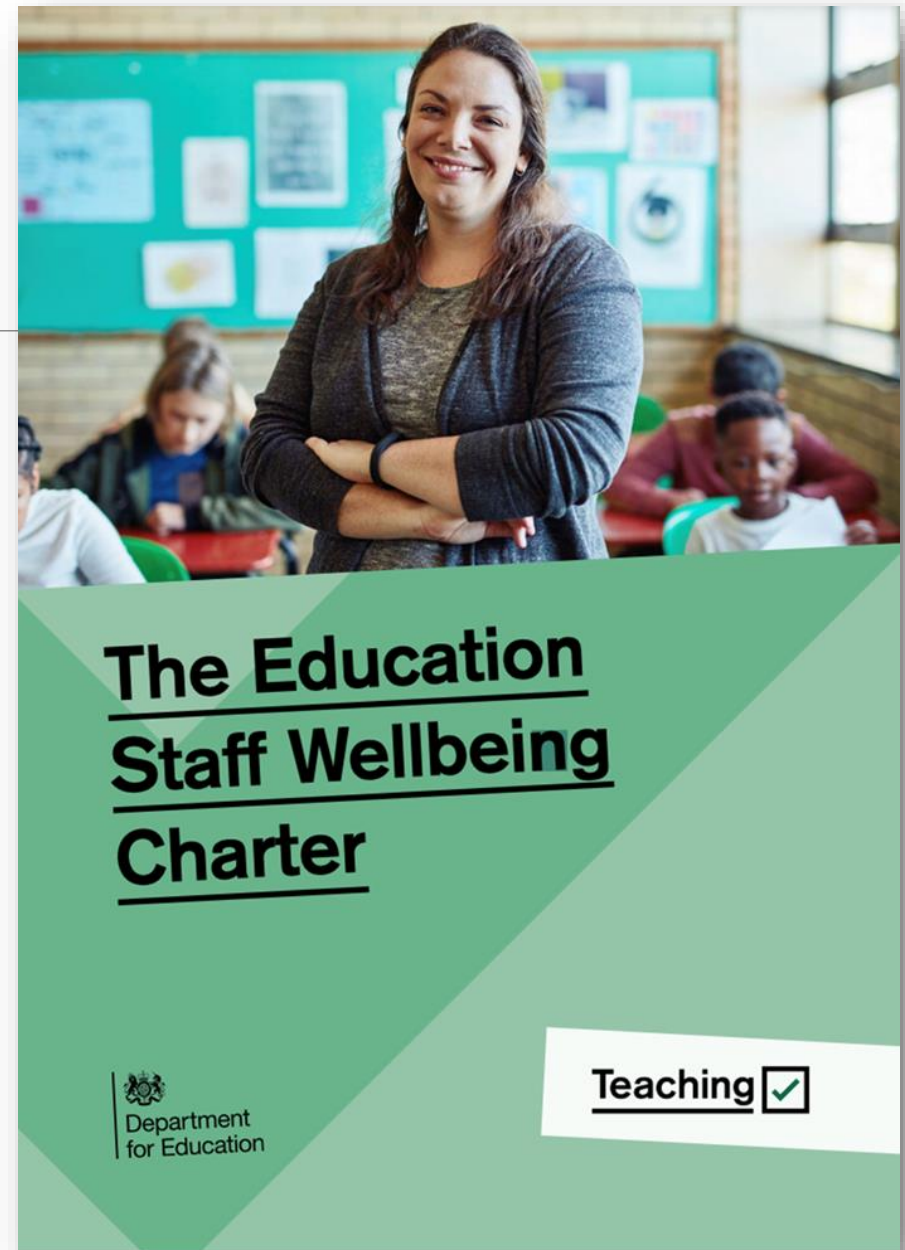


# Activity (individual)

---

- Look at the Education Staff Wellbeing Charter (link in chat and on resource page)
- Can your school or college sign up?
- Are there any actions needed?

[Education staff wellbeing charter - GOV.UK \(www.gov.uk\)](https://www.gov.uk/education-staff-wellbeing-charter)

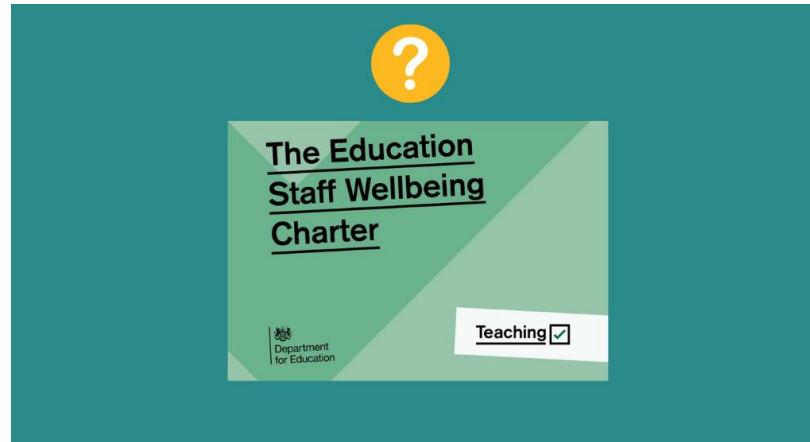


# YOUNGMINDS

fighting for young people's mental health



## Resources for school staff – A whole school approach to wellbeing



# Free sources of emotional support for frontline workers, including education staff

---

- **Our Frontline** [www.mentalhealthatwork.org.uk/ourfrontline](http://www.mentalhealthatwork.org.uk/ourfrontline) offers round-the-clock one-to-one support, by call or text, from trained volunteers, plus resources, tips and ideas to look after your mental health.
- **Shout** provides a free 24/7 text support service for education and health staff who are working on the frontlines right now. Text FRONTLINE to 85258 to talk by text with a trained crisis volunteer
- **Wellbeing support by telephone for essential staff** provided by Samaritans. Call free on 116 123 to speak in confidence with a trained listening volunteer
- **Frontline19** [www.frontline19.com](http://www.frontline19.com) offers free online mental health and emotional wellbeing services to support frontline workers. You can access emotional support via Zoom, Skype or FaceTime with a fully qualified psychologist, psychotherapist or counsellor at a time that suits you for free
- **Education Support** [Education Support, supporting teachers and education staff](#) School leaders can access free mental health and wellbeing support through the charity Education Support. The DfE funded scheme provides free one-to-one counselling, one-to-one supervision, and peer support to school leaders, helping those at deputy head level and above with their mental wellbeing.

# Staff Development / CPD

What is your  
school doing  
already?



# Staff development

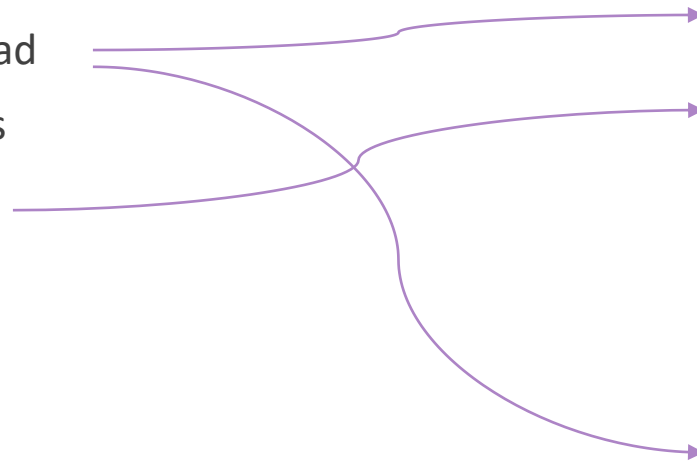
---

## WHO NEEDS

Senior leadership team  
Senior mental health lead  
Class / subject teachers  
Teaching Assistants  
SENCO  
Lunchtime supervisors  
Office staff  
Grounds / site supervisor  
Governors  
Someone else

## WHAT STAFF DEVELOPMENT

Identifying and understanding mental health conditions/ signs and symptoms  
Simple strategies for talking with CYP about their wellbeing / listening skills  
Sources of support for CYP  
Tackling stigma  
Teaching about mental health and wellbeing  
Talking to parents and carers  
Strategies to support pupils who re struggling to cope  
Something else





Taking CARE to Promote Mental Health in...



**Anna Freud**

**National Centre for  
Children and Families**

TAKING

**CARE**

TO PROMOTE MENTAL HEALTH IN SCHOOLS AND COLLEGES



0:01 / 3:11



YouTube



# Staff development opportunities

---

## Free training courses for education staff

### [DfE Teaching about wellbeing](#)

Practical materials for primary and secondary schools to use to train staff about teaching mental wellbeing

[Charlie Waller Trust](#) An extensive list of free (or for a donation) training on mental health issues in schools

[Winston's Wish Bereavement training for teachers](#) Free online training for schools

## Free self guided study for education staff

[MindEd](#) Online training modules on a long list of mental health and wellbeing issues. Too many to list. Add the issue you want to explore into the search box

[Psychological First Aid for Children and Young People](#) Free training to support children and young people's mental health during emergencies and crisis situations

[Crisis Tool](#) Short online training modules produced by Health Education England in partnership with young people. Covers how to support a young person in mental health crisis

# Access local CPD resources

---

**Bath & North East  
Somerset Council**

Improving People's Lives



**Wiltshire Council**

[Public Health in Schools Programme](#)

[Children's Workforce Training – Learning Zone](#)

[Staff Wellbeing Support](#)

[Swindon Healthy Schools Programme](#)

[Training and events : Wiltshire Healthy Schools](#)

[Training & Events | Right Choice \(wiltshire.gov.uk\)](#)



Tea/coffee Break

# Identifying need and monitoring impact

Consider the following in the context of your school	Agree / disagree / somewhat
Local and school level data about mental health and wellbeing is accessed, analysed and used to influence practice and provision	
The needs of those groups of children vulnerable to mental health problems are recognised and addressed including those with adverse childhood experiences (ACEs), lesbian, gay, bisexual, transgender (LGBT), black, minority, ethnic (BME) young people, those living in families experiencing financial hardship	
Validated tools are used to assess pupils' wellbeing	
Curriculum and interventions are evaluated to assess impact and direct future development	

# 1 in 1 children and young people (and us) have mental health

Mental wellbeing flourishing



Well  
No symptoms

Ill - enduring  
symptoms

Mental wellbeing languishing



Bath and North East Somerset – *The place to live, work and visit*

Early  
intervention  
tools

Universal  
assessment  
tools

Evaluation tools



Bath & North East  
Somerset Council

1 in 1 children and young people  
(and us) have mental health

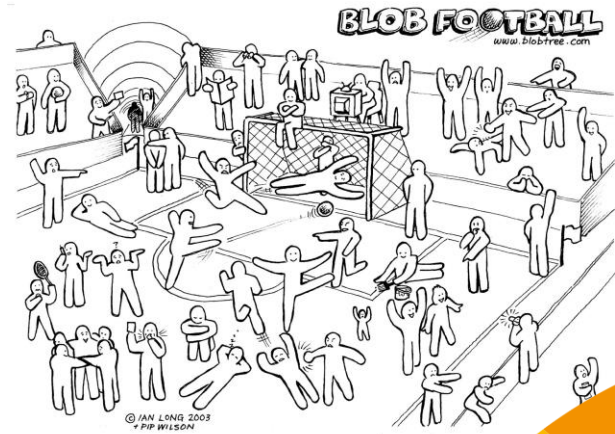
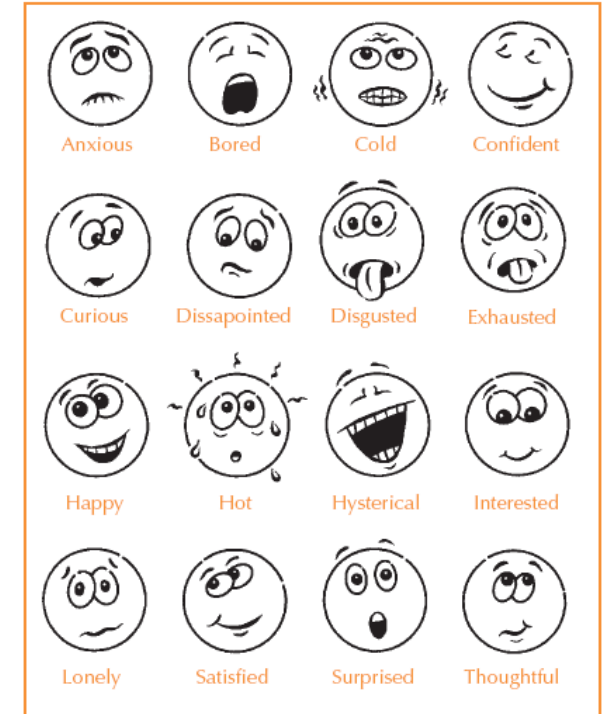


# Universal assessment tools

**Where are you on the rainbow today?**

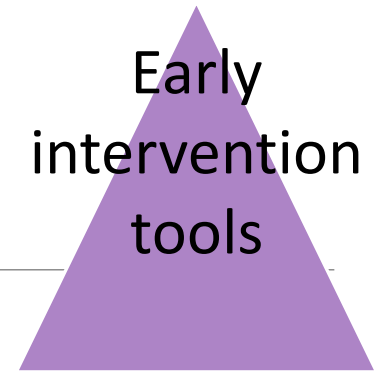



School is boring	1	2	3	4	5	School is interesting
I give up when I find things difficult	1	2	3	4	5	I keep trying when I find things difficult
I find it hard to talk to my teacher	1	2	3	4	5	I find it easy to talk to my teacher
I do not enjoy playtimes	1	2	3	4	5	I enjoy playtimes
I play on my own in school	1	2	3	4	5	I play with my friends in school
I feel lonely	1	2	3	4	5	I do not feel lonely



# Evaluation tools

# Identification and measurement



Two key elements that can enable schools to reliably identify children at risk of mental health problems:

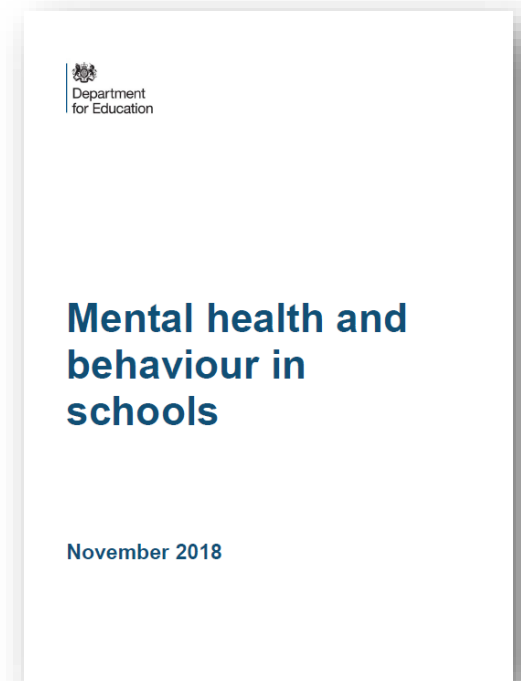
## □ Effective use of data

so that changes in pupils' patterns of attainment, attendance or behaviour are noticed and can be acted upon; along with

## □ An effective pastoral system

When schools suspect that a pupil is having mental health difficulties, they should not delay putting support in place, using the graduated response process :

- an **assessment** to establish a clear analysis of the pupil's needs;
- a **plan** to set out how the pupil will be supported;
- **action** to provide that support; and
- regular **reviews** to assess the effectiveness of the provision and lead to changes where necessary.



# Identification and measurement 1/2

---

- **MindEd** – free online teaching to help adults to identify and understand children and young people with mental health problems.
- **Health A-Z - Conditions and treatments by subject - Mental health disorders** – information from the NHS on mental health disorders.
- **Strengths and Difficulties Questionnaire (SDQ)** – can assist schools in taking an overview and making a judgement about whether a pupil is likely to be suffering from a mental health problem.
- **Boxall Profile** – an online assessment tool for social emotional and behavioural difficulties for children and young people.



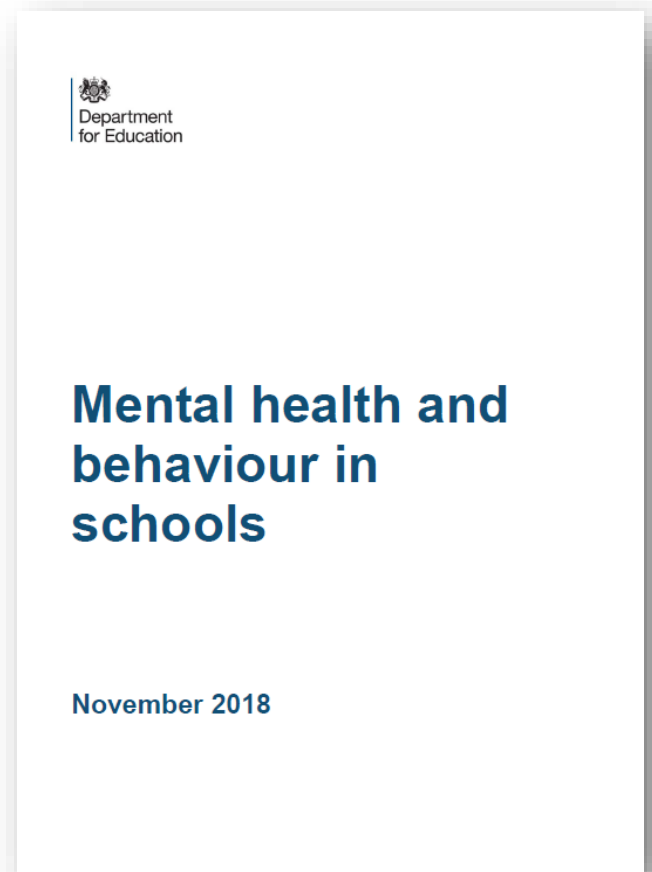
## Mental health and behaviour in schools

November 2018

# Identification and measurement 2/2

---

- **Education Endowment Foundation** – The Sutton Trust-EEF Teaching and Learning Toolkit is a summary of research, providing guidance for schools on using their resources to improve attainment of pupils especially disadvantaged pupils.
- **CORC outcome and experience measurements** – provides easily accessible resources to measure children and young people's mental health and wellbeing
- **Good Childhood Wellbeing Index** - easy and free assessment of children's well-being in the classroom.
- **Measuring and monitoring children and young people's mental wellbeing: a toolkit for schools and colleges** – a range of validated tools to measure mental wellbeing amongst pupils





Third group activity: 15 minutes

## Activity Card 3b : Assessment tools

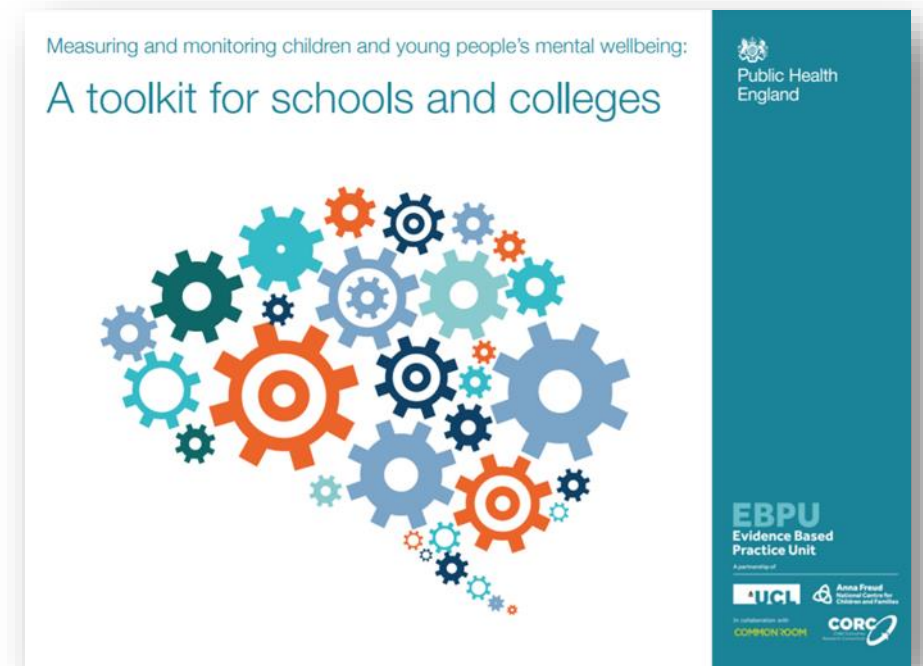
---

Use with 2 additional cards to explore: Bears, Blobs, SDQ, WMF, SCWS

Do you feel that this would be a useful way to assess children's mental health?

Would you use in your school?

Any comments . . .



# The Bears (primary)

---

Best with ages 2-11. Pack of 48 large picture cards to start conversations or as part of an evaluation.

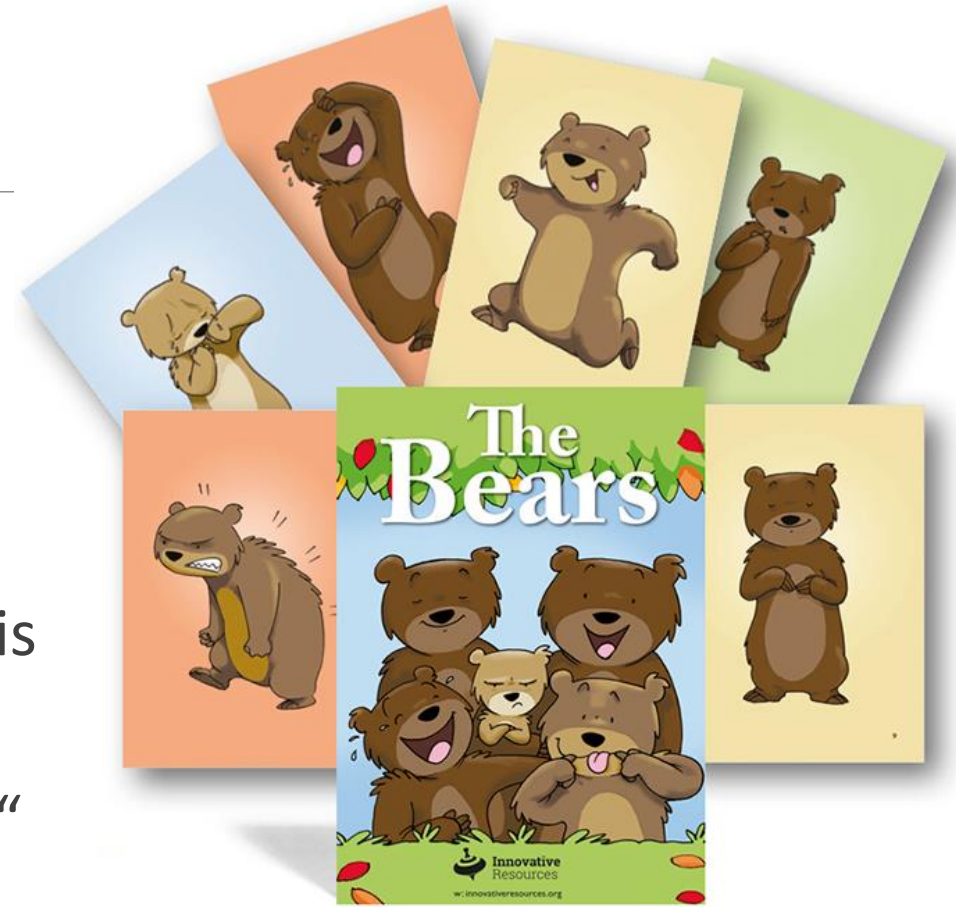
Cross language, literacy, cultural, racial, age and gender boundaries. Use with groups or individuals.

No rules or instructions, although a 42 page booklet is provided with some activity ideas.

“Which bear represents the way you feel about . . . ?”

“Is it the same bear that was you yesterday or when we last met?”

<https://innovativeresources.co.uk/product/bear-cards/> £37.95



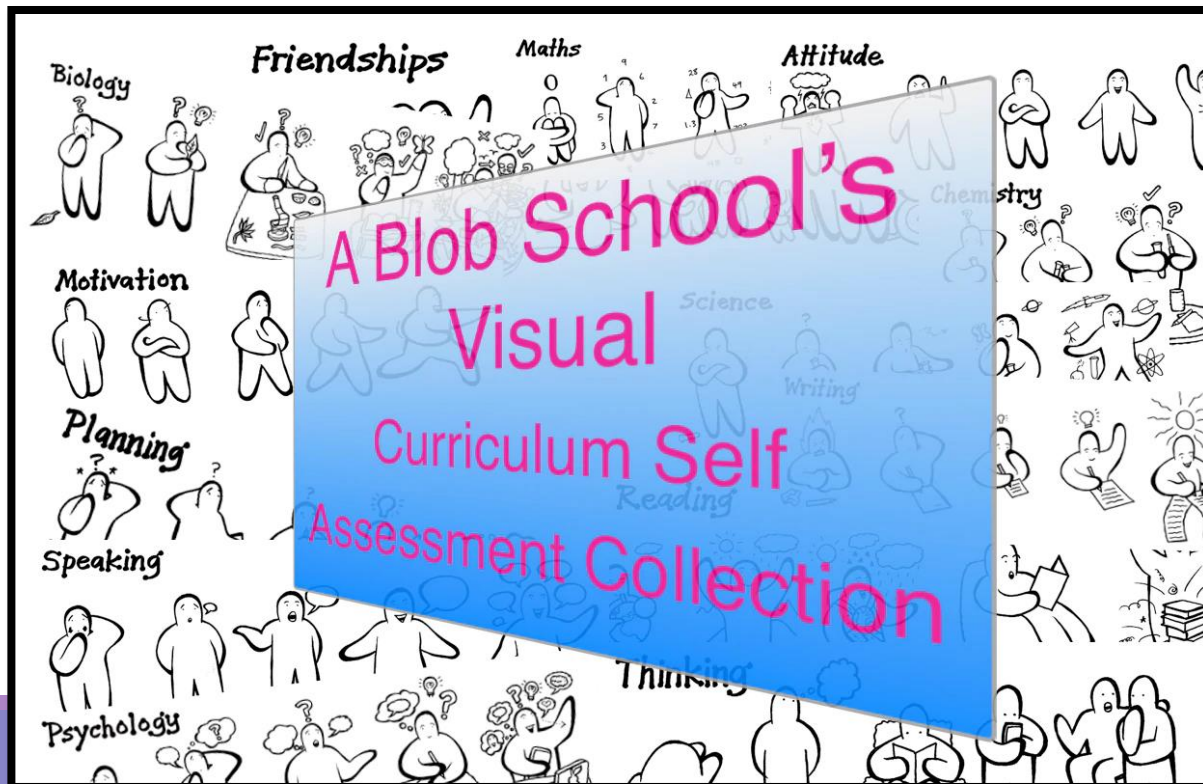
Two packs per class provides a good choice, even when many have been taken.

<https://www.blobtree.com/>

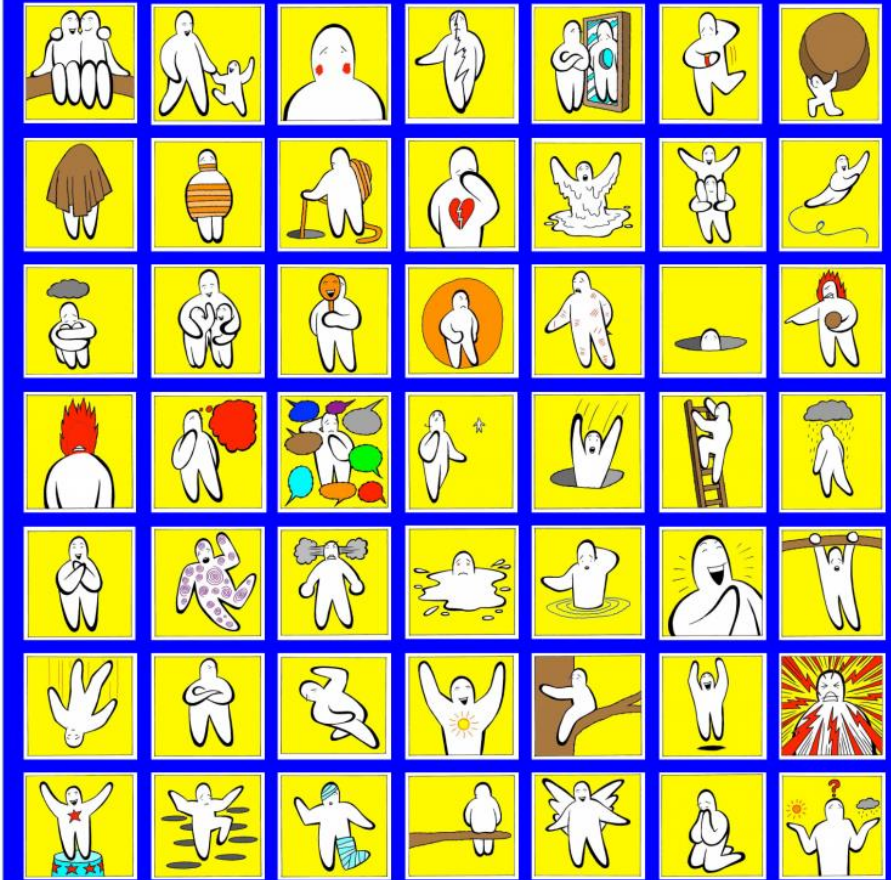
# Blobs (secondary/FE)

Blobs - Best with ages 11+.

Explore the blob resources available.



## Which Blob Do You Feel Like Today?



© Ian Long and Pip Wilson 2018

[www.theplaydoctors.co.uk](http://www.theplaydoctors.co.uk)

# SDQ (primary, secondary & FE)

Designed to focus more on assessing targeted and specialist mental health needs.

Have a look at the free online Strengths and Difficulties Questionnaires.

For example [have a look at the 1 page forms here](#)

And [scoring information here](#).

<https://www.sdqinfo.org/a0.html>

**Strengths and Difficulties Questionnaire**

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last six months or this school year.

Child's Name .....  
Date of Birth ..... Male Female

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often volunteers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature ..... Date .....

Parent/Teacher/Other (please specify:)

**Thank you very much for your help**

© Robert Goodman, 2005

(primary, secondary & FE)

# The Wellbeing Measurement Framework

The Wellbeing Measurement Framework (WMF) is a suite of measurement booklets for primary school, secondary school and college students.

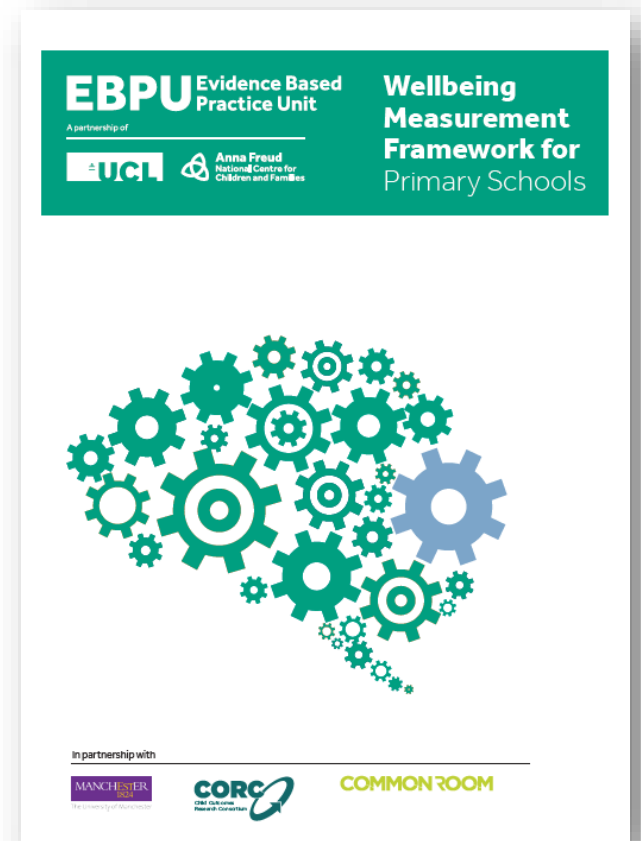
Each booklet contains a set of validated questionnaires that assess constructs such as positive wellbeing, behavioural or emotional difficulties, the presence and strength of protective factors and ability to deal with stress and manage emotions.

[Wellbeing Measurement Framework for primary schools](#)

[Wellbeing Measurement Framework for secondary schools](#)

[Wellbeing Measurement Framework for colleges](#)

[Wellbeing measurement framework for schools | Anna Freud Centre](#)



# The Stirling Children's Wellbeing Scale (primary & secondary)

The Stirling Children's Wellbeing Scale, a holistic and positively worded scale, developed by the Stirling Educational Psychology Service, that is suitable for educational professionals looking to measure emotional and psychological wellbeing in children aged 8 to 15 years.

(highlighted on p23 of the guidance: Promoting children and young people's mental health and wellbeing )

See scoring info from page 2 of the downloaded pdf.

## The Stirling Children's Wellbeing Scale

Here are some statements or descriptions about how you might have been feeling or thinking about things over the past couple of weeks.

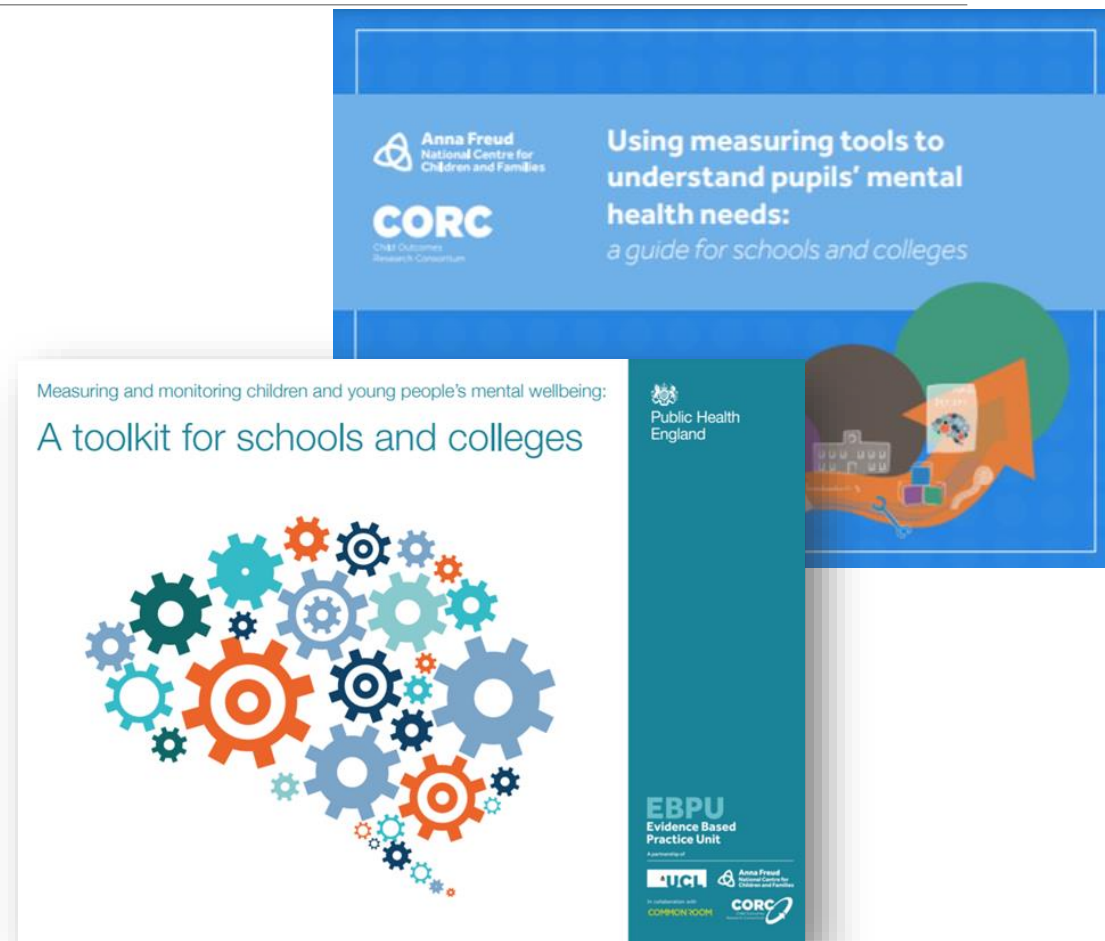
For each one please put a tick in the box which best describes your thoughts and feelings; there are not right or wrong answers.

	Statements	Never	Not much of the time	Some of the time	Quite a lot of the time	All of the time
1	I think good things will happen in my life	1	2	3	4	5
2	I have always told the truth	1	2	3	4	5
3	I've been able to make choices easily	1	2	3	4	5
4	I can find lots of fun things to do	1	2	3	4	5
5	I feel that I am good at some things	1	2	3	4	5
6	I think lots of people care about me	1	2	3	4	5
7	I like everyone I have met	1	2	3	4	5
8	I think there are many things I can be proud of	1	2	3	4	5
9	I've been feeling calm	1	2	3	4	5
10	I've been in a good mood	1	2	3	4	5
11	I enjoy what each new day brings	1	2	3	4	5
12	I've been getting on well with people	1	2	3	4	5
13	I always share my sweets	1	2	3	4	5
14	I've been cheerful about things	1	2	3	4	5
15	I've been feeling relaxed	1	2	3	4	5

<https://www.mhpss.net/toolkit/mhpss-m-and-e-mov-toolkit/resource/the-stirling-childrens-wellbeing-scale>

# Other sources of assessment tools

- School Health Nurses
- ELSAs
- SENCOs
- CAMHS
- Mental Health Support Teams
- Local LA surveys
- Anna Freud Centre



Screen Break



# Next steps

---

Attend the next network meeting:

**N2. Wednesday            21<sup>st</sup> September 2022   3:30-5:00pm**

**What would you like to cover?**

All meeting dates, PowerPoints and other resources are available at course weblink (see link below, also link in chat during this session and emails)

[BSW SMHL training resources Jan 2022 : Wiltshire Healthy Schools](#)

Join the B&NES, Swindon and Wiltshire SMHL group at Knowledge Hub:

<https://khub.net/web/senior-mental-health-leads-bnes-swindon-wiltshire>

Sign up to Knowledge Hub, using your school email address, and request to join the group

# Saying goodbye

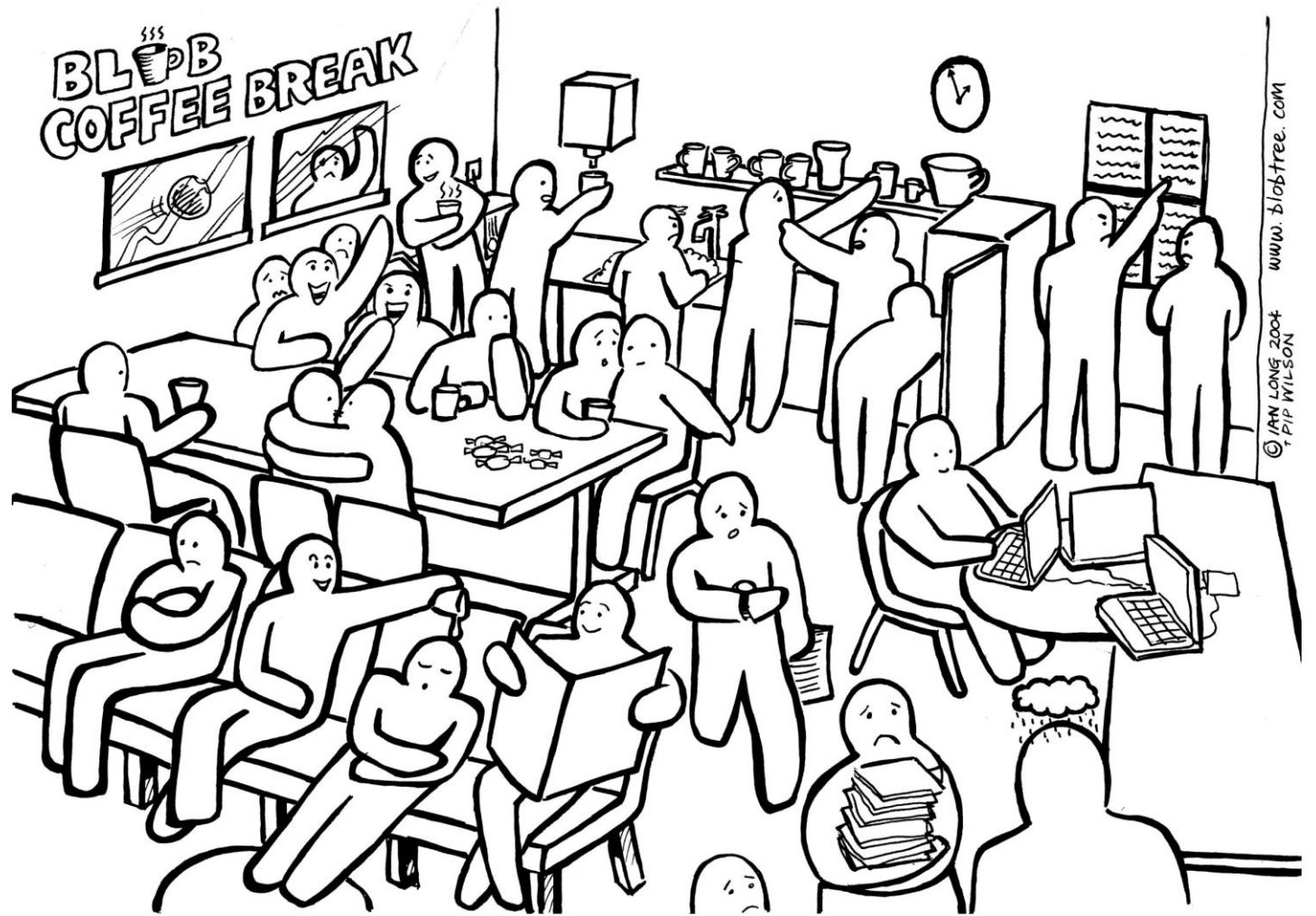
Who are you?

Who would you most like to be?

Who would you least like to be?

What can you do to bring about the change you want?

How can you take care of yourselves?



A sprinkle of magic to end with....

M MINDFUL  
A ACTIVE  
G GIVE  
I INTEREST  
C CONNECT



**5 Ways to Wellbeing**