

Mental Health and Wellbeing Audit

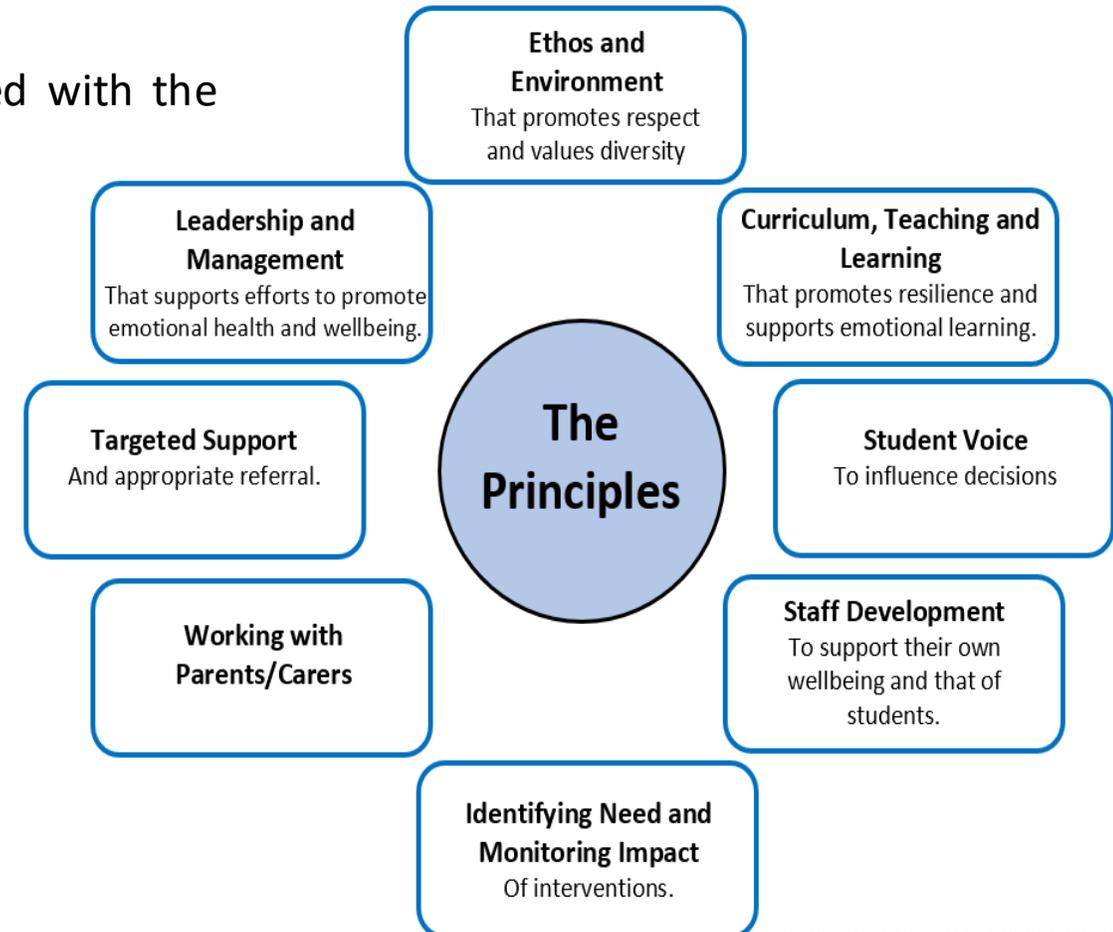
FERRERS & MENTAL HEALTH SUPPORT TEAM

What did we do?

1. **Gap Analysis of current Mental Health Provision:** Completed with the Mental Health Lead

2. **Distributed questionnaires:**

- 22 members of staff
- 35 students
- 71 parents



What did we find?

Key findings from questionnaires:

Staff

Staff feel that the current approach to mental health provision at Ferrer's is an average of 8/10. The impact of the MHST at Ferrer's has been rated as a 7.4/ 10 (10 being a significant impact)

Areas staff feel they would like support in include:

- Early intervention with anxiety, school refusal and emotional regulation
- More frequent wellbeing days for everyone rather than a prize for winning a raffle.
- More support for staff mental health and wellbeing.
- Staff would like to see more resources for students with mental health difficulties.
- Support with strategies to help students cope during the school holidays.
- Clear strategies from MHST on how to support in the classroom/ especially core studies.
- Encouraging consistency amongst staff to develop a sense of trust so students feel they can trust staff better.

Students

Year 9 and 10 student responses showed that they felt that the relationship between staff and students were poor. They felt that a lot of mental health issues needed addressing and explored more through core skills.

25% rated the school's approach to mental health as poor.

38% said that teachers do not know enough about mental health difficulties and support available

38% do not know how to access pastoral support

50% rated staff and student relationship as poor

Main issues raised is that there is a lot of teachers shouting, bullying, not recognising mental health illnesses, and more support first hand.

Parents

35% of parents do not know about the mental health support team.

73% feel staff have limited knowledge of mental health support

80% feel that they are provided with limited information on mental health

78% feel they have limited information on how to access mental health support in and outside of school.

Relationship with families and staff rated as a 6.3 out of 10.

Understanding the difference between low level/ everyday worries and severe anxiety and staff training the students accordingly

Would like staff to have more training on how to support students who have comorbid issues such as autism and anxiety.

More parental support for mental health/ open communication between parents and staff.

Parents would like children to be taught more resilience and how to build mental strength

Future recommendations:

Identified Mental Health Need	Recommendation
<p>Students feel they do not have enough knowledge on how to look after their own mental health</p> <p>Students feel staff do not know how to support students appropriately with their mental health and some feel that the staff don't care</p> <p>Communication and support for parents</p> <p>Staff needs: support with staff well-being, how to manage anxiety and low mood in the classroom and effective communication between staff and students</p> <p>Year 9 and 10 seem to have poor general wellbeing and attitudes towards the support available in school</p>	<p>MHST to come in and teach core skills lessons on low mood and anxiety.</p> <p>Staff training and support in regards to helping students with their wellbeing in the classroom</p> <p>Offer parent workshops on how to support their children with anxiety/ low mood. How to talk to your child about mental health. Introduction to MHST. What services are available and how to support their children to access them.</p> <p>Staff wellbeing workshop. Training on support mental health needs in the classroom.</p> <p>Moods and feelings questionnaire to Year 9 and 10. This could lead to workshop/ therapeutic group depending on the outcome.</p>

Actions following recommendations

1. Look at core studies programme for Year 9 and 10 (initially) and then roll out to the other years. KY to get times of lessons and send to MHST so plan can be put in place to deliver anxiety workshops to students. Anxiety sessions for preference, if space, low mood. In session, students will be given a ROMS and this will help to identify potential students for therapeutic groups.
Look at dates late April/ May
2. Parent workshops (KY to look at dates for Year 6 into 7 parents evening f2f and dates for parents with children already at Ferrers via Teams/ f2f).
Year 6 into 7- Managing parental anxiety. How to prepare their child to move from primary to secondary (transition)
Y7-13- Introduction to MHST and how to talk to your child combined (being open and honest with children/ reassuring them it is okay to talk about mental health)
Look at dates in late April/ May.
3. Staff training – 22nd of March already scheduled. KY to look into staff training times for next year- can incorporate anxiety/low mood training alongside thrive model (6 planned sessions, some can be complimented by MHST).
4. MHST to come to parent forum for MHST introduction- this has already been planned in for 13th of June 5-6pm.