



St Mary's primary school and MHST

Mental Health and
Well-being Audit

What did we do?

1. Gap Analysis of current Mental Health Provision:

Completed by Mental Health Lead – Denise Morgan

2. Distributed questionnaires:

6 members of staff

44 students

13 parents

3. Focus Groups:

16 students- Whole school represented by Listening lunch members.

4. Routine outcome measure (ROM) :

Me and my Feelings – Year 3 and up (whole cohort)



The 8 principles of whole school approach

Public Health England , 2021.

Gap Analysis

Anti-bullying policy in place.

Anti-bullying is covered as part of our PSHE approach through assemblies and our Catholic Ethos.

Staff training about children's mental health and how their brain works-relax kids.

Children- We have worry boxes in all classes and in the school hall. We have introduced the Zones of regulation to all children and have class displays to remind children of strategies to use for each zone and associated language.
Staff- Wellbeing board in staffroom with contact and support services displayed. Staff wellbeing training offered to Teaching assistants.



We hold fundraising awareness days, we teach literacy wellbeing, and we have wellbeing relaxation breaks on our timetable.

specific SEMH training has not yet been provided to school governors.

Mental Health is included in some policies but not all.

Staff response

All staff knew who the mental health lead (MHL) was.

“I feel that the senior leadership team are supportive of staff wellbeing. They try to limit excessive workload where possible. We are made aware of support services available to us through the school and external agencies”

Staff agreed that Mental Health is clearly referenced within school policies and practice in some way.

There appears to have been some training that is specific to Mental health:
“Relax kids Zones of Regulation”
“Currently completing ARC training”

What school does to provide support for staff well-being:

“Regular meetings to keep staff updated. Staff appraisals with the offer of courses to advance knowledge. Open door to discuss any issues”

“I feel that the school supports the mental health (MH) of the children really well, considering the limited staffing levels and funding available.”

How could staff feel that school could support staff further:

“Wellbeing Trips!”

Working with outside agencies who are trained to support children with mental health difficulties. Offer Mental Health advice and support to parents. Offer more workshops for all children to raise awareness of mental health and to teach coping strategies.”

Staff rated the school's approach to Mental Health as **9.33**

Most staff feel confident/confident to some extent in recognising/ supporting a student who is struggling with their mental health.

Parental response

Parents rated
school's approach to
Mental Health as
8.46

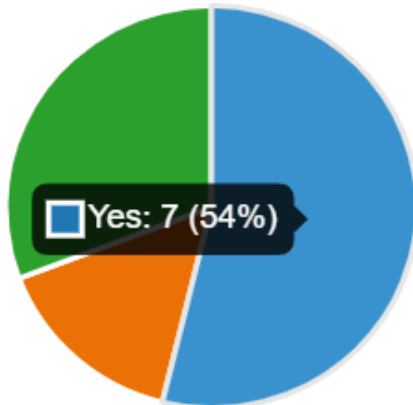
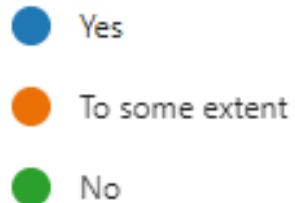
Positive about MH
support

Half of all parents aware of who
MHL is

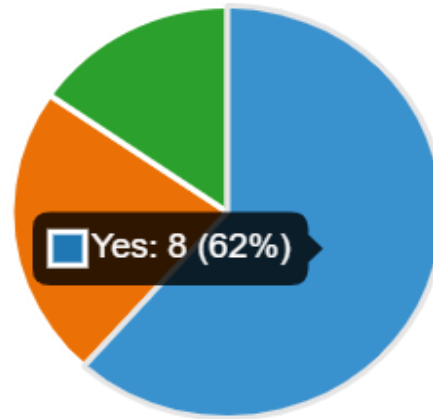
Info is shared by
email

Parents would speak to a mix of
Head Teacher/MHL / Teacher if
they had a concern

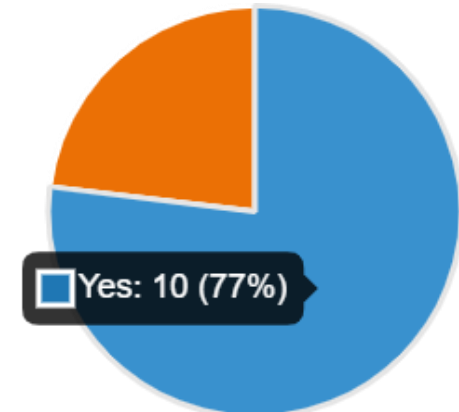
Are you aware of support
available:



Are you provided with information
about MH support/policies:



Do you feel staff have enough
awareness about MH/support available



Barriers to accessing support: Child confidence in
approaching staff, embarrassment, not knowing
where to go, fear of causing conflict

Ideas to support further: teachers listening more, Teaching empathy,
Parent /child workshops, share what support is available, destigmatise
MH

Student response

Student scores were
consistently high:

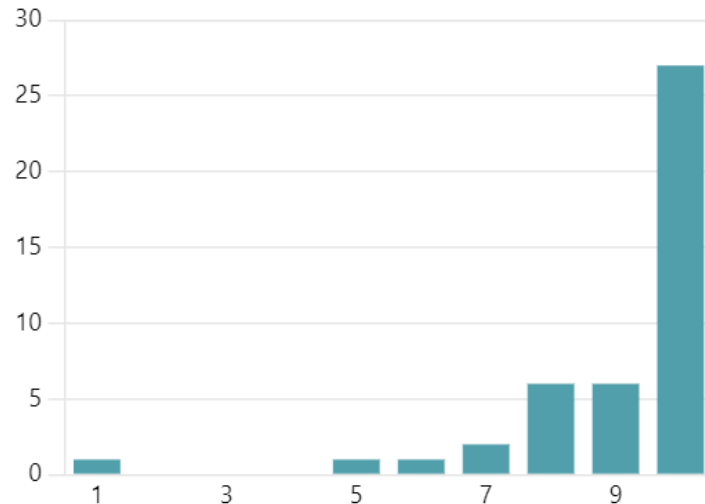
I enjoy being at school :
8.70

Students rated school's approach
to Mental Health as **9.05**

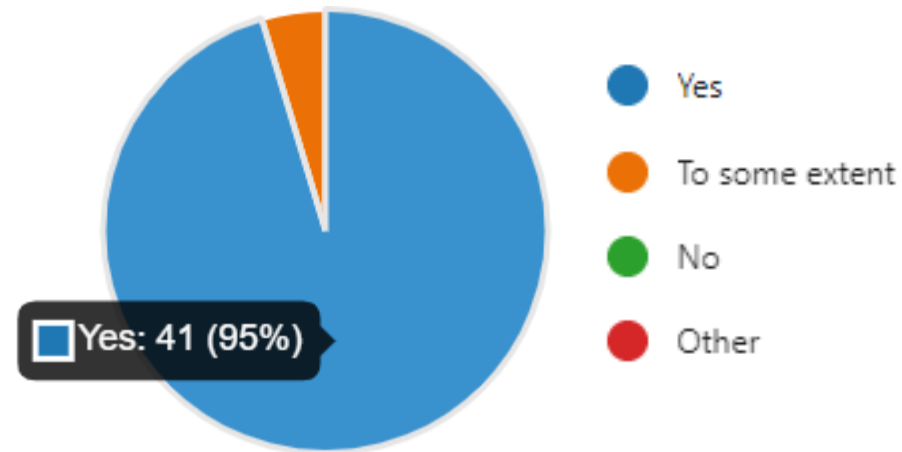
Half of students could clearly define what
MH means.

Half of students could name
one way to look after their
MH.

Someone in school cares about me: **9.56**



I know who to speak to if I am sad:



Student response

All students that came to the student focus group attend Listening lunch. (a wellbeing group within school)

What ways do you think the school support its pupil's emotional health and wellbeing?

"I go to listening lunch and there are loads of fidget toys if you are angry. There is a Lego octopus holding a pencil and a tuby fish tank thingy and the fish float around but we have to plug it in and add water."

"Sad things to share with anyone, weds 3 of us go into the snug and we sit on table and have a conversation. You are also allowed to eat lunch in there. When I'm at listening lunch, I feel really safe. I was scared and the boys helped me, we help each other and look other. "

"At listening lunch we are good at sharing things too, we designed an easter tree/ we are good at sharing with each other "

What are school strengths?

"Teachers are good because they protect you and friends and because they treat you well. "

"We have a Worry box in every classroom. Teachers talk to you about your worry by the next day".

"Teachers don't just talk to you they help you and help you through it and talk about what we can do. If you are Stuck on something they will always help you. "

"Teachers ,they don't just let you ask your question they listen to them as well."

" You put your hand up, if I need a drink they let me. The teachers always listen in lunch time duty to go to the toilet."

"When you ask a question, they come straight to you if you put up your hand"

"All teachers take on board our ideas, they take it to their meetings and talk to school council "

"Mrs morgan came in earlier she is actually one of the bestest teachers she plans the bestest things. we made our own hand made theme bags we dyed the fabric in to all the colours we wanted. "

What improvements do you think are needed in supporting pupil mental health and wellbeing?

“More active leaning breaks” “Special lesson on fun Friday that we could vote on.” “We used to have Recommendation for a lesson. ““We haven’t done PHSE, in a very long time since yr 1. “

“PHSE lessons we don’t have anymore. “ “We have fun Friday -I think that we could do Fortnite.”

“I think we should have a special lesson on a Friday where the children can vote as to what they would like to do.”

Are you aware who the school’s emotional health and wellbeing lead is (or pastoral manager)?

If so, would you feel comfortable talking to them about your mental health?

Mrs Morgan and Mrs Concannon – Yes.

Recommendations

Identified MH need	Recommendation	Action plan	Review
Staff identification of MH/early identification	Staff training on MHST remit	School to identify dates for workshop (September 2024 onwards). To be delivered by MHST	
Wider training on Mental Health	Recognising Anxiety in the Classroom training from MHST	School to identify dates for workshop (September 2024 onwards). To be delivered by MHST	
	Power of Language workshops from MHST	School to identify dates for workshop (September 2024 onwards). To be delivered by MHST	
Staff wellbeing	Continue with Current offer.	Consider Wellbeing trips.	
Awareness of school actions	Share outcome of this audit with staff, student and parents “you said/we did”	MHST to share Audit feedback with school for wider distribution	

Recommendations

Identified MH need	Recommendation	Action plan	Review
Young people identified by routine outcome measure.	School to consider referrals to MHST.	School to discuss young people in consultation with MHST	
Student awareness of MHST	School assembly Introducing MHST	School to identify dates for workshop (September 2024 onwards). To be delivered by MHST	
Challenges around sleep for KS2	Workshop for students	School to identify dates for workshop (September 2024 onwards). To be delivered by MHST	
	Workshop for parents	School to identify dates for workshop (September 2024 onwards). To be delivered by MHST	