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# Mental and Emotional Wellbeing: Engaging Young People in Planning Provision

## primary school briefing for school staff and governors

### Rationale

With half of all diagnosable mental health disorders established by the age of 14, there is a strong case to promote children and young people’s mental health. Evidence tells us that the learning environment plays an important and valued role in helping protect and promote student mental wellbeing.

The aim of this work is to use the findings of the Cambridgeshire Health Related Behaviour Survey (or other similar tools) to work with our children and young people to explore ways of promoting their mental and emotional wellbeing. The process outlined below will involve children in identifying self-help opportunities and ways in which school and community provision could further enhance their mental and emotional wellbeing. It will help us (school leaders) make use of school level data to identify the mental wellbeing needs of children and to determine how best to address these. We believe that our efforts to promote the physical and mental health of our children creates a virtuous circle, reinforcing attainment and achievement that in turn improves student wellbeing.

The focus is on universal provision and early intervention needs. However, issues of particular relevance to more vulnerable children, e.g. signposting of services, may well emerge and be identified by the school for further action.

### HEALTH RELATED BEHAVIOUR SURVEY (HRBS) AND OTHER SURVEY TOOLS

We have undertaken the Schools Health Education Unit’s HRBS with Years 5 and 6 since 2013. The questionnaire includes key questions on the mental and emotional wellbeing of children, resulting in data and information on their worries, self-esteem and people they can talk to.

A range of other tools available for this purpose are referenced in the Cambridgeshire Toolkit Mental and Emotional Wellbeing: Engaging Young People in Planning. These include approaches that can be used as teaching methodologies as well as for information gathering.

### Aims

* To use the HRBS (and /or other tools) as a basis to explore with our children their mental and emotional wellbeing needs, identify self-help opportunities and ways in which school provision could further enhance their mental and emotional wellbeing.
* To provide an opportunity for the children to feed back their views, and ideas to school leaders and staff.
* To develop an action plan to address some of the needs identified by the children and to take their proposals forward as appropriate.

###  Outcomes

* Increased knowledge and understanding of children’s universal and early intervention needs in relation to mental and emotional wellbeing including opportunities for self-help.
* An action plan and changes implemented based on the views and ideas of the children.
* Children are listened to and are involved in school development planning in relation to mental and emotional wellbeing.

### Recruitment

* We will work with classes of children in Years \*\*\*, using Health Related Behaviour Survey data (If an alternative tool to assess the mental and emotional wellbeing needs of pupils is to be used, time will need to be allocated to preparing and conducting the work with the pupils to gather the data).
* A letter/information for parents available in the Cambridgeshire Toolkit ‘Mental and Emotional Wellbeing: Engaging Children and Young People in Planning’ will also be used.

###  The Programme

* One session (1½ hours) will be facilitated using the programme and resources provided in the Cambridgeshire Toolkit ‘Mental and Emotional Wellbeing: Engaging Young People in Planning’.
* A second session of 1.5 hours will be facilitated to enable the young people to reflect on the outcome of the first two sessions and to prepare to feedback to school leaders, staff and governors.
* A third session of 1 hour will involve the pupils sharing the outcomes of their work with school leaders, staff and governors. An example of how this may be achieved is included in the Cambridgeshire Toolkit ‘Mental and Emotional Wellbeing: Engaging Young People in Planning’.
* Each young person is provided with a certificate (see example in the Cambridgeshire Toolkit ‘Mental and Emotional Wellbeing: Engaging Young People in Planning’) to confirm their participation in the programme.

### Action Planning

* School leaders, key staff and governors will meet to discuss the outcomes of the work and to develop an action plan for school development based on the views and suggestions of the children as appropriate.
* Children are informed of the proposed actions and changes.
* Children are involved in reviewing the changes introduced.

### Timescale

This work will be prioritised and the schedule outlined and maintained to ensure commitment and sustainability.

*(Signed*

*Named Lead in School)*