

EXAMPLE

XX SCHOOL / COLLEGE

MENTAL HEALTH: ACTION PLAN RESULTING FROM KEY MESSAGES

|    | Aspect                                | Key message   | Action   |
|----|---------------------------------------|---|--|
| 1. | Mental health – the group's view      | These statements could be used to help develop a shared understanding between young people, school staff and families about what mental health is.              | <p>Mentors to have more training in mental health</p> <p>Further staff training</p> <p>Invite young people in for a meeting to discuss actions taken and to suggest further improvement</p> <p>More messages around school</p> <p>Use of the 'Edinburgh forms' for whole school – with action taken to support those with a high score</p> <p>Counselling services and other services promoted</p> <p>Social skills groups</p> <p>Young people's 'drop in'</p> |
| 2. | School work, exams, tests and careers | Shorter more focussed lessons would make it easier to retain and process information especially in academic subjects - creative subjects do need longer lessons | Consider and appraise a 6 lesson day   |
| 3. |                                       | Homework – there is too much - can it be more focussed and please reduce the stress of subjects clashing for handing in homework                                | Possible pressure on students – remove 'surprise' tests  |

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| 4.  | LGBT                         | We need more time spent on LGBT in PD etc. - including more time to discuss /debate not just for input or to watch a film – people need to be better informed  | To review the content of the Personal Development Programme<br><br>Encourage discussion as well as information sharing so that attitudes and prejudice can be explored |
|     |                              | People need help and advice about 'coming out' – e.g. hearing from people (other students) who have been through it  | Seek advice and support from specialist services e.g. The Kite Trust   |
| 5.  | Relationships with friends   | Help boys to be open about their feelings  | Form teachers made aware of this.<br>Boys groups in year 9<br><br>Investigate the 'Great Lads' project   |
| 6.  | Learning about mental health | More information sharing and conversations between home and school   | Senior Leadership team to discuss this   |
|     |                              | In PD help us to discuss issues around mental health (not just input) and establish ways that would makes us feel safe to do so.   | The Wellbeing Group will audit the Personal Development programme and look at ways to improve delivery and content   |
| 7.  | Bullying                     | Ensure that people do not get away with bullying, understand that it is emotional and verbal as well as physical and that there needs to be teaching and training about bullying   | Enhancing the role of 'Prefect' to include how to open up lines of communication relating to bullying incidents – Prefects will be the eyes on the ground              |
| 8.  | Trust                        | Trust pupils with more freedom - routines can be too strict.   | Looking at it- thinking about softening routines to make them more educational.  |
| 9.  | Resilience                   | Please don't say: 'Wait until you get into the real world' (this is our real world), 'It will all be OK' (it might not), 'You'll be fine', 'I promise it's going to get better' (shouldn't promise things might not be able to deliver). | Feedback opinions to staff<br><br>Positivity journal training will be added to include how to celebrate the positive as a group  |
| 10. | Self-esteem                  | Help us to be optimistic about the future by helping us with career support and guidance.  | Not yet experienced work experience = look at year 9 work around options – life skills in year 9 will be looked at   |

