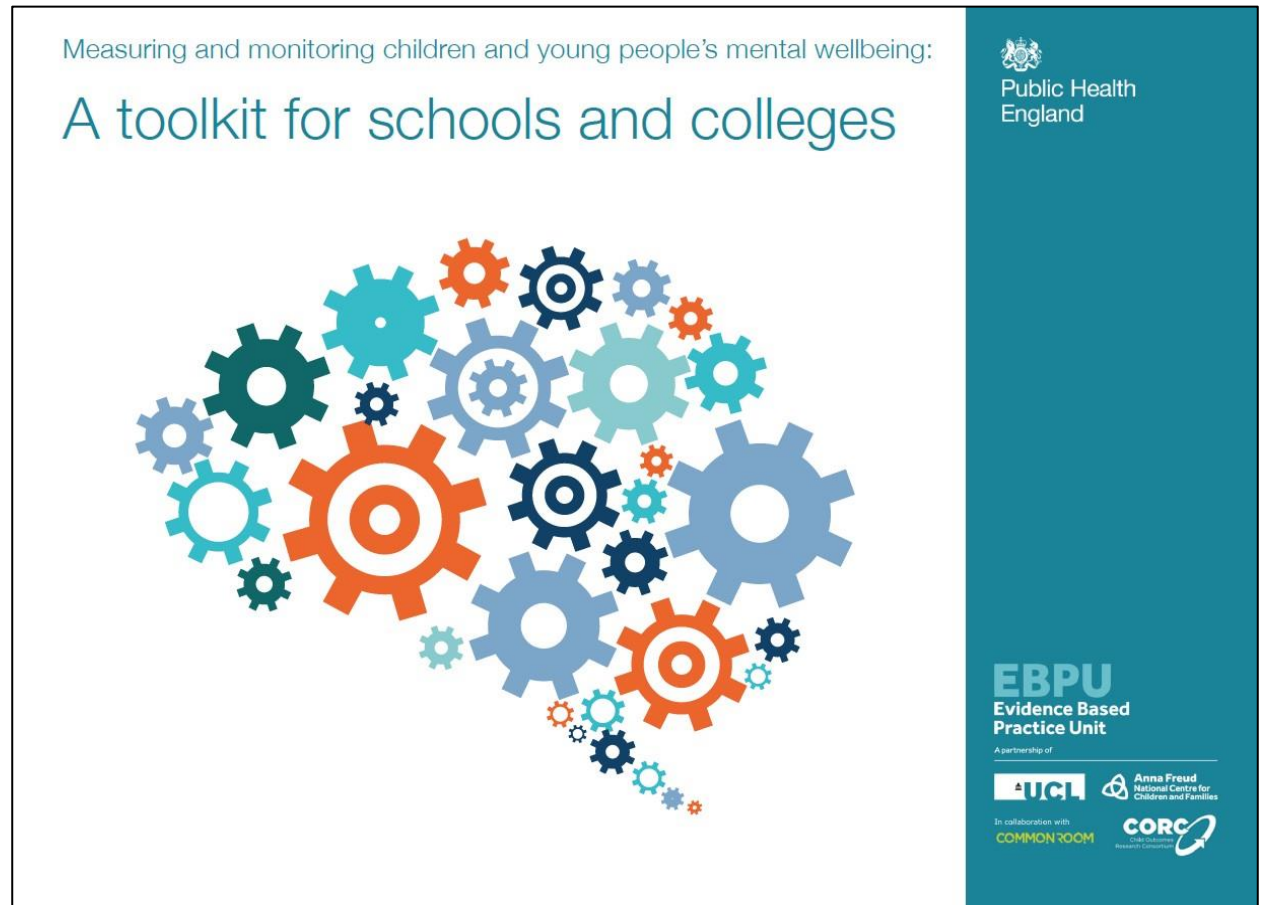


# A toolkit for schools & colleges



# Authors & Acknowledgements



## Authors

Jessica Deighton,  
Evidence Based Practice Unit, UCL and Anna Freud  
National Centre for Children and Families

Suzet Tanya Lereya,  
Evidence Based Practice Unit, UCL and Anna Freud  
National Centre for Children and Families

Emma Morgan,  
Child Outcomes Research Consortium

Josefin Breedvelt,  
Mental Health Foundation

Kate Martin,  
Common Room

Amy Feltham,  
Common Room

Danielle Antha,  
Child Outcomes Research Consortium

Ann Hagel,  
Association for Young People's Health

Peter Fonagy,  
UCL and Anna Freud National Centre for Children  
and Families

Neil Humphrey,  
University of Manchester

Kate Dalzell,  
Child Outcomes Research Consortium

Miranda Wolpert,  
Evidence Based Practice Unit, UCL and Anna Freud  
National centre for Children and Families

Claire Robson,  
Public Health England

## Project Advisory Group

Viv McCotter, Ade Alao and Catherine North,  
Department for Education

Anne Spence and Mohini Morris,  
Department of Health

Michelle Place and Steve Jones,  
NHS England

Nina James,  
Cabinet Office

Tammy Coles, Jacqui Reid-Blackwood, Jan Bond,  
Helen Duncan, Ashley Rogers, Maeve Hartwell and  
Wendy Nicholson, Public Health England

Samantha Ramanah,  
Local Government Association

Lisa Crook,  
Griffin Schools Trust and Riverley Primary School

Lindsey Morgan,  
Mid Kent College

Steve Hickman,  
Park High School

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# What this toolkit includes

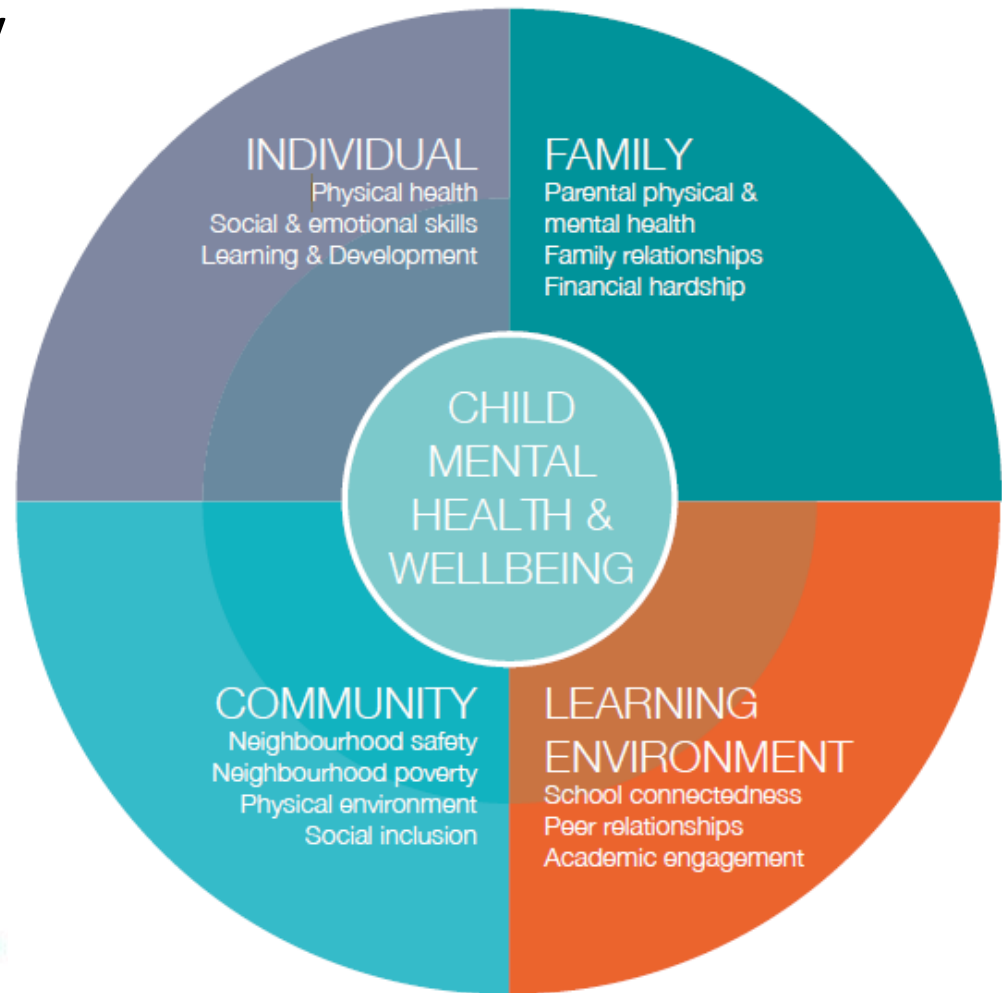


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# What do we mean by mental wellbeing?

Mental wellbeing is not simply the absence of mental illness but is a broader indicator of social, emotional and physical wellness.

“Children and young people feeling good, feeling that their life is going well, and feeling able to get on with their daily lives.”



# Why measure mental wellbeing?

- Taking a snapshot
- Identification
- Evaluation



# Practice Examples

The following questions have been adapted from the template for intervention description and replication (TIDieR) checklist and guide (Hoffman et al, 2014).

The following practice examples, ordered alphabetically, are gathered from interviews and discussions with school and college staff. Whilst we have sought to include practice examples from across the primary, secondary, special and college sectors, we have limited the focus to examples where validated tools have been used. The hope is to give an impression of some of the work others are doing.

Practice examples are highlighted for the three key purposes for which schools/colleges might wish to measure mental wellbeing:

- Snapshot:** to provide a survey snapshot of student mental wellbeing to inform school/college planning evidence for Ofsted and whole-organisation practice
- Identification:** to identify individual students who might benefit from early support to facilitate swifter access to the right specialist support
- Evaluation:** to consider the impact of early support and targeted interventions

|           | Snapshot   | Identification  | Evaluation   |
|-----------|--|---|--|
| Primary   | Braithwaite CofE Primary<br>Cressey College (Special School)<br>HeadStart  | Priorswood Primary School<br>Rochdale Healthy Schools   | Priorswood Primary School<br>Wakefield Council<br>Rochdale Healthy Schools |
| Secondary | Schools and Students Health Education Unit (SHEU)<br>Parliament Hill School<br>Cressey College (Special School)<br>HeadStart | Pimlico Academy<br>Cheltenham College<br>Parliament Hill School<br>Priory School<br>Mind and Body | Bromley Council<br>Meole Brace<br>Wakefield Council<br>The King's School   |
| College   |  |   | Highbury College   |



# Compendium of Measures

Identifying children and young people's mental health and wellbeing is important to implement necessary prevention and intervention strategies.

The compendium aims to summarise positive mental health and wellbeing measures. These measures were identified through a rapid review of existing literature on mental health and wellbeing and through consultations and discussions with schools. The measures did not have to be peer reviewed but they were only included if:

- ⚙ They were suitable for use by children and young people;
- ⚙ They were considered feasible to use in school settings (i.e., not too long or requiring specific equipment);
- ⚙ They were not unduly burdensome in terms of time taken to administer;
- ⚙ They included items measuring positive wellbeing (as opposed to only mental ill health or emotional/behavioural difficulties).

**For each measure, the following details (where available) are included:**

- ⚙ Name
- ⚙ Information on copyright
- ⚙ Key reference for wider reading
- ⚙ Brief description of the measure
- ⚙ Age range the measure is suitable for
- ⚙ Response options
- ⚙ Number of scales and subscales
- ⚙ Costs
- ⚙ Contact details
- ⚙ Example items

# Introducing wellbeing instruments to students

“ Positive wellbeing means children and young people feeling happy, feeling that their life is going well, and feeling able to get on with the daily lives. ” (Young advisors)

“ You don't want to set everyone out in the hall like an exam. Young people need to know this isn't a test, that this is just a way of checking in about how people are feeling so the school can plan the right types of help. ”


“Young people might be worried that it's a test, let them know there are no right or wrong answers, that it's just another way of checking what's helping and what we need to change. to make sure they're getting the best possible help.”

“ We need to know what it's for, who will see it, and what difference it will make. ”



# You can download the toolkit from

## [Schools in Mind Website < Resources for schools](#)



The screenshot shows the Anna Freud National Centre for Children and Families website. The header includes the logo and navigation links: Home, Contact Us, Search site, About Us, Services & Schools, Training & Research, Support Us, Service Improvement, and Donate Now. The main content area is titled 'Schools in Mind' and features a sub-header 'Schools in mind'. Below this, there is a paragraph about the network and a link to the latest newsletter. A grid of six resource cards is displayed, each with an image and a title: 'Sign up and Information', 'Events', 'Research in Schools', 'Service Improvement in Schools', 'Resources for Schools', and 'Advice and Guidance from Our Experts'. The 'Resources for Schools' card is highlighted with a red circle.

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Home > Services & Schools > Mental Health In Schools > Schools In Mind

## Schools in Mind

### Schools in mind

Schools In Mind is a network for school staff and allied professionals. It aims to provide a trusted source of up-to-date and accessible information and resources that teachers and school leaders can utilise to support the mental health and wellbeing of their whole school community.

You can view our latest Schools in Mind Autumn newsletter [here](#)

**Sign up and Information**  
How to join the network and find out more information.

**Events**  
As a Schools In Mind member, you will be kept informed of upcoming events, trainings and materials.

**Research in Schools**  
The Schools In Mind network gives schools the opportunity to get involved in current national academic research.

**Service Improvement in Schools**  
There are a range of projects and networks that the Anna Freud National Centre for Children and Families has developed to encourage more joined-up working between schools and mental health services.

**Resources for Schools**  
Through this network we are able to offer a wide range of free resources for schools professionals.

**Advice and Guidance from Our Experts**  
Please check regularly for topics such as trauma, anxiety, self harm.

## Resources for Schools

Through this network we are able to offer a wide range of free resources for schools professionals.



### I Gotta Feeling

I Gotta Feeling Top tips for feeling good (aimed at primary school children), 2011. This booklet has been designed by Help4Pupils to help children when they are feeling sad, worried or troubled. It is full of fun simple tips on what to do to improve their mood and maintain emotional wellbeing.



### Get up and go

Get up and go Top tips for feeling good (aimed at secondary school pupils), 2011. This booklet has been designed by Help4Pupils to help children when they are feeling sad, worried or troubled. It is full of fun simple tips on what to do to improve their mood and maintain emotional wellbeing.



### Islington MHARS

A framework for Mental Health and Resilience in Schools



### Goals and goals based outcomes (GBOs) - some useful information

Goal based outcomes (GBOs) are a way to evaluate progress towards goals in clinical work with children and young people and their families and carers. This booklet outlines



### Thrive - The AFC-Tavistock Model for CAMHS

THRIVE is a new model for how children's mental health services are conceived of, commissioned and run. The model is organised around the needs and strengths of

