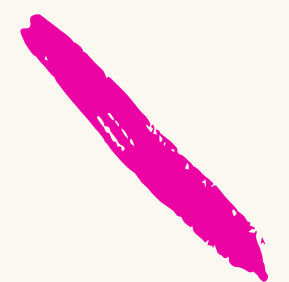




Team Around the School

SENIOR MENTAL HEALTH LEADS



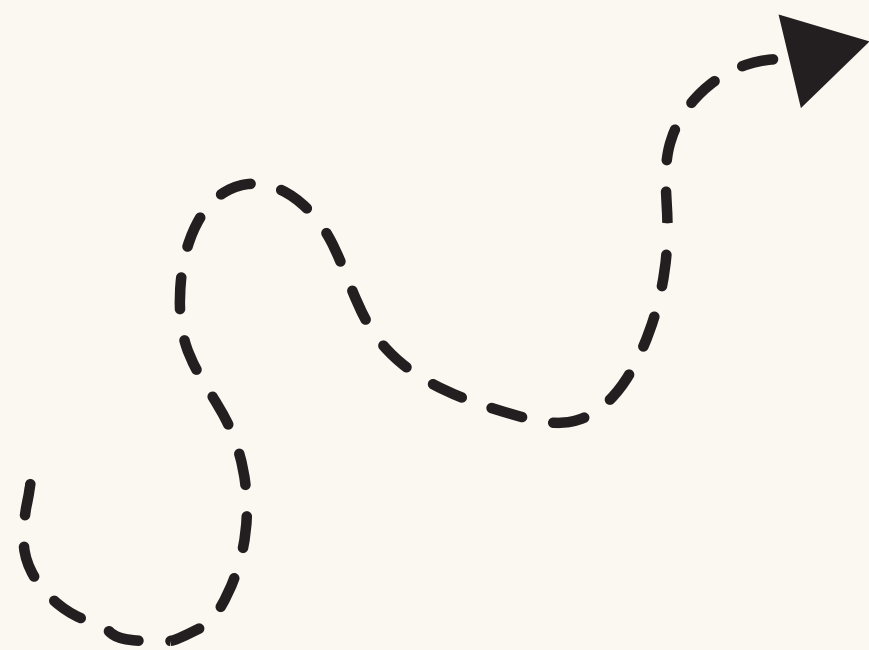
Emma Scelsi

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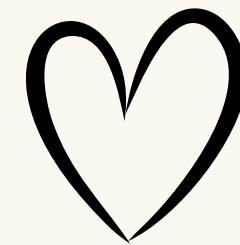
Agenda

1. Introduction
2. The role of SMHL
3. Tackling Issues/Tips
4. Ofsted
5. Engaging with external services and parents
6. Taking Action

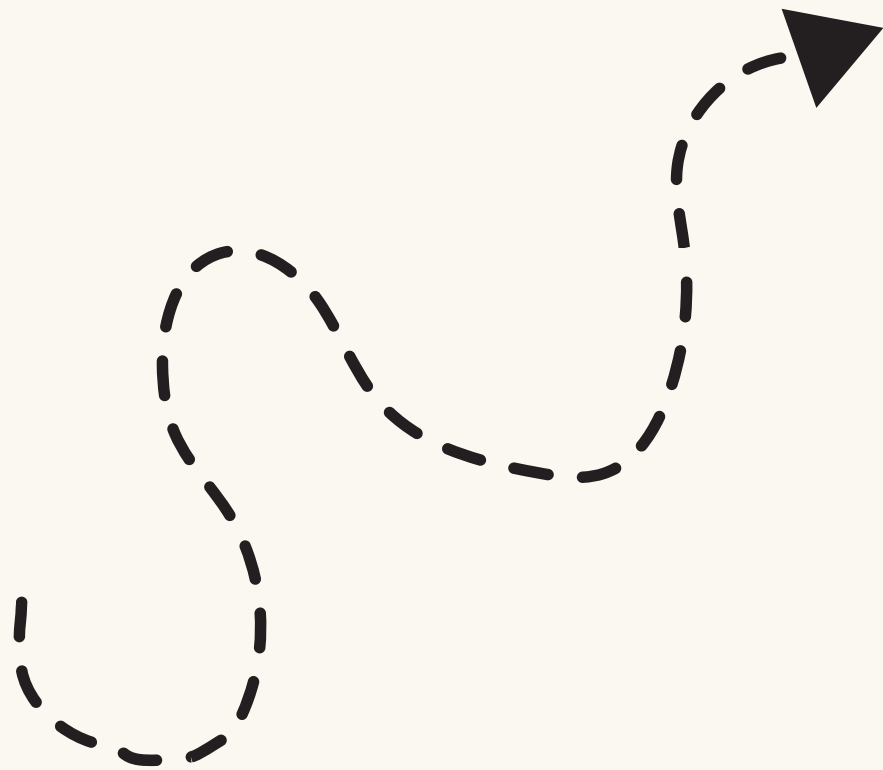


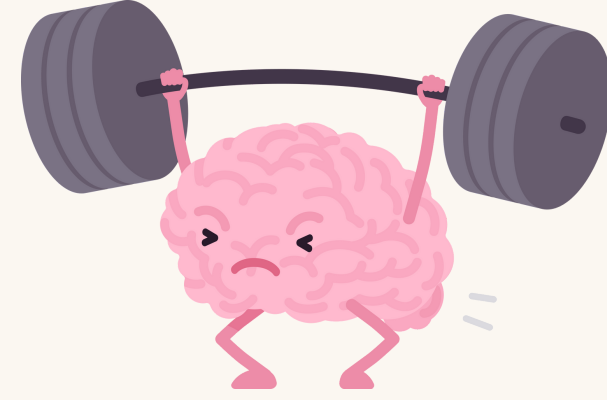


Introduction



A little bit about me...





Team around the school



BICS

..and other external services.



Resilient Schools



St Vincent's Mental Health Hub

..and senior mental health leads



The Role of SMHL

The role of a Senior Mental Health Lead is to champion and oversee the mental health and well-being of students within an educational setting. They play a pivotal role in creating a positive and supportive environment by implementing policies, strategies, and interventions that promote mental health. This includes providing training for staff, collaborating with external agencies, and developing inclusive practices to ensure that every student receives the necessary support. The Senior Mental Health Lead acts as a beacon for mental health awareness, advocating for a holistic approach that recognises the unique needs of each student. Through their leadership, they contribute to fostering a school culture where mental health is prioritised, stigma is reduced, and students thrive emotionally and academically.

Collaborative leadership

Awareness-raising

Supportive environment

Crisis intervention

Inclusive practices

Mental health advocate

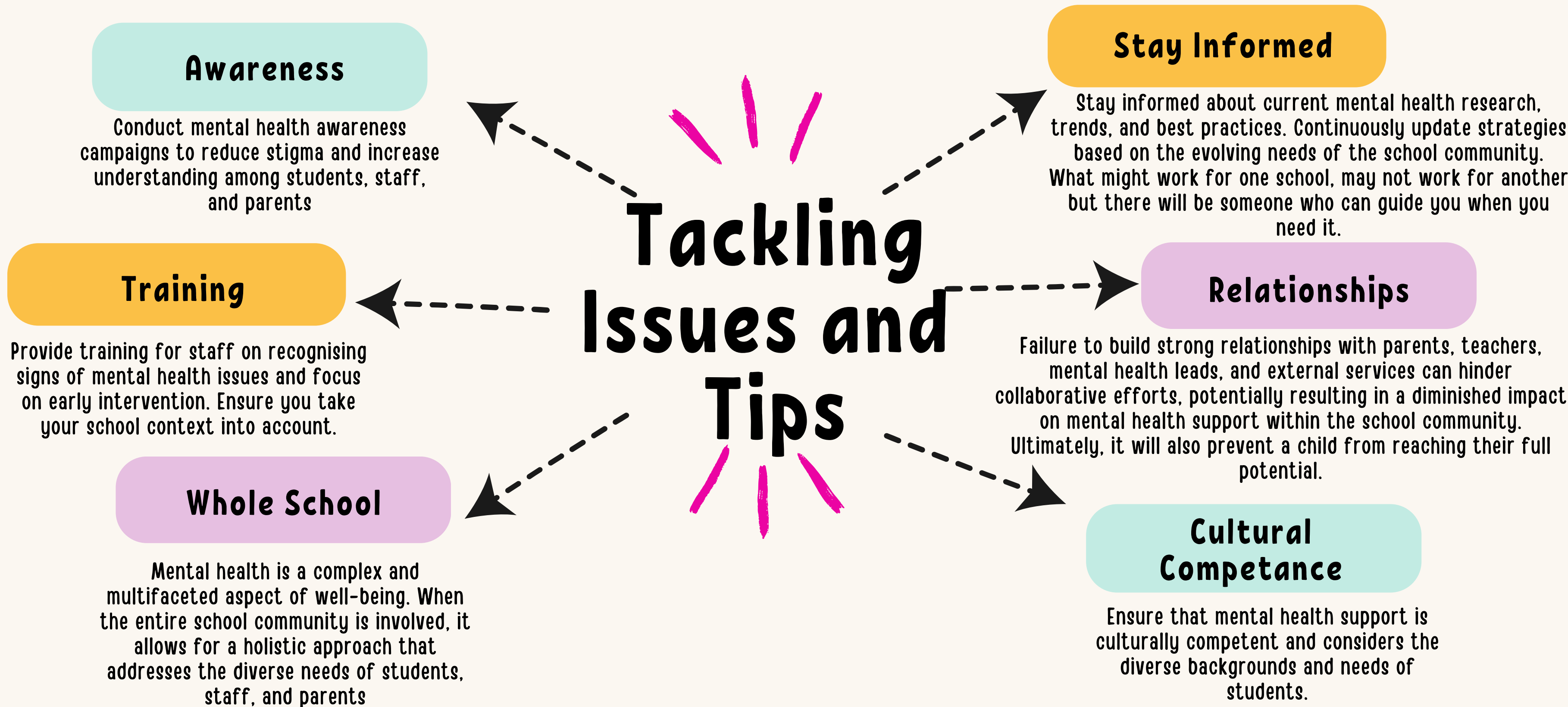
Communication skills

Proactive problem-solving

Flexibility and adaptability

THIS ROLE ENCOMPASSES COMPLEXITIES AND NUANCES BEYOND ADEQUATE DESCRIPTION IN WORDS

Please note - All of these ideas may vary depending on where you are on your whole school mental health approach journey...



OFSTED TIPS

Prioritising staff well-being creates a positive ripple effect on the entire school community, contributing to a healthier and more supportive learning environment. Ensure your staff know how you are making them a priority.

Assessments can help you refine your interventions, ensuring that your support strategies are responsive and tailored to the evolving needs of your students. I would ensure you get pupil feedback on their interventions and use resources from Anna Freud or ask BICS for resources to measure the impact where possible. This is still being worked on currently in the DfE.

Promoting Staff Well-being

Monitoring and Evaluating Interventions

Collaboration with parents, teachers, and external agencies enhances our efforts to ensure comprehensive mental health support for all students. Early support for children is essential however, you need to ensure you have a relationship with parents and use the services. BICS, resilient schools and I have a list of many different services to support you if one is not suited to the family/child's needs. Please do not hesitate to get in touch with one of us.

Building Strong Partnerships

Establishing a Supportive Environment with your Whole School Approach

Training and Professional Development

Inclusive Policies and Practices

Creating a caring atmosphere that promotes positive mental health and well-being among your students. Ensure your students feel a sense of belonging and support and know the path the school are on. Normalise mental health conversations. Use the 8 principles to help planning your whole school approach to make it easier. You'll already be doing a lot so use this format (you may be using a programme such as co-lab or BICS audit tool to support this).



Continuous training equips our staff with the necessary skills to recognise and respond effectively to the diverse mental health needs of our students. BICS, resilient schools and I can help with this.

Ensure your inclusive approach applies throughout the school, ensure that mental health support is accessible to all students, fostering a culture of understanding and acceptance. It could be small steps such as putting support posters in different languages, have self-help materials and ensure these are communicated clearly. Also, review the PSHE and RSE curriculum to ensure it includes the awareness of developing positive mental health and emotional resilience.

The importance of engaging with external services and parents



• EXTERNAL AGENCIES

Specialised Expertise: External agencies often bring specialised expertise in mental health, counselling, and other areas that may not be available within the school staff.

Expanded Resources: Collaboration with external agencies expands the resources available for mental health support, providing access to additional tools, programs, and interventions.

Diverse Perspectives: External agencies offer diverse perspectives and approaches, enriching the school's understanding of mental health issues and providing a broader range of strategies.

Early Intervention: External agencies can facilitate early intervention, helping to identify and address mental health concerns before they escalate, contributing to overall student well-being.

Professional Development: Collaboration with external agencies provides opportunities for professional development for school staff, enhancing their skills in supporting students' mental health.

Community Connection: Engaging with external agencies strengthens the school's connection to the broader community, fostering a network of support for students beyond the school setting.

Crisis Response: External agencies can play a crucial role in crisis response, offering immediate support and resources during challenging situations.

Evaluation: External agencies can assist in evaluating the effectiveness of mental health programs within the school, providing valuable insights for improvement.

Reduced Stigma: Collaboration with external agencies helps to reduce the stigma associated with mental health issues by normalising conversations and promoting a culture of openness and understanding.

• PARENTS

Without parents on board, the support for the children involved lacks effectiveness. It truly takes a unified team effort. Emphasising the significance of building strong relationships and trust cannot be overstated.

Together, we achieve more than any one of us can do alone. Collaboration is the heartbeat of success, and every shared effort creates ripples of inspiration that can change the world



TAKING ACTION!

ENSURE YOU USE..

- DfE and Anna Freud's resource library.
- Anna Freud also have a Targeted Support section- A guide and tool for providing effective targeted mental wellbeing support in your school or college:
- BICS Videos and website.
- Resilient Schools website
- Promoting Children and Young People's Mental Health - whole school approach.
- There are many more...

CHECKLIST

- Have you accessed the grant and trained a senior mental health lead?
- Has your school met with your BICS supervisor?
- Are you still struggling to get your whole school on board? Have you spoken to anyone?
- Do you know how the mental health support teams should be supporting you? If not, get in touch...
- Are you attending train the trainer sessions with BICS?
- What else do you believe you need? Get in touch with us.

I NEED YOUR HELP/FEEDBACK:

- I met with Deborah Jones from DfE (Pupil Wellbeing and Safety Directorate). Feel free to pass on to me any good examples of mental health wellbeing in your school.
- I will be involved in a team meeting for mental health support teams and an evaluation of what is/is not working for mental health and wellbeing in your schools.
- I need your feedback via email or a conversation after as to what we think the green paper needs to focus on or what needs to still happen.



Thank you!

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