
Administration

- Closed captions are available
- Speakers have been invited to share a short verbal description of themselves
- Chat function is disabled
- Please enter any questions using the Q&A panel
- If you are disconnected please re-join the session
- This session is being recorded; links to the video will be sent out
- We will also send links to slides, resources, and contact details of our guest speakers
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- Please complete the short post-session survey



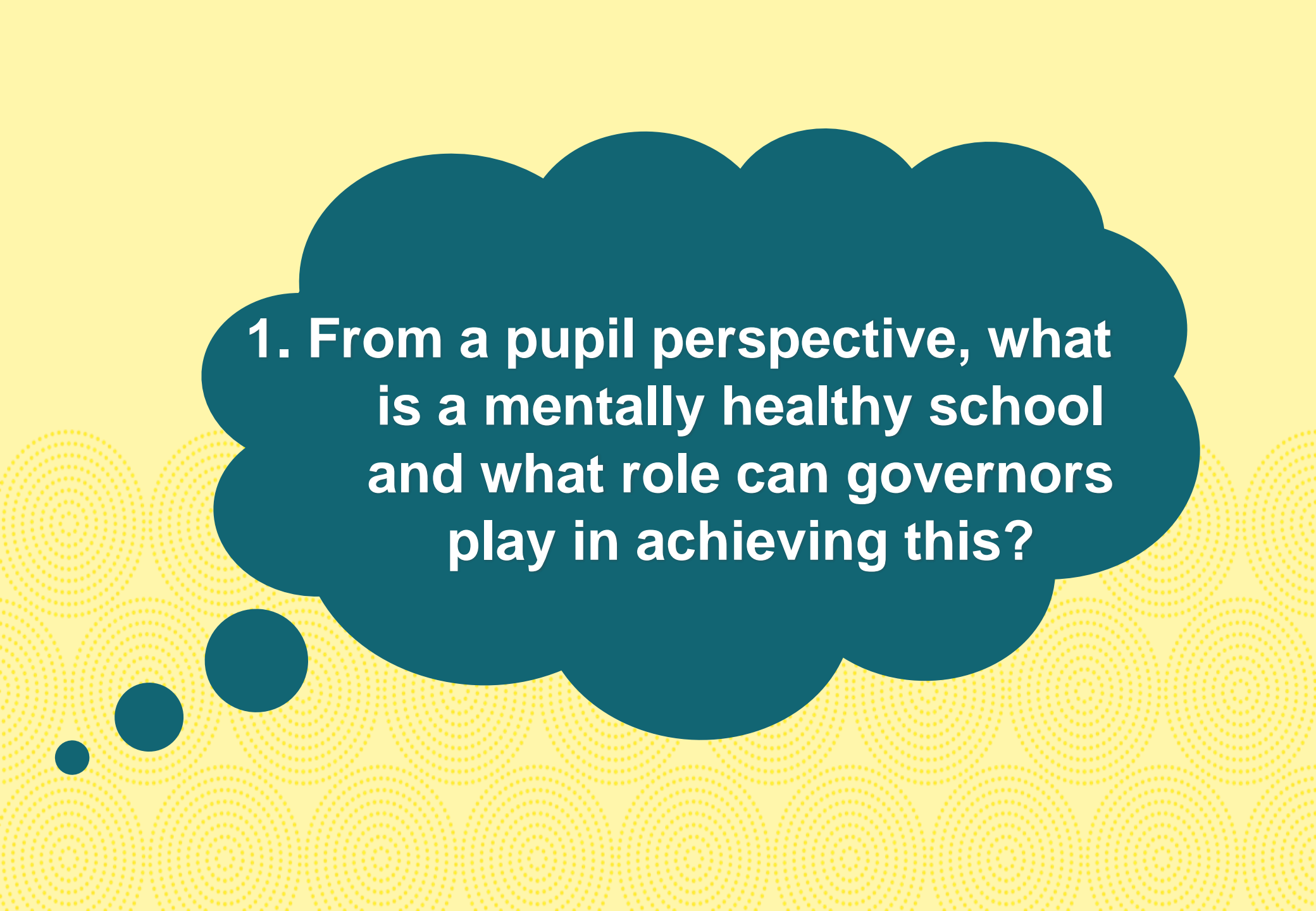
Governors
for Schools
Conference
2021.



A Mentally Healthy School

Matthew Audley

September 2021



1. From a pupil perspective, what is a mentally healthy school and what role can governors play in achieving this?

Relational learning

- Learning context with the relational in mind
- Teachers as role-models for relationship building and self-regulation
- Children learn best when they feel secure
- Not 'attention-seeking' but 'attachment-seeking'
- Awareness of being a 'secure base' and enabling 'safe havens'
- Authentic school values - Living and breathing and talking



And?

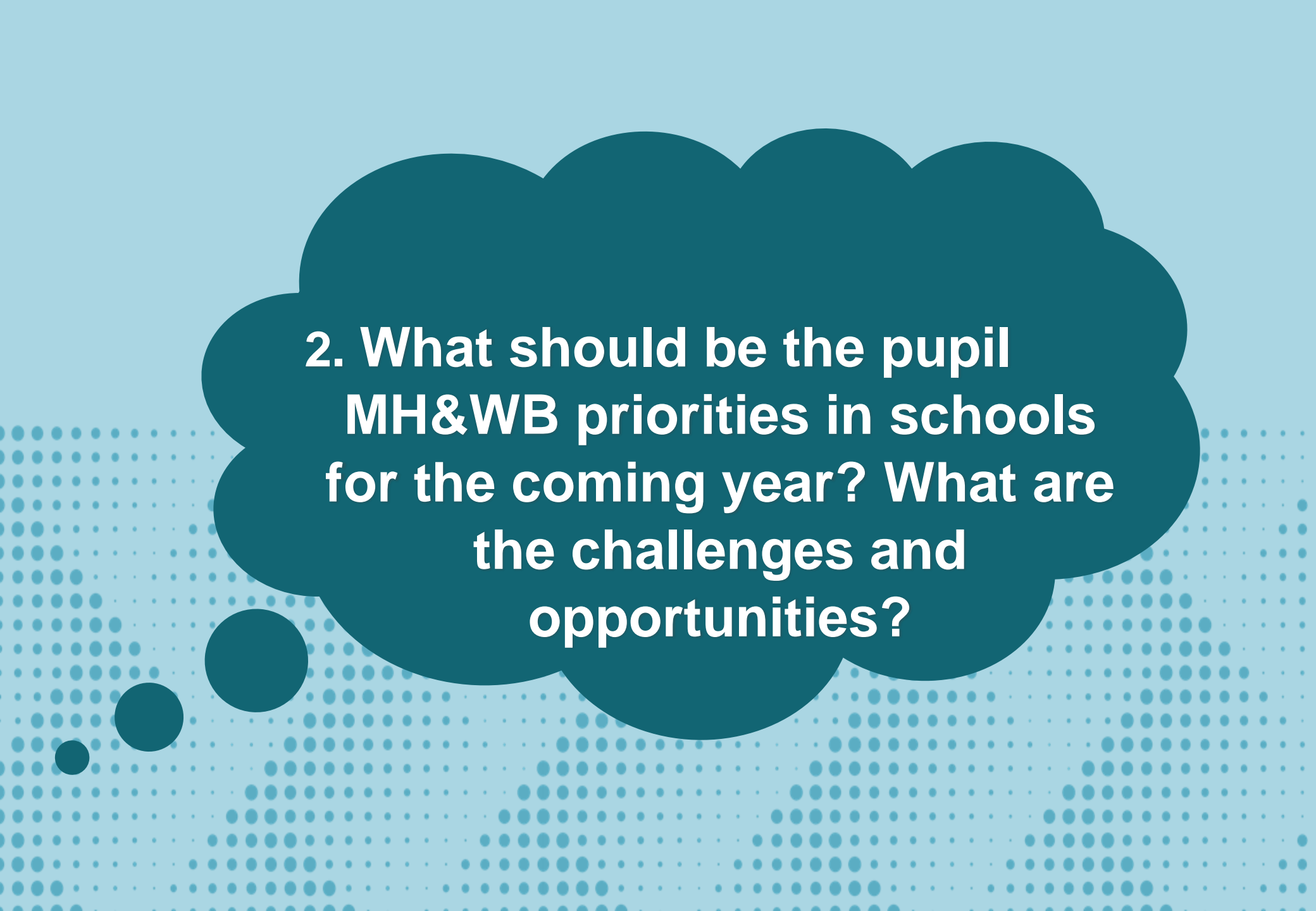
Place2Be's Mental Health Champions- Foundation programme:

93% felt that the course has increased their capacity to lead a positive approach to mental health and wellbeing

Tips:

- ✓ Be an active role model
- ✓ Build relationships in your school
- ✓ Be aware of how you relate and your impact





**2. What should be the pupil
MH&WB priorities in schools
for the coming year? What are
the challenges and
opportunities?**

Transitional Space

- Settling in as the priority
- How we cope with change – explicit activity
- What have we lost out on? What do we need to let go of?
- The new normal is not the old normal

Challenge: Not to press too hard too soon
Opportunity: What is 'good enough'?

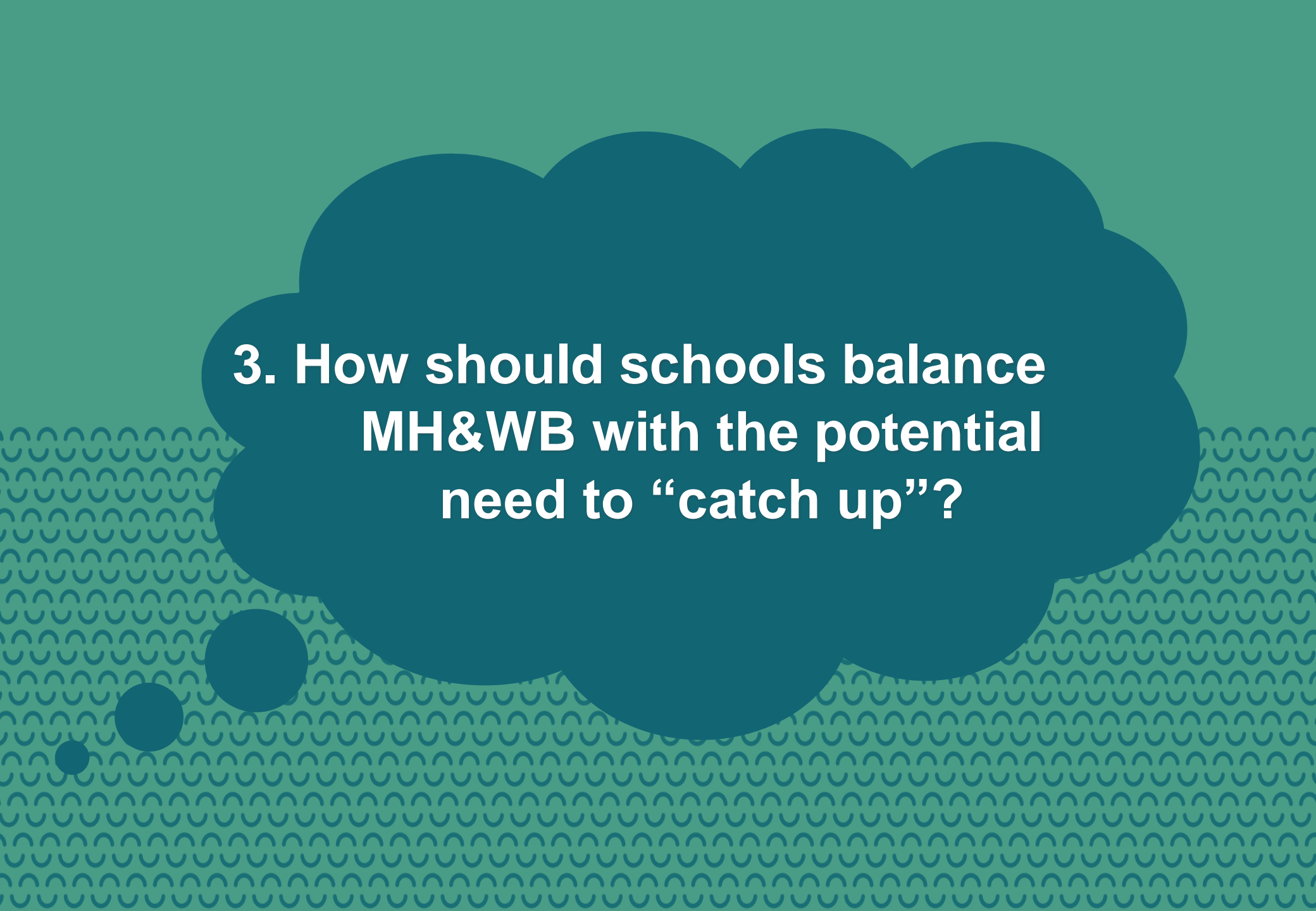


And?

Tips:

- ✓ Make use of the idea of 'good-enough'
- ✓ What does a 'good-enough' school look and feel like?





**3. How should schools balance
MH&WB with the potential
need to “catch up”?**

Catch up from what?

- Academic achievement is not in opposition to well-being but dependent on it
- Building the 'social' again
- The Place2Think
- Unprocessed experience compromises the capacity to learn and to teach

Opportunity for increased awareness of our relationship between thoughts/feelings and behaviours, and increased self-regulation





And?

Tips:

- ✓ Listen to the support needs of your HT
- ✓ Ask: “What do you need? And how can I help?”



4. How do we integrate pupil and staff MH&WB in a whole school approach?

Integrated approach and specialist expertise



Our approach

- Use a systemic approach
- DFE backed initiative re training for mental health leads
- Encourage development of a collaborative team



And?

Tips:

- ✓ Who is your school's MH Lead?
Who are they working with?
- ✓ Identify a MH Governor who can play an active part in this process, who has the appropriate experience and motivation.

Final Tips

- ✓ Model supportive good enough attachment
- ✓ Beware of 'audit culture' mentality

Matthew.Audley@place2be.org.uk





Mentally Healthy Schools A whole school approach

Governors for Schools Conference
21st September 2021



Andy Mellor
National Wellbeing Director





What is wellbeing?

“Wellbeing is the state of being well.

It is a state of mental and physical health where an individual can thrive, flourish and be the best version of themselves both **personally** and **professionally.**”



EAT THE RAINBOW!



Why wellbeing?

- Wellbeing is an individual as well as organisations ability
- We owe it to ourselves as well as our employers to be the best version of ourselves.
- Fulfilment and job satisfaction
- Role modelling
- It improves standards



Why wellbeing in schools?

- 1 - Good staff wellbeing and good pupil wellbeing are interlinked
- 2 - A combination of good wellbeing and high quality teaching will see standards rise.
- 3 - A route out of poverty.
- 4 - An end to the cycle of poor wellbeing and poor standards



The spectrum of mental health in schools



-10



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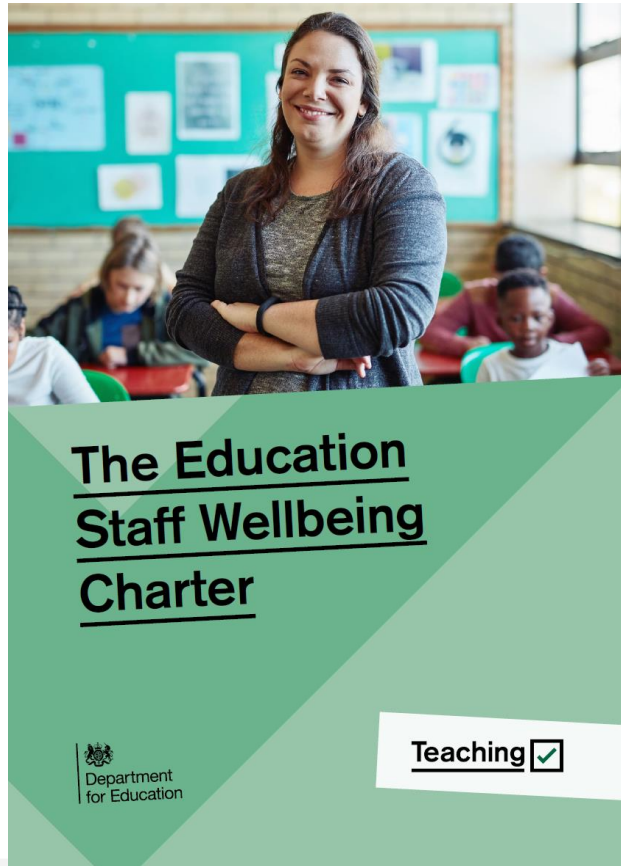
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This is where traditional clinical intervention has taken place. The “we’ll fix you when you need fixing” model. Study of mental health, anxiety and depression.

What we now know is that if we work on positive wellbeing proactively we can support people to avoid needing clinical interventions.



The Education Staff Wellbeing Charter



- 1) Only a starting point
- 2) Workload reduction toolkit
- 3) Flexible working
- 4) Picks up school leader wellbeing as an issue

However.....

Creating a mentally healthy schools strategy – key questions for governors



| Staff | Pupils and parents | Governors |
|--|---|---|
| <p>Are we able to successfully refer those staff who need support to the occupational health services and do they receive the support they need?</p> | <p>Are we able to refer all pupils who need support to the appropriate mental health services eg CAMHS?</p> | <p>Do we have a shared definition of mental health and wellbeing across the school community?</p> |
| <p>Is the support within the whole school strategy seen as tokenistic or addressing the issues helpfully?</p> | <p>What role do pupils play in the mental health and wellbeing strategy where it pertains to pupil mental health?</p> | <p>Have governors explored mental health and wellbeing support which comes free via an SAS policy?</p> |
| <p>Do staff take personal responsibility for their own wellbeing?</p> | <p>To what extent do you believe poor wellbeing is holding back learning? How do you know and what is being done to address it?</p> | <p>Do governors understand mental health and wellbeing in school? Do they have training or expertise in this area?</p> |
| <p>What steps are the leadership team taking to address workload and factors negatively affecting staff wellbeing?</p> | <p>Do pupils understand wellbeing, what it is and how they can support their own positive mental health?</p> | <p>Is there a strategy that the school leadership is working towards and do staff and governors understand it and their part in it?</p> |
| <p>Is your staff wellbeing offer pro-active or reactive? Tokenistic or comprehensive and thought through?</p> | <p>How are we working with parents to share an understanding of strong mental health and wellbeing and how it can be achieved?</p> | <p>How are governors monitoring wellbeing and especially leadership wellbeing?</p> |



If you'd like to know more....

"The path to a strong mentally healthy school is a journey and not a destination. It should be constantly evolving and flexing in response to the challenges faced by the school community."



Andy Mellor
National Wellbeing Director
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Further useful links:

[Curated list of very useful resources for governors](#)
[Wellbeing audit tool for governors](#)



Physical Activity & Mental Health

David Taylor

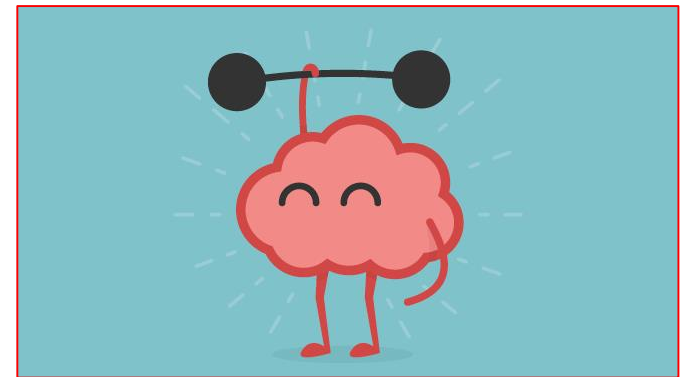
Primary PE & School Sport Officer

Physical Activity and Mental Health



1. The relationship between physical activity and mental health.
2. Covid impact on physical activity levels and attitudes.
3. Putting well-being at the heart of education.

www.activesussex.org



Physical Activity and Mental Health



“Physical activity is the single most important thing to do to improve your mental and physical health”

Jenny Harries, Deputy Chief Medical Officer for England
January 2021

www.activesussex.org











Physical Activity and Mental Health



Research shows that **physical activity** is associated with **better physiological, psychological and psychosocial health** among children and young people (CYP).

UK Chief Medical Officers
September 2019

Physical activity
for children and young people
(5 – 18 Years)

| | | |
|---|--|--|
|  BUILDS CONFIDENCE & SOCIAL SKILLS | |  MAINTAINS HEALTHY WEIGHT |
|  DEVELOPS CO-ORDINATION |  STRENGTHENS MUSCLES & BONES |  IMPROVES SLEEP |
|  IMPROVES CONCENTRATION & LEARNING |  IMPROVES HEALTH & FITNESS |  MAKES YOU FEEL GOOD |

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Physical Activity Levels



UK Chief Medical Officers' guidelines state pupils should be physically active for an average of **at least 60 minutes per day**.

30 minutes of this should come **at school**.

Throughout 2018-19, only 48% of CYP met these recommendations.

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Physical Activity Levels



During the pandemic, throughout 2019/20 this figure fell to 44.9%.

CYP doing less than 30 minutes physical activity per day rose to 31.3%.
A 2.4% increase.

Types of activity CYP participated in changed drastically. Increases in walking, cycling and fitness.

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Physical Activity Attitudes



Attitudes (competence, understanding, enjoyment, confidence and knowledge) unchanged for 3 years.

Summer term (2020) = **positive attitudes decreased**

Positive attitudes are directly linked to:

- Individual and community development
- being active
- being happy

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Well-being at the Heart of Education



Educational benefits associated with physical activity:

- ✓ Enhanced educational attainment
- ✓ Improved concentration and behaviour
- ✓ More resilient
- ✓ Improved social cohesion

All contributing to a healthier and happier school.

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Well-being at the Heart of Education



Primary PE and Sport Premium

Doubled and continuing.

New Ofsted Inspection Framework

Giving greater recognition to schools' work to support the personal development of pupils.

New Compulsory RSHE Curriculum

Teaching pupils about the link between physical health and mental wellbeing.

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Well-being at the Heart of Education



Schools play a pivotal role in helping to develop positive physical activity habits by:

- ✓ Raising awareness of the importance of regular physical activity
- ✓ Increasing children's' exposure to fun and varied activities
- ✓ Creating more active environments so that pupils find it easier to simply move more during their day.

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Well-being at the Heart of Education



Opportunities to be active:

- Active travel (walk, cycle to school)
- Extra-curricular clubs
- High quality PE lessons
- Active blasts in non-PE lessons
- Active lessons (e.g. Maths)
- Active playtimes
- Active environment

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Further Support



David Taylor

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www.activesussex.org

#GfSConference21



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**Thank you for attending, we hope you
enjoyed the session**

**Please complete the post-session survey
and continue to follow the conference, as
well as share links to videos and
resources**