

WHOLE SCHOOL
APPROACH TO
MENTAL HEALTH AND
EMOTIONAL
WELLBEING

Impact Report

2017-2022



Foreword

When I penned the foreword to the original report, who would have anticipated the turbulent five years which have passed since then? The Covid-19 pandemic, in particular, has had a massive negative impact on the mental health of children and young people as well as schools and educational settings. Supporting our staff and pupils has never been more important and this impact report reflects on all that has happened to bring the eighteen recommendations from 2017 to pass. Important partnerships have been established and the development of the Mental Health Support Teams as part of our Whole School Approach to Mental Health has gained national recognition. A huge amount of training has taken place, teams have been operational in schools and thousands of children and young people have been supported as a result. However, there is much more to be done. Five years on from the original report felt the right time to check on progress to date. I trust you enjoy reading the report and reflecting on the part you have played to move this agenda forward. I also hope it encourages you to continue on the journey with us as we seek to secure further improvements for the children and young people in our care.

Elaine Rees

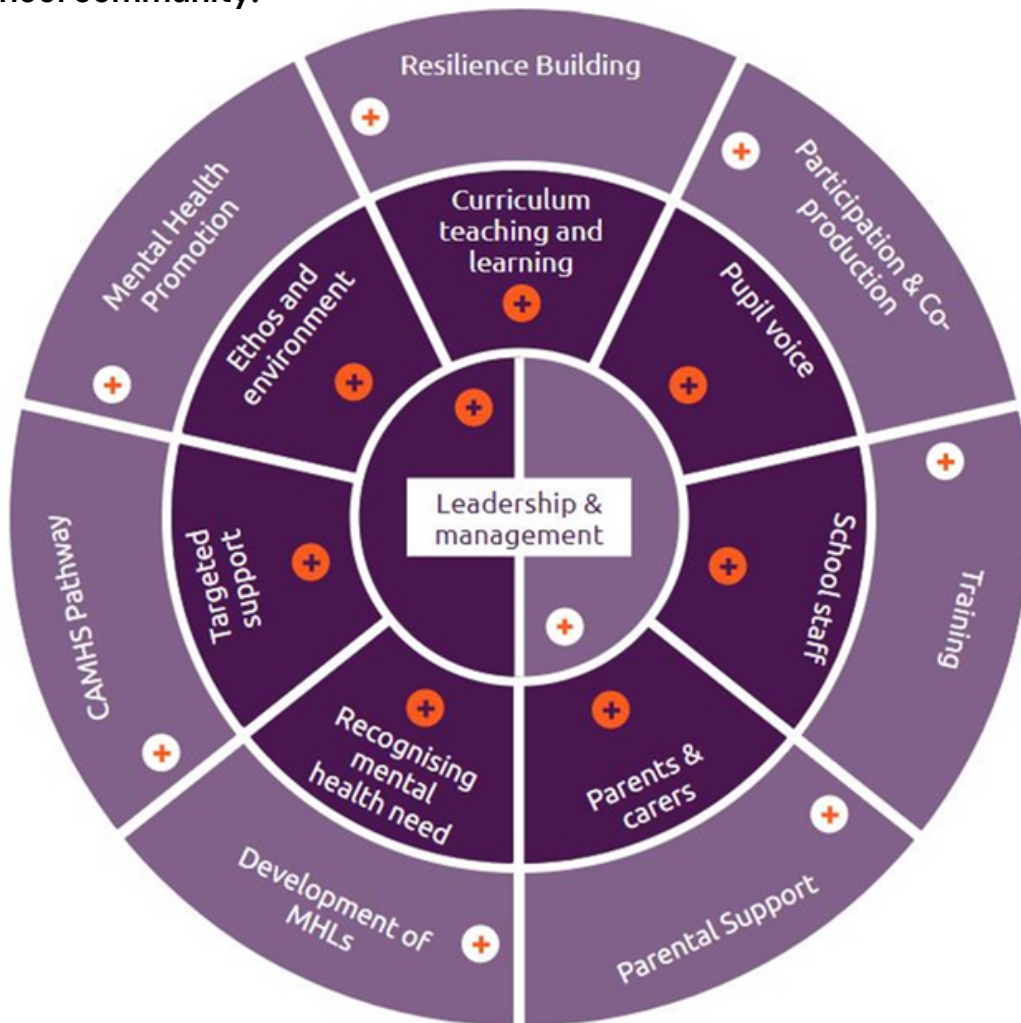
CEO, Liverpool Learning Partnership and Chair of the Whole School Approach to Mental Health



Introduction

The city-wide Whole School Approach (WSA) to Emotional Health and Wellbeing Strategic Board was set up in 2016, initially to steer a city-wide review of mental health support across Liverpool Schools. The report was published in March 2017 and from there the board developed an action plan to meet the recommendations from this report.

In 2018 Liverpool's WSA model, based around the Public Health England model, was devised to support schools and services to think about mental health across the whole school community.



The outer ring of the model represents the work of the WSA city partnership in supporting mental health and wellbeing in schools. The inner rings are the areas of focus for mental health within a school setting.

Working with representatives from Liverpool City Council, Liverpool Clinical Commissioning Group, Liverpool Learning Partnership, School Improvement Liverpool, Merseycare, and the Liverpool CAMHS partnership, work was carried out to support schools in response to the following eighteen priorities identified through the 2017 review.

Areas for development

01

Continuous Professional Development for whole school staff – mental health training for school staff.

02

More in-school or access to external counsellors and mentors.

03

Support for school staff .

04

Staff should be encouraged in all curriculum areas to consider how to build pupils' emotional health and wellbeing, and mental resilience.

05

Greater support for wider family members – whole family approach.

06

Support for settings to develop their own mental health policy.

07

Opportunity for settings to have a wellbeing network group.

08

More peer mentors in school.

09

Greater communication when young people transition between settings.

10

Staff training and understanding of LGBT community – tackle stigma and discrimination.

11

More support for loss, separation, and bereavement, those whose parents are imprisoned and refugee children.

12

Ensure head teachers are supported in dealing with demands placed on them and the impact on their wellbeing.

13

An up-to-date directory of local services and how to access them.

14

Whole school audit tool to identify gaps and support actions needed.

15

More statistics and data required to challenge the need for mental health training to be featured in teacher training.

16

More resources available around mental health to support young people with special needs.

17

More information for educational settings regarding link and IAG workers and how they can be used effectively.

18

Greater support for families from diverse cultures both in relation to education around mental health issues and problems.

01 Continuous Professional Development for whole school staff – mental health training for school staff.

Levels of Need

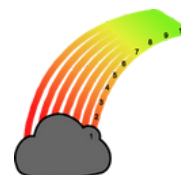
Since 2017 the CAMHS training offer has continued to support professionals from across the city. This has included developing a shared understanding and language around mental health – starting with a basic continuum of need. This continuum is embedded into the training offer for school staff.



In 2021 MYA launched a secondary school version of ROAR to continue this model across Key Stage 3 & 4. 12 schools have currently taken up this offer and we are hearing positive response back from Senior Mental Health Leads (SMHLs) who are reporting the impact of the ROAR rainbow, a measurement tool for feelings, being used across the whole school. Schools have embedded this throughout their WSA in a variety of ways and have found it a useful tool for initiating mental health and wellbeing dialogue with pupils, staff and parents/carers.

In response to the needs of schools, MYA have also developed several professional development ROAR courses to support this core training. These are:

- ROAR SEND
- ROAR Early Years
- ROAR ACEs and Trauma



ROAR Training

In response to the 2017 review, Merseyside Youth Association (MYA), in partnership with Liverpool Learning Partnership (LLP), developed the ROAR Response training programme for primary schools. They also delivered Mental Health First Aid (MHFA) training for newly identified mental health leads (MHLs) from all 31 Secondary schools across the city.

ROAR training gives primary school staff a front-line response to Recognising mental health needs, asking Open questions, Accessing support and building Resilience. Approximately 78% of Liverpool Primary schools have taken up ROAR training.

More information can be found at:
<https://www.roarresponse.com/>

78%

of Liverpool
Primary Schools
have taken up
ROAR training

ROAR Early Years



MYA RAISE Team conducted a training needs analysis across the early years sector in Liverpool, and the following areas were highlighted as areas of interest for further training. ROAR Early Years looks at attachment, parental mental health, the impact of judgement, social and emotional development, developmental trauma, and brain development.

So far they have trained thirty-seven settings and 47 early years professionals.

100% of delegates would recommend the training to a colleague. 100% delegates felt they understood confident the importance of resilience and how to support it compared to 42% pre training. 89% of delegates felt confident in understanding attachment in relation to mental health and supporting this, compared to 54% pre training.

"It is such a valuable training, and you have such a skill in getting big concepts across in accessible ways."

ROAR ACEs

ROAR ACEs practises using trauma-informed approaches regarding Adverse Childhood Experiences (ACEs) and gives delegates the knowledge and confidence to use those approaches when working with children and young people.

610 delegates have attended ACE & Trauma courses so far.

"I must say it's one of the best training sessions I've been to"

ROAR SEND

MYA developed ROAR SEND, with support from the CAMHS partnership, for school staff wanting to gain a deeper understanding of how to support mental health needs alongside any other additional needs a child or young person may have. The course supports staff to take a whole school or setting approach to brain difference and neuro-diversity.

So far 75 professionals have been trained in ROAR SEND.

47% agree and 52% strongly agree they feel more equipped to support mental health for children with SEND. 100% of delegates felt very confident in understanding the negative and positive impact language and labels can have on children and families with SEND, compared to 30.8% pre training.

100%

of delegates would recommend the training to a colleague

CAMHS Bitesize Training

The wider CAMHS training offer has offered courses on a range of topics to school professionals and parents/carers since the 2017 review. Covid restrictions saw these courses go online into MYA's 'Bitesize' offer and the uptake has been fantastic.

These courses are regularly promoted to school staff and parents/carers.

5089

school staff have
attended Bitesize
training courses
in 2021/2022.

Topics Covered include:

Adolescent brain development

Eating disorders

Cyber-bullying

Self-harm

ACEs and trauma-informed practice

Social media/technology and mental health

Resilience ROAR – for primary school staff

Managing a child's worry

Understanding my stress response

Embracing uncertainty

Worries of the World

SERIOUS – SUICIDE AWARENESS

Safety Planning

Training for Senior Mental Health Leads

Following on from the ROAR and MHFA training given to identified Mental Health Leads in schools, LLP in partnership with MYA applied to be included in the Department for Education approved training providers list. We were successful in achieving this and in October delivered our first WSA training to Senior Mental Health Leads (SMHLs) from 48 schools. We are currently delivering our 2nd cohort and to date 37 primary schools (31%), 13 secondary schools (42%) and 6 special schools (50%) have participated.

The course has been developed by MYA, LLP and Alder Hey to cover the 8 WSA principles covered in the Public Health Whole School Approach Model. <https://www.roarresponse.com/roar-whole-school-approach/>

100% of participants felt that the course succeeded in meeting its intended outcomes and 97% were either satisfied or very satisfied that they had been given the appropriate strategies and tools to implement and sustain an effective WSA.

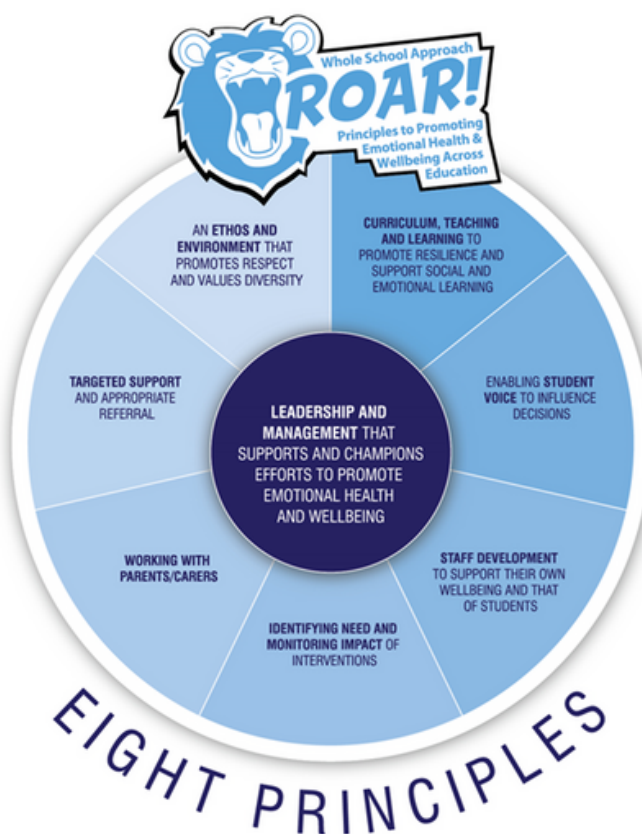
Average confidence levels in being able to lead a Whole School Approach rose from **5.9/10** at the start of the course to **8/10** at the end of the course.

Delegates highlighted resources and opportunity to share best practice with other SMHLs as key benefits of attending this training.

"This has been a fantastic course and I really appreciate the time, expertise and knowledge that has been shared."

Areas for development included considering combining some face-to-face meetings and possibly looking at varying the delivery times. It was also noted that including school-based staff on the delivery team would bring the training closer to the reality of SMHLs in schools. This is something we will look at for future course delivery.

During the opening session, schools indicated that developing their 'pupil-voice' element of their WSA was their biggest priority. Since the sessions, SMHLs have engaged with/developed pupil wellbeing groups in schools to ensure that children and young people's ideas and needs are shaping their WSA.



Based on: Promoting children and young people's emotional health and wellbeing

02 More in-school or access to external counsellors and mentors.

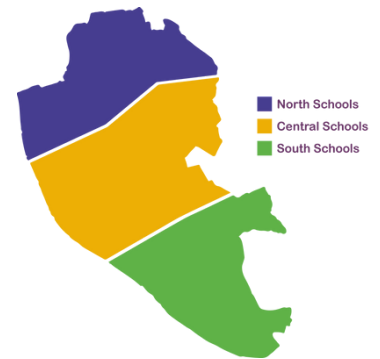
Mental Health Support Teams

Since 2018 Liverpool has been part of the national Mental Health Support Team (MHST) trailblazer project. To date we have secured funding for 5 MHSTs, split across our 3 Education Mental Health Team model (North, Central & South). Following the national model, these teams consist of Education Mental Health Practitioners (EMHPs), Mental Health Practitioners and Senior Practitioners and our Senior Practitioner Clinical Leads. The teams offer low-level early intervention support via 1:1 sessions, group work, or psychoeducation with pupils and/or their parents/carers.

The MHSTs provide this support into primary schools across the city. Currently 92% of primary schools are engaged with MHSTs, although all have access to this offer.

Covid presented the MHST with huge challenges as face-to-face work was restricted during this time. This was particularly difficult for the EMHP trainees who were unable to practically undertake their training in the schools. The team adapted well, and the model continued to roll-out from the initial 24 pilot schools to all 120 primary schools in Liverpool.

In 21/22, 916 children and young people were referred by their school to the service and a further 3858 received psychoeducation or mental health promotion activities.



It has taken some time for the referral criteria to be fully understood by schools and for them to see the benefit of completing what can seem like a long referral process. However, in many schools this process is now becoming embedded in daily practice and more appropriate referrals are coming in for 1:1 or group support. The team have worked in partnership with MYA to adapt the REACT programme for group delivery in primary schools and the feedback from this is positive.

Challenges faced by the team have largely been around retention and recruitment. The initial group of EMHPs recruited were all from outside the local area. Once qualified many have moved on to other jobs closer to home. Due to current staff shortages across NHS posts we have also lost several qualified staff to other posts either within the Alder Hey trust or in other neighbouring trusts. Senior leadership are looking at ways to address this including providing internal professional development opportunities and opening career pathways within the MHST.

“When you walked through the door and introduced yourself it was like yes, great – we have support here.”



MHST

21/22 Q4 HEADLINES

The MHST delivered workshops, groups and 1:1 interventions reaching 2096 CYP during Q4

2096 CYP



60
Psychoeducation
workshops
delivered to
schools

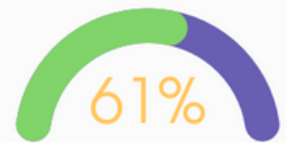
Having you as our MHST lead has enabled us to create that clear communication as you are always so prompt in your responses to help us to provide our families the best support.

Bishop Eton Primary School



OF SCHOOLS ENGAGED

98% of the 127 schools (120 primary & 7 secondary) currently being offered MHST engaged with the service through either referrals, consultations or WSA activity



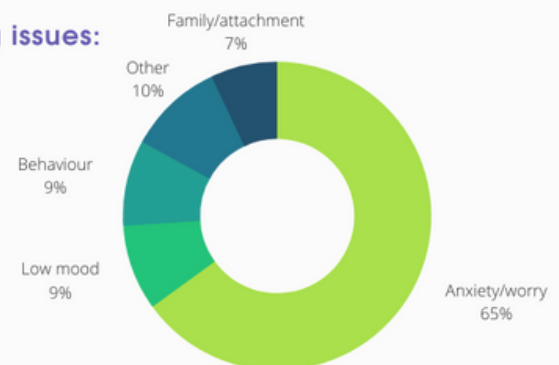
OF SCHOOLS REFERRED

61% of the 127 schools currently being offered MHST made at least one referral.

324

Referrals to the service in Q4

Top presenting issues:



8% of CYP referred were from a Black, Asian or other ethnic minority group

99 Pre-referral discussions or clinical consultations had with school MHL's



Wellbeing Clinics

YPAS wellbeing clinics operate in Liverpool secondary schools. Following the 2017 review this has continued to develop and, through the national CAMHS workforce programme, schools have been able to receive a full day from a wellbeing practitioner each week. The YPAS team of practitioners includes Information, Advice and Guidance (IAG) workers and Children & Young People's Wellbeing Practitioners (CYWPs). The Wellbeing Clinic aims to give young people, who may not have received any help before, access to mental health and emotional wellbeing support, early on, in a way that is convenient. They offer support for a variety of difficulties, such as:

- Worries and anxiety
- Low mood and depression
- Problems with sleep
- Feelings of panic
- Phobias
- Understanding emotions
- Managing stress

100% of secondary schools in Liverpool access the YPAS Wellbeing Clinics.

1139

young people
were referred to
the wellbeing
clinics in 2021/22.

Seedlings

Seedlings is a creative therapy service for Liverpool primary schools. Originally set up across two providers (PSS and YPAS), they work with children to explore and process feelings that are troubling them and develop confidence in expressing themselves.

This CAMHS service was funded by Liverpool Clinical Commissioning Group for ½ a day per week in every primary school when it was first established in 2013. It is now co-commissioned by Cheshire and Merseyside Integrated Care Board (Liverpool Place), formally Liverpool CCG, and schools.

In 2019, following a review of the service, Seedlings provision moved solely to YPAS. This involved seconding staff from PSS over to YPAS and re-establishing the service in some schools.

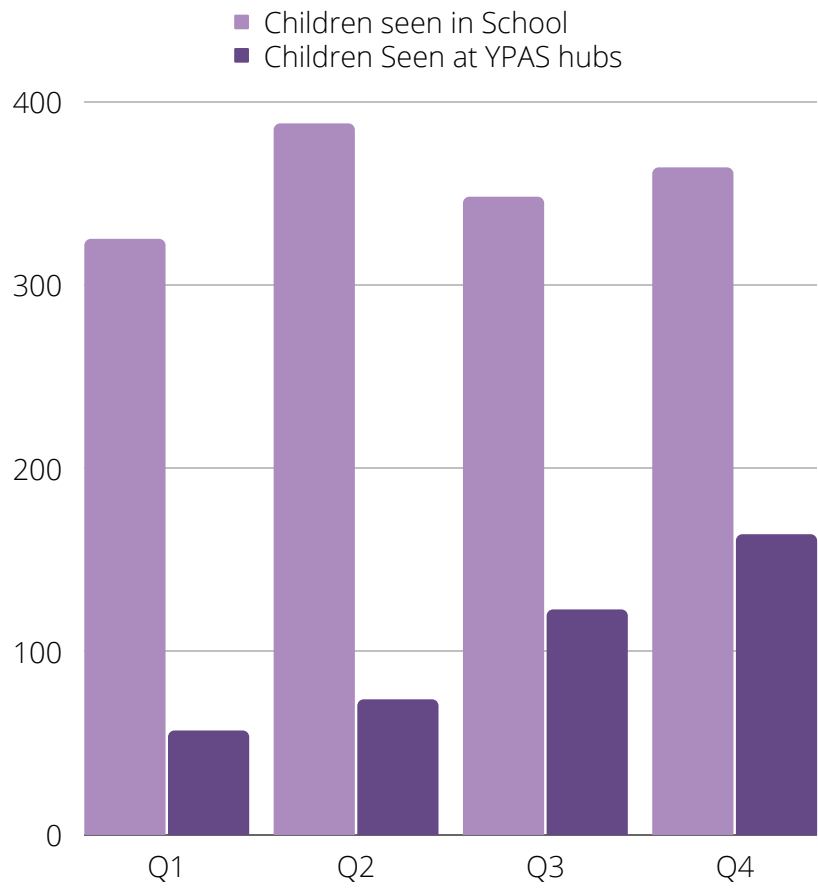
83%

of primary schools
commission
Seedlings

*"Developing these skills
has been 'simply life
changing' I'm very grateful
for all of your support."*

Mum.

2021/2022 Seedlings



The service has since gone from strength to strength and is now co-commissioned by 100 of the 120 primary schools (83%). The schools that do not commission still have access to the CCG funded element of the offer and this is delivered through the YPAS community hubs.

All children and young peoples' CAMHS services have seen significant increase in referrals since this review was carried out. The hub-based Seedlings team has an increasing waiting list for children referred from community services and non-commissioning schools. This highlights the need for this level of support and more needs to be done to address this in the next steps of our city's Whole School Approach.



03 Support for school staff –

particularly around their emotional wellbeing and dealing with pupil/student issues; a culture of staff and student welfare where everyone is aware of signs and symptoms, using effective signposting, underpinned by behaviour and welfare around school.

Supporting staff in schools has been a key priority of the WSA since the 2017 review. ROAR and MHFA training in 2018 saw the majority of schools identify and upskill a designated mental health lead to act as a key point of contact between services and schools, providing guidance and support to the wider staff team around pupil mental health and to inform schools' practice around mental health and wellbeing.

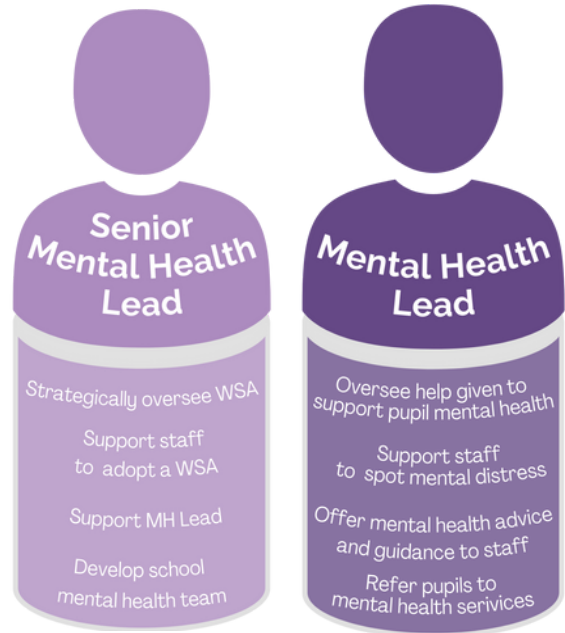
As part of the Wellness in Education Recovery (WER) funding given to Liverpool City Council to support schools returning after Covid, we asked schools to identify a senior mental health lead to support designated operational mental health leads and influence whole school change. We introduced the following suggested model for schools:



This has been further embedded through the DfE funded training for Senior Mental Health Leads (SMHLs).

An interview with the SMHL from Monksdown Primary School can be found using the following link:

[CLICK HERE](#)



Staff Supervision

The WER grant also funded the development of ROAR Staff Wellbeing and Supervision in Education. Created by MYA, in partnership with Alder Hey MHST and LLP, this programme has been piloted across 12 schools to equip schools with the skills and structure to develop effective supervision and reflective practice amongst staff.

All staff that took part in the course stated their knowledge of supervision and reflective practice had increased as a result of attending the course.

We asked delegates how confident they would feel in taking this learning back into their school and getting the ball rolling with setting supervision up, and the responses were varied in terms of confidence.

66% rated their confidence for taking their learning back to school as 7-10 (10 being really confident), with 34% rating theirs 3-5.

In response to this feedback further WER funding has been used to set up group coaching sessions to assist trained staff in implementing the model in their school. This is being paired with regular supervision for SMHLs/MHLs being provided by senior practitioners from the MHSTs. The feedback from the first group coaching sessions, facilitated by a former head teacher and coach, is extremely positive.

This training will be rolled out to more schools in 2022/23.



"I have experienced 1:1 and group supervision in previous roles (not in a school) but this course made me focus on facilitating, rather than receiving, supervision and was really valuable. "

SMHL



04 Staff should be encouraged in all curriculum areas to consider how to build pupils' emotional health and wellbeing, and mental resilience

This is one of the areas covered on the WSA Senior Mental Health Lead training and is supported by a wide range of resources contained in the WSA toolkit (featured later in this report).

Reinforced by the CAMHS training offer for schools and the wider work of School Improvement Liverpool around PHSE development, SMHLs in schools are encouraged to embed mental health across the whole curriculum.

LLP's reading co-ordinator has ensured that mental health is spotlighted within key events such as the Liverpool Children's Festival of Reading. There is a growing range of evidence which demonstrates the importance of reading for pleasure in both a child's educational and personal development (cited in Clark and Rumbold, 2006). According to the OECD, "finding ways to engage pupils in reading may be one of the most effective ways to leverage social change". Research has shown that reading for pleasure has a positive impact on mental health and wellbeing.

Since 2021 the Liverpool Children's Festival of Reading, organised by LLP, has deliberately taken place during children's mental health week and many of the featured books have had a mental health message.

Schools have access to mental health specific curriculum resources via the WSA toolkit padlet, produced to support reading for pleasure and maths.



"Finding ways to engage pupils in reading may be one of the most effective ways to leverage social change"

OECD

05 Greater support for wider family members – whole family approach.

Support for parents and carers in schools has remained a focus for the WSA since the 2017 report. Parent/carer forums including LivPaC (Liverpool Parent and Carer Forum), Alder Hey Fresh Plus and AIM Autism were involved in initial parent participation discussions used to inform the early development of the MHST offer. These groups also contributed to the development of a 'staying healthy at home' booklet sent out when schools when the first lockdown in 2020 occurred due to Covid-19.

In 2021/22, 93 parents/carers accessed the Bitesize training offer. In the same year the MHSTs had 1215 contacts with parents & carers through individual or group interventions and delivered workshops to 134 parents & carers.

The YPAS parenting team, in partnership with MHSTs, Wellbeing Clinics and LLP, delivered 6 school-facing parent/carer coffee events covering the topics of transition, settling into school and exam/assessment stress.

134

parents/carers
attended MHST
workshops in
2021/2022.

The MHST and Seedlings also signposting parents/carers onto parenting courses including:

- Incredible years
- Youth Connect 5
- Parent Talk

In 2022 the YPAS parenting team have started running wellbeing walks which are being well attended by parents/carers. Schools are actively encouraged to promote these and other YPAS Parenting activities to their families.

06 Support for settings to develop their own mental health policy.

In 2018 a WSA policy template was developed and shared with schools via the Liverpool CAMHS website. This has been further developed as part of the WSA Senior Leads' training and many schools are now developing their policy with input from their staff/pupil/parent/carer wellbeing teams.

07 Opportunity for settings to have a wellbeing network group



"I always find the sharing of good practice from other schools very useful."

MHL

We have heard about a range of initiatives taking place in schools, far too many to name, but here are a few.

Established after the initial ROAR & MHFA training, WSA termly networks have been taking established across the three Liverpool Education Mental Health Teams. These have taken a variety of forms, including virtual meetings during Covid, and have been an invaluable space for schools to share best practice.

100% of mental health leads attending said that they found these sessions useful, with 82% stating they were very useful.

Since the networks started in 2019 the range of quality WSA activities being developed in schools has visibly increased. It used to be that a handful of schools were the ones demonstrating best practice in this area, but more recently schools having an established and thriving WSA is becoming the norm.

"Having regular updates/short training sessions from professionals and services and having the opportunity to ask questions is really beneficial."

MHL

- Zones in the outdoor area to cater for the different recreation needs of pupils. This includes a quiet place to talk to someone at playtime
- Calm-down corners being created by pupils in classrooms
- Wellbeing Wednesday whole school off timetable for extra-curricular activities
- Staffroom makeovers and relaxing spaces for staff
- ROAR rainbows on staff lanyards
- Sensory boxes in every classroom
- Schools using the PASS survey to identify pupils who make be struggling
- Parent/Child wellbeing workshop days
- WSA wellbeing teams being formed
- ROCKET resilient champions in primary schools
- Option to ask for support built into school VLE
- Regular wellbeing check-ins at key points in the school day
- Parent/carer coffee events
- Staff golden tickets to take a wellbeing day throughout the year
- PPA flexibility
- Celebration of children's mental health week
- Mental health features in school newsletter

08 More peer mentors in school

Rocket

In 2021/22 MYA's Raise team delivered their ROCKET resilience champions training to 720 children across 24 primary schools. ROCKET is a one-day, interactive course aimed at primary school children, to enable them to become resilience champions within their schools. The role of the resilience champion is to spread kindness and happiness across the school! They will look at what the school already does to promote resilience, where the areas for improvement are, and how the resilience champions can improve on these and make suggestions. The course gives the champions an opportunity to plan a "ROCKET Launch" in their school, to raise awareness of their new roles to their peers, and what they are there to do!

The course is split into 5 separate 50 minute workshops:

- What is resilience?
- What is mental health?
- What makes a good resilience champion?
- Fuel for your ROCKET!
- ROCKET Den – launching the ROCKET in your school.

Blessed Sacrament Primary School's ROCKET Champions decided to set up a space station room in their school where children who were feeling lonely could come and talk or find someone to play with.

80%

of ROCKET
Champions
stated they felt
an 8 to 10
confidence that
they knew what
resilience meant
after taking part
in the ROCKET
Course

"I would like to say that I love this lesson and can we do more lessons on this."

Rocket Champion



Mentors in Violence Prevention (MVP) programme

MVP is a school-based programme, with a particular emphasis on gender based violence, which aims to increase non-violent bystander intervention through a peer education approach to inform and empower individuals to become proactive bystanders. The peer education model is implemented by training students in Key Stage 4 to be mentors and deliver the programme to Key Stage 3 mentees.

“MVP teaches you life skills on mental health and violence. It enlightens you on the effects that cause and prevent violence. For example gender lenses, victim blaming, bystanding, abuse, violence and leadership. MVP stands for Mentors in Violence Prevention and we have learned how to show these skills during our learning. Overall, we are confident in showing people what leads up to violent actions and what changes we can make to stop them. We are Mentors in Violence Prevention.”

Mentor

Ten secondary schools across Merseyside were chosen to take part in the pilot MVP programme during the academic year 2020/21. Merseyside Youth Association have been delivering this programme into Liverpool secondary schools. Approximately 830 mentees from seven schools having received at least one session; and approximately 330 mentees from two schools having received all five sessions.

830

pupils have
received at least
one MVP session

Now Festival

The Liverpool Now Festival has been running annually since 2016. The festival gives young people from schools and the local community an opportunity to exercise their voice around mental health through performance.

13 schools took part in 2022, performing to an audience of 160 each night at the Black-E.





"It's always such a great event but after 2 years of hardly any performances, our girls were just so delighted to be on a stage, for many of them, their first time in front of an audience that wasn't just their class."

Teacher, St Julie's

09 Greater communication when young people transition between settings

Since the review, LLP have worked with schools to further develop the year 6 transition form into a digital format. They have also ensured that mental health and wellbeing specific information is included on the form. In addition forms have been standardised for KS1-2 transition across single phase schools and EYFS transition to reception. LLP continues to coordinate this information collection with schools.

Livestream & Transition Padlet

Working with LLP & MYA, the Transition MHST have developed a series of live and recorded sessions for primary schools. These along with other resources are available in a Transition resource Padlet.

The 2022 Transition Live event engaged pupils from two secondary schools and two primary schools and was watched by 3729 year six pupils from 65 different primary schools. All sessions and resources, including two films, were developed by year six and seven pupils from Liverpool schools.



3729
year 6 pupils
watched the
livestream session

Transition Summer Schools

In 2021 YPAS and the Transition MHST supported 21 summer schools providing workshops on managing worry to the new year 7 pupils. This built on a previously established summer school programme for vulnerable pupils established by LLP with funding from the Families Programme.

There was further support provided in the 2022 summer schools. 16 of these ran with very positive feedback.

"These were all great. This is our first year as part of the Liverpool transition to secondary school and we have been really impressed with all of the resources from the MHST."

MHL.

10 Staff training and understanding of LGBT community

Since 2018 YPAS have delivered general LGBTQ training to about 15 Liverpool schools, primary and secondary age assemblies, carousel wellbeing days, staff CPD, classroom-based activities. This includes delivery to some SEN schools, colleges and alternative provisions. They also take calls from teaching staff who have questions about how to support their LGBT+ students and have attended staff meetings around the care of a child that might involve parents and staff attending meetings about an individual.

“Anecdotally I’d say that primary schools in the North of Liverpool are really proactive reaching out for support and secondary schools in South Liverpool haven’t taken up our RFA offer.”

YPAS

Rainbow Flag Award

YPAS have piloted The Rainbow Flag Award, a national quality assurance framework, with a focus on positive LGBT+ inclusion, for all schools including primary schools and colleges. It is a National collaborative project between local LGBT+ youth orgs.

Essentially– this is a whole school approach to LGBT+ inclusion, supporting schools to develop and embed LGBT+ inclusive practice so they can support students in school.

So far 18 Liverpool Schools are undertaking the award which covers six key sections:



Further promotion of this offer could be concentrated across Central and South schools to support wider access to this offer.



YPAS staff review all evidence submitted via the website– a minimum of 3 pieces of evidence for each section that meet the key indicators. During training delivery– Schools/Colleges are provided with a handbook that explains how they can evidence each section and talked through the key indicators. More schools are being encouraged to sign up for the next year as part of their WSA development plan.

11 More support for loss, separation, and bereavement, those whose parents are imprisoned and refugee children

School Improvement Liverpool (SIL) were funded to develop and roll-out training around bereavement to all Liverpool schools.

All Liverpool schools have a hard copy and access to a digital copy of the Whole School Approach to Loss, Separation and Bereavement booklet. This booklet contains a wealth of information, support and guidance for schools in the event of a tragedy in their school community.

92% of all Liverpool primary schools, 96% of all Liverpool secondary schools and 100 % of all Liverpool special schools have attended specific bereavement training since 2016 and received age-appropriate resources to use in their setting. The training includes how children grieve, how can school staff better support children affected by bereavement but also how to weave teaching about bereavement into the curriculum.

In addition SIL has provided bereavement training for Hope University ITT undergraduates for the last four years and continues to do so.

From September 2022 all Liverpool schools will be offered refresher bereavement training including a specific focus on how to better support children and young people affected by suicide. Schools will also receive extra suicide specific resources to support this.

"This was extremely professional, useful and relevant session – explained really well."

Teacher

Attachment and Trauma

Spinning World, a counselling service for refugee children and young people who have experienced trauma, moved over from PSS to YPAS in 2019 and continues to offer support. Schools can access this service directly from YPAS.

Seedlings and the MHST were also called in to support several schools in South Liverpool who had taken in a large cohort of Afghan refugee families.

MYA rolled out training for schools around attachment and trauma following the review. An ACEs assessment tool was developed, and this training was promoted and previewed at the WSA network events.

Staff from the Education Mental Health Teams have been trained up in the Rockpool Recovery toolkit and will be running these groups in schools during the 2022/23 academic year.

Critical Incident Support

Following a series of school critical incidents, senior leaders from the Education Mental Health Team worked with the Liverpool Safeguarding Children Partnership to revise procedures to support schools in addressing staff and pupil wellbeing during these times.

Sadly, these procedures have had to be implemented by several schools over the past few years, and they have been reviewed and improved based on the feedback and experience each time.

In the coming year training will be developed between LLP, YPAS and SIL to support senior mental health leads to manage these incidents effectively from a wellbeing perspective.

12 Ensure head teachers are supported in dealing with demands placed on them

Since the review a working group has been established to look at head teacher wellbeing. Mental health awareness sessions have been provided for head teachers, making them aware of support available and some coaching sessions have been piloted with a small group of heads, led by a former head teacher. Feedback from this has been extremely positive. Governors' training has also highlighted the need for appropriate support for Head Teachers.

Given the increasing pressure faced by heads post-Covid, Liverpool City Council and LLP have, in June 2022, asked head teachers to complete a survey around personal stress and wellbeing. The early findings of this show that just over 20% of heads are experiencing extremely high levels of stress and around 60% moderate stress.

A task group has been set up to look at the next steps in addressing this.



13 An up-to-date directory of local services and how to access them

In 2018 a series of mapping workshops took place to look at the existing services offered to schools that would integrate with the newly commissioned Mental Health Support Teams. Combined with input from school mental health leads and parent/carer forums, we developed the windshield model for secondary and primary schools.

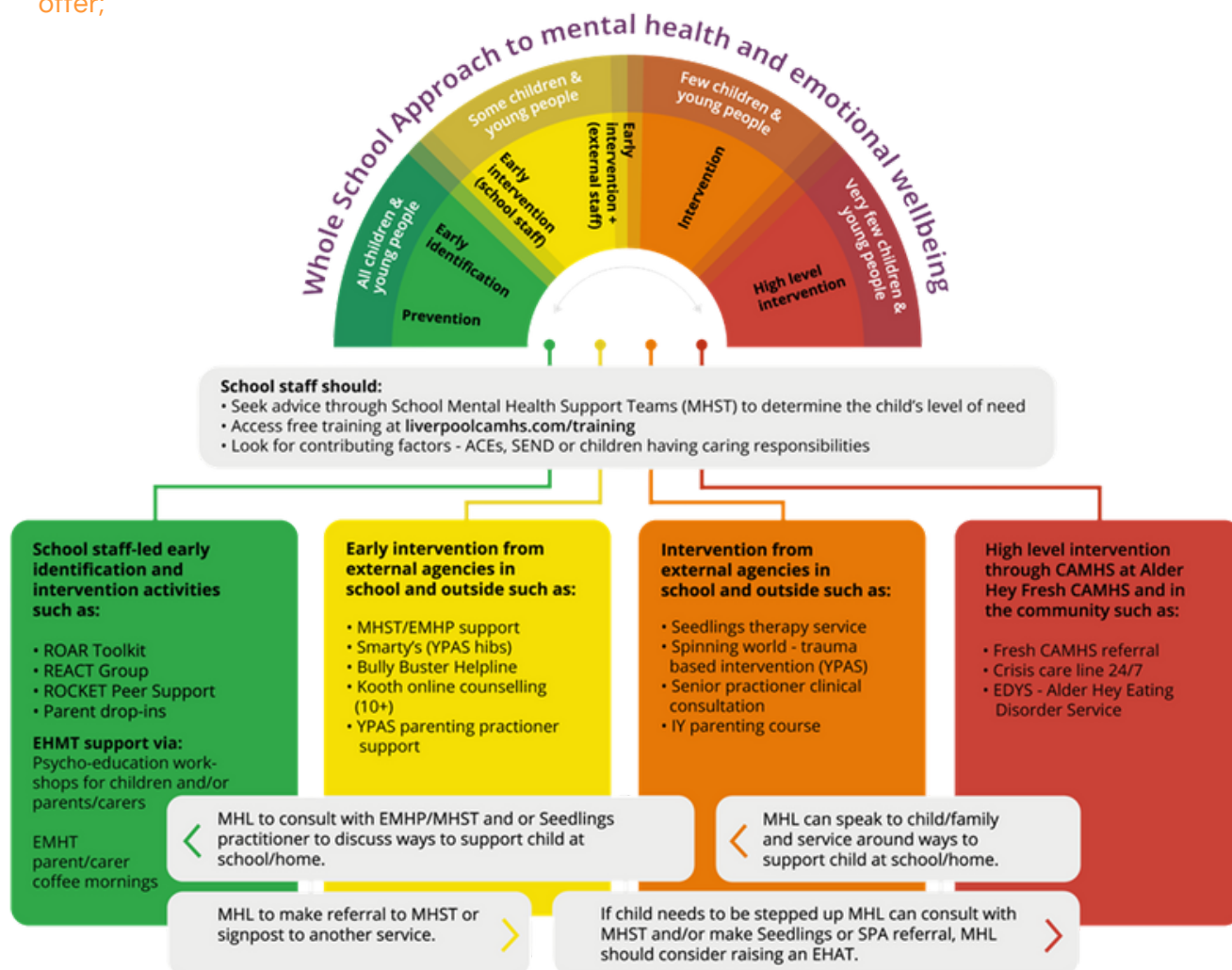
There is still further work to be done around mapping and linking pathways within the Education Mental Health Teams and with other partner agencies.

The education section of the Liverpool CAMHS website has been re-modelled to give an overview of the offer for schools. CAMHS partnership service films were created and added to the website to introduce individual services to viewers.

A WSA toolkit (in the form of a Padlet) has been developed and the contents are regularly added to. This has been promoted throughout the WSA network meetings and senior leads training. To view the toolkit click below;

[CLICK HERE](#)

The image below is the primary school offer;



14 Whole school audit tool to identify gaps and support actions needed

Funded through the WER grant, LLP and MYA have worked together to develop an online WSA self-assessment toolkit. This is designed to enable staff in education settings to recognise and reflect on areas in which they are adopting a Whole School Approach to student, family and staff emotional wellbeing, whilst identifying areas for improvement.

Exploring the Whole School Approach model – based on PHE's whole school review tool to promote children and young people's emotional health and wellbeing – staff can review a range of aspects of school protocols, policies and systems with the aim of embedding these into their school development plans.

The tool is an integral part of the WSA Senior Leads' training and has been used to guide schools through this 10-session course.

The toolkit generates a report for the school from which they are able to develop an action plan using the WSA toolkit and development plan template.

"It gave me a good clear focus about what should be happening in each area of the Whole School Approach."

Senior Mental Health Lead





Self-Assessment Tool

for schools adopting the Whole School Approach to mental health and emotional wellbeing in education

Register

First name Last name

Welcome to The Whole School Approach to Mental Health and Emotional Wellbeing in Education Self-Assessment Tool

15 More statistics and data required to challenge the need for mental health training to be featured in teacher training

The CAMHS partnership has been working together and looking at ways to improve the quality of data gathered. IAPTUS was introduced across partnership services, including Alder Hey MHSTs, to ensure a consistent approach to gathering data for both local and national collation. Local data gathered by the Clinical Commissioning Group (CCG) has highlighted common presenting needs and changing demand. This combined with nationally reported statistics and figures from locally commissioned online service Kooth, have provided insight into the increased occurrence of mental health difficulties across the school aged population. LLP have been collating school-level data showing which schools are accessing support and training to get an idea of uptake, demand and capacity. A survey has circulated from September 2022 to add gather further information, including perceived demand across the four levels of need. A needs analysis has been compiled to go out in September 2022 to add further information including perceived demand across the four levels of need.

Oxwell Survey

In June 2021 Liverpool City Council, supported by the CAMHS partnership, ran the Oxwell survey which gathered results from just over 12,000 pupils from year 5 to year 13. The results from this survey gave a clear picture of some of the key needs of learners in Liverpool, which have been translated into the following classroom statistics:

LCC now plan, as one of their education improvement priorities, to carry out further research around possible interventions to support loneliness, sleep and bullying. The findings of these studies will inform the work of the Liverpool Whole School Approach.



16 More resources available around mental health to support young people with special needs

MYA have developed their SEND version of ROAR. The course is for any professional working with children and young people wanting to gain a deeper understanding of how to support the mental health needs alongside any other additional needs a child or young person may have and to take a whole school or setting approach to brain difference or neuro-diversity.

The Neurodevelopmental conditions (NDC) pathway working group has aligned their offer with the levels of need model used by the EMHTs and we are looking for opportunities to develop better links between both support offers. The MHST are involved in the Autism in Schools project and have recently sent all qualified Education Mental Health Practitioners on NDC training to enhance their practice.

"I found the course both enjoyable and interesting. It has enhanced my knowledge as regards sensory processing, anxiety and mental health issues and other topics around Neurotypical brains."

Training Delegate

17 More information for educational settings regarding link and IAG workers and how they can be used effectively

Through network meetings and specific information sessions, we have communicated with mental health leads and YPAS school contacts to outline the offer. The YPAS wellbeing clinic team have sent out communication leaflets and delivered workshops to help communication around this.

The WSA senior mental health lead training also helps to reinforce this.

A standard process was developed with mainstream schools for them to access the clinical consultation offered by Alder Hey Linkworkers. This allows schools to make a request to discuss any cases they may have that can't be referred to the MHSTs, Seedlings or Wellbeing clinics due to their nature.

The Link Worker role is currently being re-structured under the MHST with the aim of further enhancing this offer from Autumn 2022.

18 Greater support for families from diverse cultures both in relation to education around mental health issues and problems

This is an area that still needs significant work, however it has been on the radar of services who have looked to address the following;

- Ensure more diversity with staff teams through recruitment
- Making better use of the translation service
- Translating leaflets into a variety of languages
- Supporting asylum seekers that are new to the city through MHSTs and Seedlings.

The WSA senior leads training encourages schools to consider the cultures of the families that they work with, especially when discussing mental health.

LLP's Children's Festival of Reading gives young people in the city the opportunity to connect with authors from a range of cultural and ethnic backgrounds. Books are chosen each year to include a wide and diverse range of themes.

MYA are developing ROAR Cultural, which will explore mental health from a multicultural perspective and seek to support schools to ensure that the diverse needs of their communities are understood and met.



Summary

Despite the challenges of Covid, there has been significant progress since the 2017 Whole School Approach Review. Seedlings have continued to thrive, despite ever tightening health and school budgets. The Wellbeing Clinics have continued to operate in all secondary schools with an enhanced offer due to YPAS successfully acquiring recruit-to-train funding through Health Education England (HEE). Alder Hey, YPAS and LLP, with support from wider partners and Liverpool CCG (now Cheshire and Merseyside Integrated Care Board, Liverpool Place), have set up Mental Health Support Teams and rolled this programme out to all Liverpool Primary schools. MYA RAISE team continue to offer high quality training and mental health promotion across schools as part of the wider CAMHS offer and LLP have supported the development of mental health leads across the city schools whilst working with partners to coordinate the whole offer.

The creative initiative of schools around mental health and emotional wellbeing is so evident when mental health leads share best practice during network meetings and we are seeing mental health in schools becoming embedded into everyday practice.

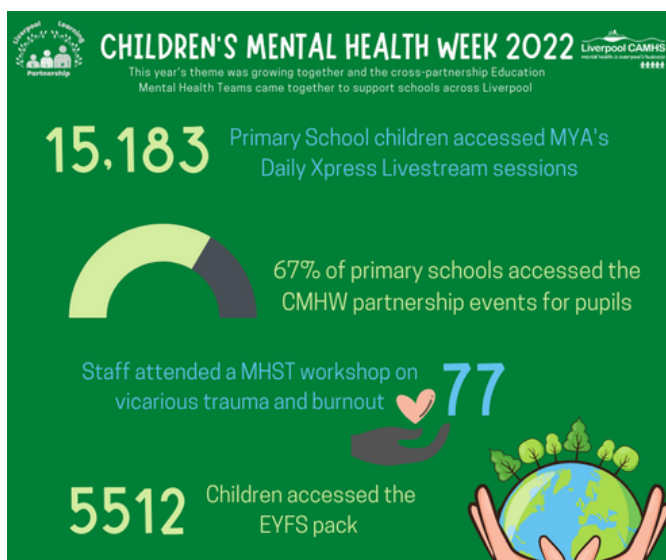
The Education Mental Health Teams (EMHTs), consisting of MHSTs, Seedlings, Link workers, Wellbeing Clinics and RAISE Team, supported 3480 pupils between April 2021 and March 2022, with a further 6131 accessing workshops, the Now Festival and livestream events.

3480

pupils were supported by EMHTs in 2021/22

21314

pupils accessed workshops, Now Festival and Livestream events



"I thought the live sessions were a great idea and it's good for our staff to feel supported in delivering mental health support to their classes – I think any challenges/ activities involving art and creativity went down well."

Teacher

Next Steps

The Whole School Approach is a local and national identified priority as part of the CYP Mental Health Programme. The following 2022/23 priorities are informed by;

- Areas needing further development from the 2017 WSA review
- Feedback from the WSA Steering Group (made up of school Senior Mental Health Leads, head teachers and Mental Health Leads).
- Feedback from the 2022 Education Mental Health Team celebration.
- Consultation with the WSA Board & EIP Priority 1 Steering Group
- Continued research, evidence and best practice.

1

Complete a fresh needs analysis/satisfaction survey with all schools.

This will gather the current needs of schools in relation to training gaps, support required across yellow, orange and red levels of need, and gather general service satisfaction.

2

Continued development of Senior Mental Health Leads

We will continue to develop the role of Senior Mental Health Leads in schools through training, network support, resourcing and advocacy.

3

Continue to improve communication between agencies.

To enable more effective collaboration lines of communication must continue to open between services and schools. This includes developing a universal shared language that all can access.

4

Develop sustainability plans for the ongoing work of EMHTs

Senior service leads will need to consider how to future-proof teams beyond the current funding of MHSTs.

5

Continue to join/align pathways across services.

Service leads need to continue aligning operational practices to ensure that schools view them all as one multi-disciplinary Education Mental Health Team.

6

Further development is needed to support pupils with co-existing ND and MH needs.

Further training is needed for teams to adapt their practice to suit Neuro-Divergent pupils.

7

Link worker role to be re-introduced

Now integrated into the MHST, the Link worker role will be developed further to support all secondary schools.

8

Improving access to services for vulnerable groups.

We will continue to expand our cultural sensitivity and explore creative and evidence-based ways to better engage with our BAME, LGBTQ+ and complex families.

9

Supporting schools through critical incidents

We will review and develop our response to schools following a critical incident. This will include developing a resource toolkit for schools and training Senior MHLs in this area.

10

Strategic partnership development with Multi-Academy Trusts

Recognising the role that Multi-Academy Trusts play in education, we will look to link with these trusts to share the WSA offer.

11

Continue to develop the workforce in education

We will continue to develop training to enrich the professional development of education staff, ensuring that they are equipped to support pupils' mental health and emotional wellbeing.

12

Continue to develop resources to support WSA

We will continue to develop the WSA toolkit giving school staff access to resources that support the WSA model.

13

Gain further understanding of the support required across Special Schools, colleges and AEP

Currently EMHTs are not able to offer any support to these settings other than mental health promotion.

14

Hold an annual celebration event for EMHT teams and School Mental Health Leads.

This event will encourage best practice sharing, collaboration and celebrate the achievements of the city-wide WSA.

With thanks to
services and school
mental health leads.

Acknowledgements

Contributors:

Alder Hey MHST
MYA Raise Team
YPAS Seedlings
YPAS Wellbeing Clinic
YPAS Parenting Team
YPAS LGBTQ+ Team
Liverpool Schools
School Improvement Liverpool
Cheshire and Merseyside ICB (formerly
Liverpool CCG)
Liverpool City Council
Liverpool Learning Partnership

Liverpool Learning Partnership

The New Lodge
Liverpool College
Queens Drive
L18 8DD

Report compiled by Kath Thompson
(Strategic Development Lead, Liverpool Whole
School Approach)

0151 7244006
www.liverpoollearningpartnership.com