



Smile

with Forest Oak School

an ethos based approach to supporting
school community mental health & wellbeing



Briefing to Schools

TIME	FOCUS	LEAD
9.30 – 9.40AM	WELCOME	AMANDA MORDEY
9.40 – 10.10AM	NATIONAL CONTEXT OF MENTAL HEALTH & BACKGROUND TO PROJECT	BARRY CARPENTER
10.10 – 11.10AM	FOREST OAK SMILE PROJECT	ISSY JERRARD & AMANDA MORDEY
11.10 – 11.30AM	COFFEE BREAK	
11.30 – 12.15PM	TOUR OF FOREST OAK	ISSY JERRARD/ AMANDA MORDEY
12.15 – 1.00PM	LUNCH (Provided) & NETWORKING	
1.00 – 2.00PM	RESEARCH CYCLE FOR SCHOOLS/ FRAMEWORK AND AUDIT TOOLS	JO EGERTON/ ISSY JERRARD
2.00- 2.30PM	SMILE RESOURCES	NEIL WALSH / ISSY JERRARD
2.30PM	TIMELINES & QUESTIONS	PROJECT TEAM



The Smile Approach

Issy Jerrard and Amanda Mordey



The five SMILE Project principles

1. Building Emotional Resilience for all – Children, Staff and the Whole School Community
2. Promoting Good Mental Health that leads to good life outcomes
3. Listening to each other
4. Care, concern and respect for everyone
5. Kindness and gratitude

The project will provide you with training, resources and support to implement such an approach within your school



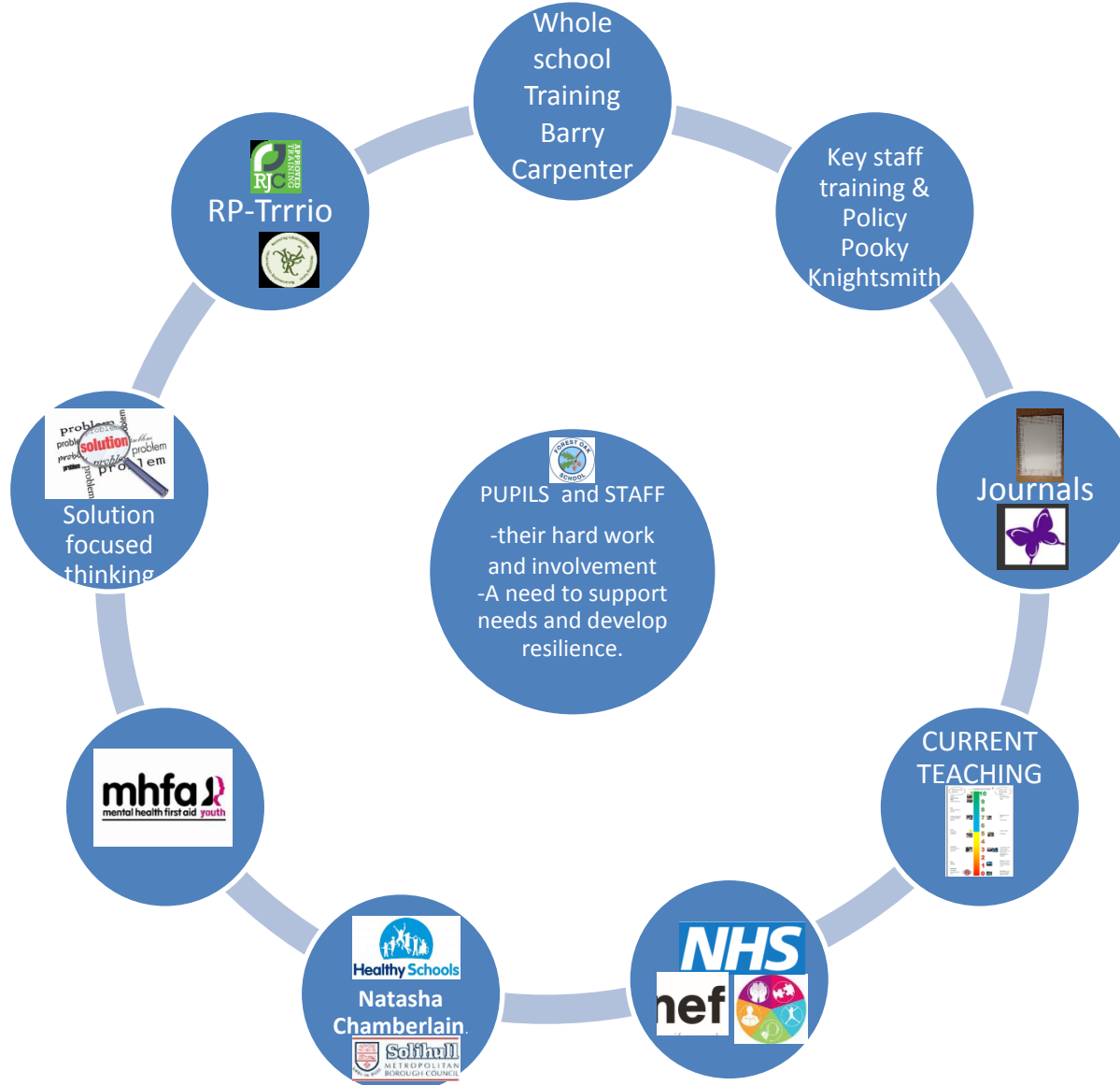
Background

- 2014 Forest Oak carried out a project with Solihull advisory team regarding Mental and Emotional Health & Wellbeing
- Outcome was the development of an approach to supporting the school community and their mental health & wellbeing
- We achieved Enhanced Healthy School Status through our School story
- SMILE is based on the NHS 5 ways to wellbeing



Behind our smile

Background and acknowledgements





- **Connect** – connect with the people around you: your family, friends, colleagues and neighbours. Spend time developing these relationships.
- **Be active** – you don't have to go to the gym. Take a walk, go cycling or play a game of football. Find an activity that you enjoy and make it a part of your life.
- **Keep learning** – learning new skills can give you a sense of achievement and a new confidence. So why not sign up for that cooking course, start learning to play a musical instrument, or figure out how to fix your bike?
- **Give to others** – even the smallest act can count, whether it's a smile, a thank you or a kind word. Larger acts, such as volunteering at your local community centre, can improve your mental wellbeing and help you build new social networks.
- **Take notice** – be more aware of the present moment, including your thoughts and feelings, your body and the world around you. Some people call this awareness "mindfulness". It can positively change the way you feel about life and how you approach challenges.

To make this more accessible to our pupils we created SMILE.....

- Socialise (Connect)
- Move (Be Active)
- Interest (Take Notice, be mindful)
- Learn (Keep Learning)
- Engage (Give to others)



 **s**ocialise

 **m**ove

 **i**nterest

 **l**earn

 **e**ngage

“Give me 5 to make me smile!”



Wellbeing Audit

- Pupils and staff completed a wellbeing questionnaire to find starting points (adapted from WEMWBS questionnaire)
- We also asked about coping strategies when stressed
- Identified pupils who may need support/ intervention
- Staff did it anonymously but coded it so we could track progress
- Staff were also provided with Employee Assistance Programme and encouraged to seek support either within school or externally if score was low

Forest Oak Wellbeing self-assessment April 2022

Name: _____ Year: _____ Date: _____ completed with: _____

This questionnaire has been adapted from WEMWBS, a tool which is often used by scientists and psychologists to measure wellbeing.

To get a child's wellbeing score, go through the statements and ask them to tick the face that best describes their thoughts and feelings over the last two weeks.

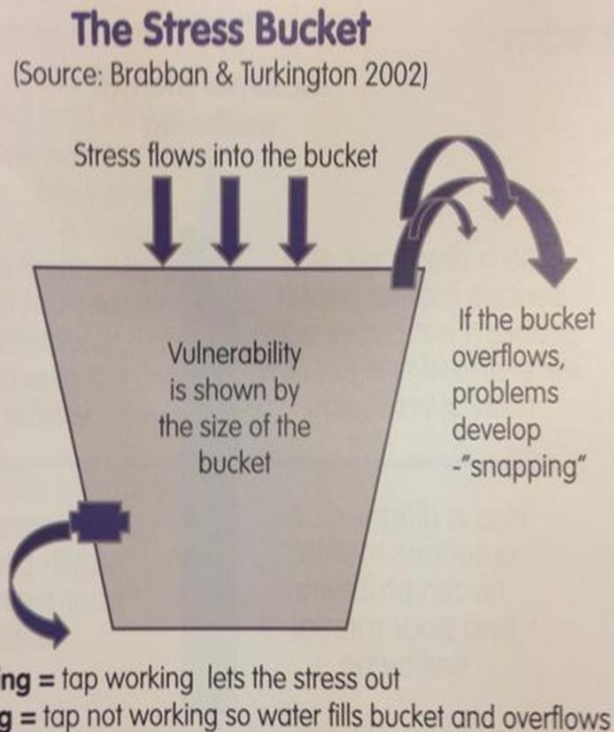
Question	Over the last two weeks I've been feeling....	How often do you feel like this?
1	I feel happy about the future	<input type="radio"/> Very often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Not often <input type="radio"/> Never
2	I feel useful	<input type="radio"/> Very often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Not often <input type="radio"/> Never
3	I feel relaxed	<input type="radio"/> Very often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Not often <input type="radio"/> Never
4	I'm interested in other people	<input type="radio"/> Very often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Not often <input type="radio"/> Never
5	I've got lots of energy	<input type="radio"/> Very often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Not often <input type="radio"/> Never
6	I can deal with problems	<input type="radio"/> Very often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Not often <input type="radio"/> Never
7	I can think clearly	<input type="radio"/> Very often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Not often <input type="radio"/> Never
8	I like myself	<input type="radio"/> Very often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Not often <input type="radio"/> Never
9	I feel close to other people	<input type="radio"/> Very often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Not often <input type="radio"/> Never

10	I feel confident	<input type="radio"/> Very often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Not often <input type="radio"/> Never
11	I can make my own mind up	<input type="radio"/> Very often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Not often <input type="radio"/> Never
12	I feel loved	<input type="radio"/> Very often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Not often <input type="radio"/> Never
13	I'm interested in new things	<input type="radio"/> Very often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Not often <input type="radio"/> Never
14	I feel happy	<input type="radio"/> Very often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Not often <input type="radio"/> Never
Total		<input type="radio"/> Very often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Not often <input type="radio"/> Never
Results: 0-22 very low 23-40 below average 41-55 average 56-70 above average		Any action or advice given to child? Any action or advice for class team? Any follow up to SLT and/or parents? Any other agencies involved with child?

<https://www.nhs.uk/Tools/Documents/Wellbeing%20self-assessment.htm>

Staff training and planning...

- Increased knowledge of EHWB, confidence in supporting pupils and identifying strategies to actively improve own EHWB



Helpful Or Unhelpful Coping strategies

- | | |
|---|---|
| <ul style="list-style-type: none"> • Yell at someone • Not eat for long periods • Drink excessive amounts of alcohol • Drink lots of coffee or coke • Smoke tobacco • Take part in a Recreational activity • Kick something • Drive fast • Think this is not forever, some things I cannot change • Bite fingernails • Socialise with friends • Scratch or cut self • Engage in creative activity • Risky relationships and situations • Opt out or give up • Work on puzzles or games • Read • Talk to people • Withdraw from family or friends • Listen to music • Swear • Go to cinema | <ul style="list-style-type: none"> • Act violently e.g. punch wall • Meditate and engage in relaxation • Stretch • Overeat • Exercise • Spend time outside or in garden • Criticise, gossip, bully or tease other • Throw something • Watch television • Go for a walk • Take drugs • Go to gym or swimming • Steam room or sauna • Procrastinate • Create a plan and prioritise work • Pace up and down • Engage in hobby e.g. Sing, Cook • Write down thoughts and feelings • Pull hair • Cry • Scream • Take tranquilisers |
|---|---|

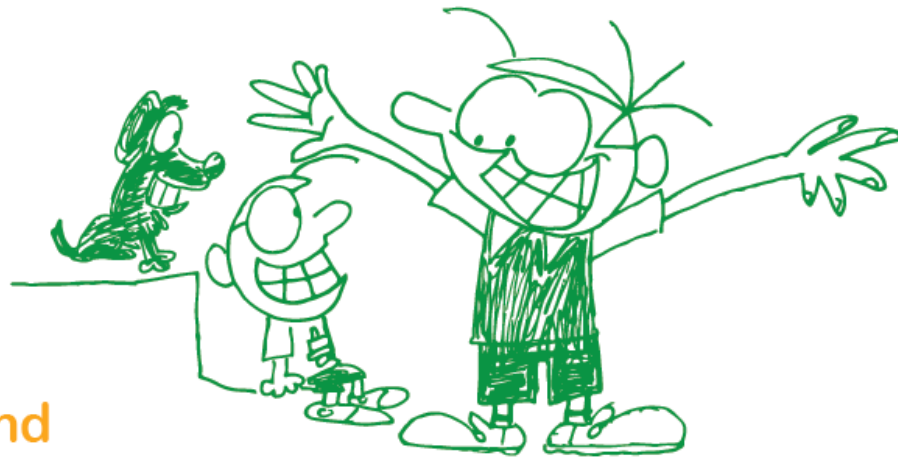
Wellbeing launch with pupils

- Planned day to launch the SMILE approach
- Creative events to teach 5 aspects of SMILE
- Mixed groups to develop engagement with others
- Staff/ Pupils/ Governors/ Parents were actively involved
- Review evaluated to look at next steps



socialise

connect with others



Talk

Listen

Be a friend

Spend time with family

Say hello and chat



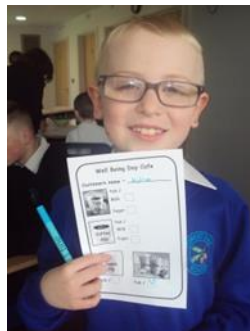
Illustration by Billy O'Brien

Five ways
to wellbeing

Socialise Connect...

Connect with the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in developing them. Building these connections will support and enrich you every day.

Five ways
to wellbeing



move | get active



Walk

Dance

Skip

Play sport

Exercise how you like



Illustration by Billy O'Brien

Five ways
to wellbeing

Move
Be active...

Go for a walk or run. Step outside. Cycle. Play a game. Garden. Dance. Exercising makes you feel good. Most importantly, discover a physical activity you enjoy and one that suits your level of mobility and fitness.

Five ways
to wellbeing



i nterest

notice & be mindful



Relax

Use your senses

Be aware of your feelings

Recognise things around you

Focus on your breathing



Illustration by Billy O'Brien

Five ways
to wellbeing

Interest

Take notice...

Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment, whether you are walking to work, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.

Five ways
to wellbeing





learn | keep learning

Read a book

Try a craft

Join a club

Try something new

Set school and work goals



Illustration by Billy O'Brien

Five ways
to wellbeing

Learn

Keep learning...

Try something new. Rediscover an old interest. Sign up for that course. Take on a different responsibility at work. Fix a bike. Learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy achieving. Learning new things will make you more confident as well as being fun.

Five ways
to wellbeing





Engage | give to others

Smile 😊

Be kind

Say thank you

Offer to help

Include others

Volunteer



Illustration by Billy O'Brien

Five ways
to wellbeing

Give...

Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Join a community group. Look out, as well as in. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and creates connections with the people around you.

Five ways
to wellbeing



Caught Being Kind!



Kind person: _____

Kind action: _____

Kindness begins with me... Kindness counts... Pass it on!

Illustration by Billy O'Brien

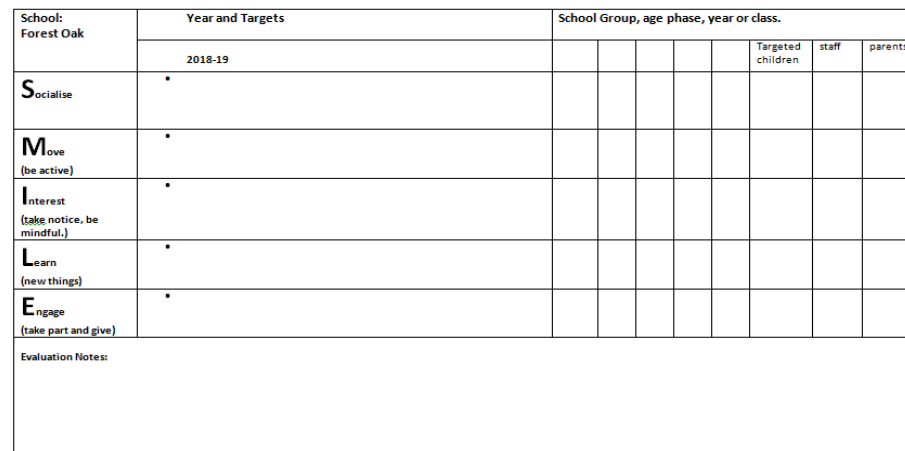
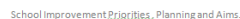




- Involves whole community and enables us to track & target school, groups' and individuals' unique EHWB needs
- Active engagement, utilising staff skills and interests
- Genuine 'together' approach



School Improvement



Impact

Following Well being day...

- Number of pupils being able to name 2 or more positive self-help coping skills increased from 39% to 100%
- Number of pupils who said they coped with unhealthy strategies decreased from 11% to 0%.
- Staff unhelpful strategies mentioned reduced from 21% to 13%.
- 96% of staff could name 5 or more positive, self-help coping strategies

In addition we had significantly reduced pupil isolations, detentions and incidents requiring SLT involvement.

*Pupils requiring support from 'behaviour support team' staff reduced and we are now able to utilise these staff into more preventative action within classes showing confidence of **all** staff to deal with EHWPB*

Impact

1 year on questionnaire – positive shift for staff and pupils e.g...

- staff who said they could deal with problems some, a lot or all of the time nearly doubled
- Increase in number of pupils saying they can deal with problems some, a lot or all of the time from 74 % to 83%.
- reduction in KS3/4 pupils self- esteem score overall as below average or very low from 15% to 4%
- **Questionnaire now completed twice a year (as well as staff observations across the year) provides ‘children of concern’ and targeted interventions can be put in place and impact measured**
- **Staff and pupils feel more knowledgeable and confident in understanding and dealing with mental health issues**
- **Staff use the language of SMILE daily – pupils are using it too**
- **People being empowered to take control and make changes themselves**

SIP level planning..... individuals taking action

- Governors agreed for this to be a school priority this has been the case for the past 2 years
- It can help to think about "being well" as something you do, rather than something you are. The more you put in, the more you are likely to get out.
- *"No-one can give wellbeing to you. It's you who has to take action,"* Professor Sarah Stewart-Brown, Warwick University.



Our SMILE interventions for our whole community, groups or individuals ...

- Play and creative arts therapy
- Music therapy
- Clubs & interest activities
- Yoga / Gym for staff
- Mindfulness colouring in staff room
- Mindfulness clubs
- Duke of Edinburgh volunteering
- Charity events
- CBT interventions e.g. anxiety awareness group
- Rest & Relax
- Massage/ Rest & Relax for staff
- Kindness award
- Butterfly print personal journals
- 3 x MHFA staff
- Daily exercise – cross key stages
- EP/ Life Coach
- Talking & Drawing therapy
- Oakleigh the therapy dog
- Eat Well, Move More programme



Your School's

How SMILE is launched and introduced with your children will depend on each school in the study; their pupils' age, abilities, communication needs and current provision.

- The research project will share Forest Oak examples, provide some resources created in collaboration with Butterflyprint and offer support for this introduction.





Practical elements of SMILE...

- SMILE ways to wellbeing APPROACH
- Staff 'train the trainer', MHFA and support
- School auditing and planning tool example
- Individual audits/self-assessments
- Class Check ins-How are you feeling?
- 5 restorative questions-Process of Listening to pupils if upset or need to resolve issue through restorative questions.
- Planning and teaching about positive coping strategies and scales with individuals

Introduce, teach and provide opportunities for ...



- Wellbeing day or arts week
- Assembly focus
- Referring to visual resources
- Clubs and activities

Check ins-

Daily check ins promote Listening and taking an interest in feelings

How are you feeling today?

What can you/we do to help?





5 Questions

Illustration by Billy O'Brien

Listening through Restorative questions



1. What Happened?

2. What were you thinking then / now?

3. How were / are you feeling?

4. Who do you think has been affected / how?

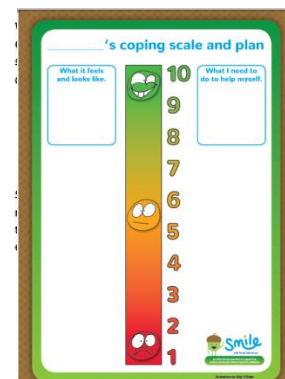
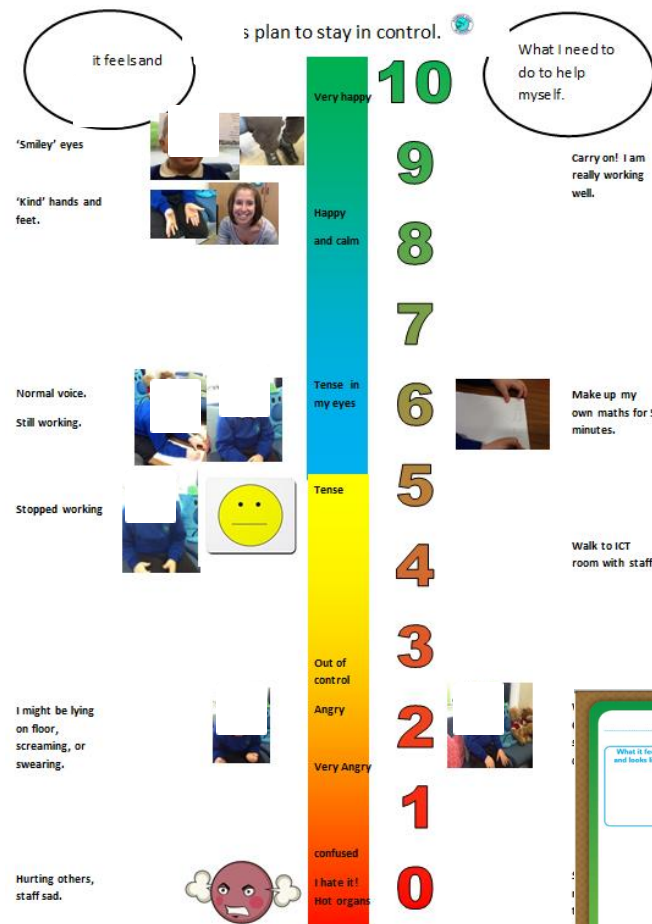
5. What needs to happen to put this right?

Using Individual Coping scales

Sometimes building resilience is just about 'coping.'

Using a positive coping scale supports pupils to...

- Recognise emotions in their bodies
- Name and share what it feels and looks like
- Think about what they could do to help self and asking for help
- Have a shared, visual plan
- Celebrating successes



Adopting a whole school kindness initiative?...



Caught Being Kind!

Kind person:

Kind action:

Kindness begins with me... Kindness counts... Pass it on!

Illustration by Billy O'Brien



Research Framework and audit tools

Jo Egerton



Smile resources

Neil Walsh and Issy Jerrard

**With special thanks to
Emma Hayden-Curzon at Haywood Sener
and Artist Billy O'Brien.**

