




Policy Directive

POSITIVE MENTAL HEALTH AND WELLBEING IN EDUCATION SETTINGS

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POSITIVE MENTAL HEALTH AND WELLBEING IN EDUCATION SETTINGS

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Summary of Changes¹ from Previous Versions

Version no/Date	Change	Comment	Section/ Page
v1.0 (May 19)	New policy	Draft approved by Committee April 2019. Final version (1.0) published 3 May 2019	
V2.0 (April 24)	Updated to extend to education staff in addition to learners	Throughout – in particular sections 2.2, 2.3 and Appendix 2	P7, P9, P16
	Updates to reflect new and updated States of Guernsey documents	Throughout – in particular Section 2 references to the Mental Health and Wellbeing Strategy	P7
	Replacement of MHWB Provision Map with MHWB Evaluation Framework	Intended to encourage more contemporaneous thinking and planning	Appendix 2
	Updated Appendix 3	Consolidated previous Appendices 3 and 4 and updated resources and links.	Appendix 3
	New Appendix 4	Staff wellbeing charter	Appendix 4
	New Appendix 5	Providing access to associated and linked documents	Appendix 5
	<i>(Table started May 2019)</i>		

¹ Material changes only. Minor changes (such as to punctuation, grammar, etc.) will not be listed

1.0 Introduction

1.1. Policy Statement

The World Health Organisation defines positive mental health and wellbeing (MHWB) as

‘More than just the absence of mental disorders ... it is an integral and essential component of health ...a state of wellbeing in which an individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.’²

Positive mental health and wellbeing is important for our learners for the duration of their studies and in establishing positive routines for the future. Education settings are communities and the emotional wellbeing of one group will naturally impact on another, so it is equally important that the positive mental health and wellbeing of staff is prioritised. Creating an environment which supports positive mental health and wellbeing is everyone’s responsibility, and a collective obligation exists to sustain an environment which proactively considers the impact of actions on individual wellbeing. These principles underpin the ‘whole organisation’ approach set out in this policy.

As an employer, the States of Guernsey has a duty to safeguard the health and safety of employees and to take proactive steps to promoting positive mental health and wellbeing. Part of that duty is to make sure that staff are provided with the tools to support themselves and learners in understanding of the importance of positive mental health and wellbeing and the steps we can take to take care of it. As individuals we need to take responsibility for our own mental health and wellbeing, ensuring that we each take action to look after ourselves and seek support when appropriate. In order to meet these individual and collective obligations, it is important that there is a clear policy in place to support all education settings.

It is widely evidenced that a child’s mental health and wellbeing impacts on:

- Experience of childhood: Personal contentment, social interaction
- Pattern of development: Brain development and physical development
- Effective learning of knowledge and skills, and educational outcomes
- Good or poor mental wellbeing in adulthood

From a staff perspective, in the UK workload has increased³ with stress levels remaining unsustainably high⁴. There is increasing evidence that poor teacher mental health and

² [Mental health \(who.int\)](https://www.who.int/mental-health)

³ [Working lives of teachers and leaders - wave 1: core report \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100000/working-lives-of-teachers-and-leaders-wave-1-core-report.pdf)

⁴ [teacher-wellbeing-index-2022.pdf \(educationsupport.org.uk\)](https://www.educationsupport.org.uk/teacher-wellbeing-index-2022.pdf)

wellbeing affects student wellbeing⁵. Locally, the Workload and Wellbeing Survey undertaken in Autumn 2023 suggested that 73% of secondary school teachers and 85% primary school teachers felt they would be able to access wellbeing support from their manager. However, across Guernsey and Alderney only 48% of primary school staff and 23% of secondary school staff reported they found the previous half term rewarding.

As the States body with strategic oversight of Education, the Committee *for* Education, Sport & Culture recognises contribution education staff make to the wellbeing of all our learners and is determined to take appropriate practical steps to support the positive mental health and wellbeing of staff.

Education settings have a duty to promote and support the positive mental health and wellbeing of all learners and staff. This includes considering the impact of workload and working practices on wellbeing, and creating an environment in which staff feel safe, respected and able to share concerns with leaders. Settings should signpost where support for staff is available. This duty is in keeping with significant national and international documents noting that schools and education settings should contribute to a whole community approach to positive mental health and wellbeing.

To promote a sector wide culture of positive mental health and wellbeing for all, the Committee has directed a review and update of this Positive Mental Health & Wellbeing In Education Settings Policy to account for up to date best practice and to sit alongside this, a set of guiding principles has been developed to act as a charter for the sector to sign up to working towards to create a system wide culture of positive mental health and wellbeing. This is included as Appendix 4.

1.2 Policy Objectives

The purpose of this policy is to provide clarity for:

- States-maintained education settings in Guernsey and Alderney
- The Education Office and wider services
- Mental health and wellbeing services in Guernsey and Alderney

regarding the expectations and remit of States-maintained education in promoting positive mental health and wellbeing. It includes links to some of the resources available to schools and education settings (set out in the appendices) and a framework to ensure that the positive mental health of staff and learners is supported as part of day to day education delivery.

⁵ ImpactEd (2022). Working Well: Exploring staff engagement and pupil wellbeing in English schools. Report 3, Autumn 2022. impacted.org.uk/impactinpractice

1.3 Policy Application

This policy directive applies to all States' maintained schools in Guernsey and Alderney and The Guernsey Institute.

1.4 Accountabilities

Headteachers and Principals are accountable for ensuring that this policy is followed in order that positive mental health and wellbeing of all learners and education staff continues to be promoted and supported within the States' maintained education sector.

Headteachers, Principals and Service Leads need to take steps to visibly promote the policy and the resources included within it and ensure that advice it contains is followed, in particular that the Mental Health and Wellbeing Evaluation Framework remains a living document so that staff are reminded of resources and support are available to them and to learners.

Education Services are accountable for providing appropriate support to schools and education to promote and support the positive mental health and wellbeing of all learners and staff.

Other providers of mental health and wellbeing services, for example the Youth Commission and Health and Social Care service providers are requested to recognise and work alongside this policy.

1.5 Linked Documents

A list of associated and link documents can be viewed in Appendix 4.

1.6 Alignment with the Education Strategy

The Policy aligns with the following priorities and commitments of the Education Strategy:

Equity, Safety & Inclusivity

- Embedding whole-setting cultures and practices which promote inclusivity, challenge inequity, support health and well-being for all and remove barriers to personal ambition

High Quality Learning & Excellent Outcomes

- Establishing practices which support leaders to develop, invest in and retain a robust evidence-informed and highly-skilled education workforce including excellent continuous professional development and high quality recruitment

Outstanding Leadership & Governance

- Developing a shared culture of trust, honesty, open communication, and reflection across the whole education sector that embraces and promotes continuous improvement and accountability at all levels

2.0 Context

2.1 States of Guernsey Mental Health and Wellbeing Strategy ('the Strategy')

The Mental Health and Wellbeing Strategy for Guernsey 2023-2029 notes that:

'Mental health and wellbeing are the responsibility of everyone within our community including businesses, the voluntary and public sector, private practice and individual citizens.'

'It is vital that a lifelong approach is considered in relation to ongoing mental health and wellbeing from pregnancy and infancy through to older age.'

Education settings play a key role in contributing to this lifelong approach both in providing environments for our children, young people and older learners to grow and develop but also as places of work for many members of our community.

The Strategy can be read [here](#).

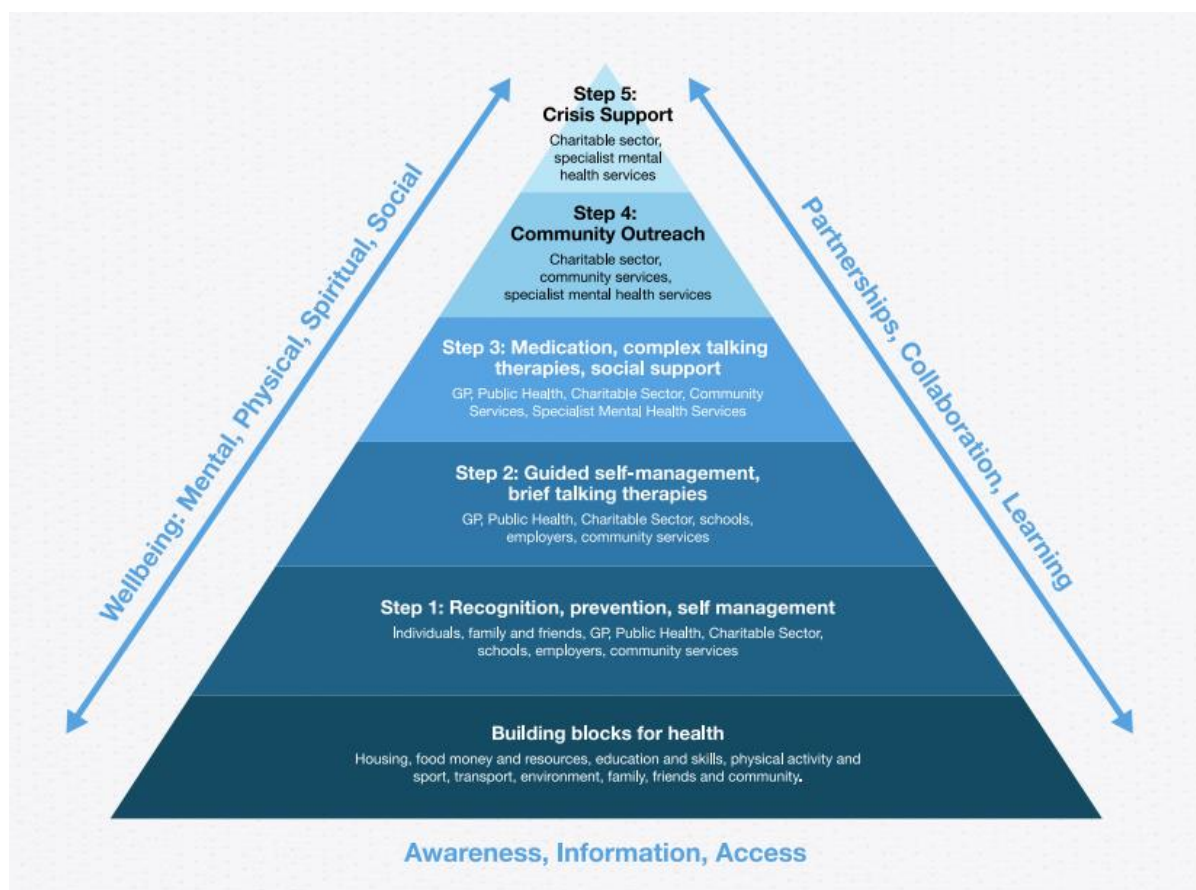
2.2 Guernsey Five-Tiered model

2.2.1 The Five-Tiered Model

In keeping with the Strategy's five-tiered model, this policy notes that whilst education settings have an important role to play in promoting and supporting positive mental health and wellbeing, it is not the job of education staff to carry out work which should be conducted by other specialist services. Underpinning the model are the building blocks for health which include housing, money and resources and education.

In respect of learners, some education settings will have staff with the skills and knowledge to make Step 3 provision within the specific guidance of specialist services.

In respect of staff, Step 1 and Step 2 have implications for education settings, and by helping to promote a culture of positive mental health and wellbeing, learners and staff can be supported and encouraged to adopt and practice good habits, with appropriate support and guidance signposted where necessary.



2.2.2 Boundaries Between Steps in the Five-Tiered Model

The steps in the model are not hard and fast, they indicate a range of type of need. For education settings, the areas in Step 1 and Step 2 would include:

- Providing an environment where positive mental health and wellbeing can flourish. For example, this might include:
 - Developing a culture in which learners and staff show respect for each other and feel supported in raising concerns or asking for support
 - Creating an environment in which staff and learners feel safe, including in corridors, playgrounds and wider outdoor facilities, and (in conjunction with parents/carers and transport providers) on school transport
 - Making sure that staff have time for regular and supportive 1:1s with line managers
 - Ensuring that the Employee Assistance Programme is widely promoted as a resource for staff
 - Regular conducting and reviewing of risk assessments
 - Using centralised resources, for example [Oak Academy](#) and other 'off the shelf' curriculum materials to support lesson planning
 - Following best practice where appropriate, including that identified by the Department for Education Workload Reduction Taskforce, to manage staff

- workload, for example protecting PPA time, minimising corridor displays and undertaking whole class marking where circumstances allow
- Implementing mechanisms such as regular check-ins and surveys to capture staff and student voice to better understand concerns and identify themes
- Developing clear policies on the use of electronic devices within school, and appropriate opportunities to learn about the benefits and risks of social media
- Implementing clear, whole organisation policies which prevent and address issues of bullying, including cyberbullying, both in respect of learners and staff
- Ensuring any expectations of work to be completed outside school and The Guernsey Institute are appropriate for the age group or developmental stage, including balancing this across subjects if applicable
- Ensuring appropriate opportunities for learners to be physically active
- Promoting healthy eating
- Identifying and supporting individuals who are experiencing short-term difficulties in response to normal life events, such as family deaths, illnesses or separations, ensuring learners and staff are aware that they can ask for support and signposting how they can do this
- Identifying and referring-on individuals with sustained or extreme difficulties

Headteachers and Principals should regularly review all setting policies and strategies to ensure that they are individually and collectively meeting the needs of learners and staff, including making sure that the Mental Health and Wellbeing Evaluation Framework included in this policy is regularly reviewed and updated.

As noted in 2.2.1, some education settings will have staff with the skills and knowledge to make Step 3 provision within the specific guidance of specialist services.

2.3 Partnership Working and Collaboration with Agencies

The Mental Health and Wellbeing Strategy for Guernsey 2023-2029 notes:

‘This is not the only Strategy within the States of Guernsey or the community which aims to contribute towards improved mental health and wellbeing. The success of these other strategies, either directly or indirectly, is vital to improving islanders’ mental health and wellbeing.

As mental health and wellbeing is a collaborative responsibility, there is joint accountability for the progress of this Strategy ... All those involved in the Strategy

are ultimately accountable to the populations of Guernsey and Alderney and have a duty to work collaboratively to improve services that best serve the population.'

All services and agencies [this includes schools, The Guernsey Institute and wider education services] can expect to engage effectively with each other in their work to appropriately support the positive mental health and wellbeing of individuals and the community in general.

All education settings will ensure that they will work collaboratively with agencies who provide specialist MHWB services and advice. There should also be recognition that other community agencies provide services which can benefit mental health and wellbeing, for example Guernsey Mind.

2.3.1 High Quality Collaboration

In all instances of collaborative working, education settings should be satisfied that the agency in question works within a framework of high-quality evidence-based practice. Self-reported claims of efficacy are not enough, and settings should be very careful not to use resources to support interventions that may have little impact or potentially exacerbate learner or staff mental health problems. Where there is uncertainty about the nature of an agency and/or programme of work, the setting should consult with the Educational Psychology Service.

2.3.2 Specialist Services Working with Individual Learners

All education settings will identify a member of staff to liaise and collaborate with specialist services working with individual learners. The member of staff might be:

- The MHWB lead, or
- The member of SLT with responsibility for MHWB, or
- The SENCO, or
- The Inclusion Lead

as best suits the context of the setting. It may be that the duty is shared between staff, provided that there is clarity about who is responsible for which aspect of liaison.

Key specialist services include:

- Education Services specialist teams, particularly the Educational Psychology Service
- [Youth Commission Mentoring Support Service](#)

Health and Social Care specialist services, particularly

- Child and Adolescent Mental Health Service (CAMHS)

- Children and Family Community Services
- School Nurses

2.3.3 Agencies Working with Groups of Learners and Staff

Many agencies from the States sector, voluntary sector and private companies offer programmes of activities to support education settings in promoting and supporting positive mental health and wellbeing.

Settings must ensure that externally provided programmes of activities which are delivered make a relevant contribution to the MHWB Evaluation Framework and are in line with the policy [External Providers, Businesses and Support Agencies Working with Educational Establishments](#).

3.0 Expectations

All education settings will continue to ensure they promote and support positive mental health and well-being for all learners and staff.

3.2 Best practice: The Eight Principles

Education settings will ensure that they address each of the following aspects of daily life in order to promote and support positive mental health and wellbeing of all learners and staff.

- **Leadership and management**
- **Curriculum, teaching and learning** to promote resilience and support social and emotional learning
- **Enabling learner and staff voice** to influence decisions
- **Staff development** to support their own MHWB, and that of learners
- **Identifying need and monitoring impact of interventions**
- **Working with parents/carers**
- **Targeted support** and appropriate referral for those with additional needs
- **An ethos and environment that promotes respect and values diversity**

[Appendix 1](#) contains further information about these Eight Principles.

3.2 MHWB Evaluation Framework

All schools will complete a Mental Health and Wellbeing Evaluation Framework, in order to record planning, resources, actions and outcomes related to promoting and supporting positive mental health and wellbeing for all learners and staff.

This MHWB Evaluation Framework should be:

- In the format found in Appendix 2 (and available on Education intranet) or
- In a format that the school can demonstrate covers the same breadth and depth of information in a way that is equally easy to record and read

3.3 Identified Members of Staff to be Accountable for and Lead on MHWB

It is important that every level of leadership in the Bailiwick's education sector acts as a champion for staff and learner mental health and wellbeing. Headteachers and Principals will identify a member of the organisation's senior leadership team (SLT) to be accountable for wellbeing within the organisation and compliance with the MHWB Policy at a strategic level. This could be the member of SLT with responsibility for Personal Development.

Additionally, Headteachers and Principals will identify a member of staff to lead on MHWB matters within the setting. Currently education settings have identified a named member of staff as a 'Mental Health and Wellbeing Lead (MHWB Lead)'. This lead role needs to be appropriate in the context of the setting and the skills and knowledge of the member of staff. The member of staff undertaking this role should be granted appropriate regard and opportunity to carry out their responsibilities with the expectation that they will be provided with one day per term off timetable to do this. Support and training for the MHWB Lead can be accessed via the Health, Personal Development and Partnerships Officer.

The role **requires and should be supported to:**

- Undertake training in MHWB and develop personal professional skills and knowledge about promoting and supporting positive mental health and wellbeing in education settings
- Ensure that the MHWB Evaluation Framework is kept up to date, and frequently reviewed, as a minimum on an annual basis but ideally the review should be undertaken on a termly basis
- Work with the setting SLT to share strengths across the system and to address gaps of provision
- Liaise with the school SENCO, the Inclusion Leads, the lead teacher for the PSHCE curriculum, and ELSAs
- Attend island wide MHWB Lead meetings
- Promote staff development in relation to the '3 R's - relationships, routines and responses'
- Advise on members of settings staff to undertake appropriate training, for example Mental Health First Aid training

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The role may include relevant other responsibilities in keeping with the context of the setting and the skills and knowledge of the MHWB Lead.

3.5 Monitoring Impact Over Time

Positive mental health and wellbeing is influenced by such a large number of variables that there is no single definitive, reliable measure of the impact of actions on positive mental health and wellbeing.

Settings will ensure that they combine information from a range of sources in order to gain a picture of mental health and wellbeing strengths and areas to address within their community.

For example, these sources will include information about:

Information sources	Staff	Learners
Risk indicators	Patterns of sick leave, unexplained changes in performance	Number of learners known to specialist services Adverse Childhood Experiences (ACE) scores
Feedback	Validated self-assessment cycle surveys Joint NCTLG / Education Office survey Staff 1:1s and appraisals and information gathered through line management meetings	Guernsey's Young People's Survey Student voice Parent / Carer surveys
Profile of provision in benchmarking frameworks		Healthy Schools Guernsey The Bailiwick Inclusion & Equality Self Review Tool UNICEF Rights Respecting Schools Award
Quality Assurance Framework		Bailiwick of Guernsey Inspection Framework

Appendix 1: Eight Principles of Best Practice

As part of the development of the first version of this policy, the Educational Psychology Service led collaborative discussions with schools, support services and specialist services to establish shared understanding of best practice for education settings in promoting and supporting positive mental health and wellbeing.

The discussions led to

- The formulation of the Education MHWB [Implementation Plan](#) (January 2017)
- The establishment of MHWB Leads and the MHWB Leads' Network
- Agreement that the Eight Principles Framework of Best Practice is a comprehensive, evidence based, efficient framework for planning and recording work to promote and support positive mental health and wellbeing

The Eight Principles framework of Best Practice (listed in paragraph 3.2) were drawn from the Public Health England document [‘Promoting Children and Young People’s Emotional Health and Wellbeing: A Whole School and College Approach’](#). This document has been updated since it was first developed and the link is to the most recent version.

The Eight Principles Framework of Best Practice was cross-referenced with the then current school validation/inspection tool and the following documents to ensure that there was coherence between them all.

- Bailiwick Inclusion & Equality Self Review Tool
- Healthy Schools Guernsey Benchmarking Tool
- PSHCE Curriculum
- The UNICEF Rights Respecting Schools Awards

The collaborative discussions recognised, and sought to be responsive to the fact, that the Eight Principles of Best Practice relate to a further very wide range of Bailiwick strategies, frameworks and service providers. For example:

- **Island Wide:** Guernsey Mental Health and Wellbeing Plan, Islands Safeguarding Children Partnership (ISCP), Multi-Agency Support Hub (MASH), Children and Young People’s Plan, Domestic Abuse Strategy, Disability and Inclusion Strategy, Drug and Alcohol Strategy, Healthier Weight Strategy
- **Education Services:** Attendance Policy, Exclusion Policy, SEN Code of Practice, Health and Safety Policy, Guernsey Young People’s Survey, HR Policies, Staff Wellbeing surveys, CPD programmes for staff

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- **Services:** Early Years, Education Support Services, Education Specialist Staff (including Emotional Literacy Support Assistants (ELSA) and Mediated Learning Support Assistant (MeLSA)) and Services, HSC Services, Youth Commission, Sports Commission, Art Commission, Health Improvement Commission

Work to update the policy in 2024 has included collaboration with Headteachers and Principals, the Education Strategy Network, the group of settings-based staff who provide support and challenge around the embedding of the Strategy in our schools and settings and act as its conscience. Feedback has also been incorporated from the Educational Psychology Service and Commission partners including the Health Improvement Commission and the Youth Commission. Colleagues from Employee Representative Groups have also been involved in the review and update of the policy.

This work demonstrated that the Eight Principles Framework of Best Practice continues to be appropriate for strategic planning in this area and consequently form the basis of the Mental Health and Wellbeing Evaluation Framework, attached in Appendix 2.

Appendix 2: Mental Health and Wellbeing Evaluation Framework



Mental Health and Wellbeing Evaluation Framework

Organisation:	
Completed by:	
Date Completed:	
Review Date:	

Guidance for completing the mental health and wellbeing evaluation framework:

In 2015 Public Health England and the Children and Young People’s Mental Health Coalition identified eight key principles for emotional health and wellbeing. At the centre of these is leadership and management. This guidance was updated in 2021.

Please refer to *‘Promoting children and young people’s mental health and wellbeing: A whole school or college approach⁶’* for further guidance.



The following framework enables you to consider how you are delivering positive mental health and wellbeing priorities for your school or education setting. Based on the examples of ‘best practice’, you can evaluate areas of the framework for your setting as ‘red’, ‘amber’ or ‘green’.

⁶ [Promoting children and young people’s mental health and wellbeing \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

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RED: Indicates the school or setting does not meet any aspects of the criterion described and need to take action towards the best practice to move towards amber and green

AMBER: Means the school or setting has partly met the criteria and would need to take further action to move towards green

GREEN: Indicates the school or setting has fully met the criteria. Ensure that these remain embedded across all aspects of day to day operations adapting to change as it occurs

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Criteria	Best Practice / Green Level	Evidence
<p>1. Leadership and Management that supports and champions efforts to promote mental health and wellbeing</p> <p><u>Questions to consider</u></p> <p>How is the school, college or service providing visible senior leadership for mental health and wellbeing?</p> <p>To what extent are roles and responsibilities in supporting mental health and wellbeing clear for all staff?</p>	1.1 Awareness of who in Education oversees policy development and monitors mental health and wellbeing (MHWB) outcomes	Names:
	1.2 Have a named member of staff from the Senior Leadership Team (SLT) with overall responsibility for MHWB.	Your named SLT MHWB staff member is:
	1.3 Have an identified member of staff to lead on MHWB in accordance with the role as stated in Education’s Positive MHWB Policy.	Your MHWB Lead is:
	1.4 There is a shared and agreed clear vision for promoting whole organisation MHWB, the development of which has included the views of staff and of children and young people.	
	1.5 Mental health and wellbeing is prominently referenced within improvement plans, policies and practice (e.g. safeguarding, PSHE, behaviour/relationships, UNCRC, anti-bullying, inclusion and equality, SRE, SEN, health and safety, online safety, DAT)	
<p>Actions Required to Move Forward:</p> <ul style="list-style-type: none"> • What do you want to improve? • When do you want to do this? • Who will lead it? 	PLAN:	

<ul style="list-style-type: none"> • How will you measure success? 		
<p>Criteria</p>	<p>Best Practice / Green Level</p>	<p>Evidence</p>
<p>2. Ethos and environment that promotes respect and values diversity</p> <p><u>Questions to consider</u></p> <p>How comfortable do those within the organisation’s community feel about seeking help for their MHWB in an appropriate way?</p> <p>To what extent are the ‘3Rs’ of Relationships, Routines and Responses understood and promoted within the organisation?</p> <p>How does the school, college or service’s culture promote respect, inclusivity and value diversity?</p>	<p>2.1 Stigma associated with mental health problems is challenged</p>	
	<p>2.2 The organisation has an anti- bullying and discrimination culture supported by planned curriculum opportunities and / or effective policies and responses when such things occur</p>	
	<p>2.3 The organisation engenders values of inclusion and connectedness and belonging amongst staff and learners</p>	
	<p>2.4 Support is available and clearly promoted to all members of the organisation’s community including in the settings’ prospectus and website</p>	
	<p>2.5 All learners and staff know what to do if they want to talk to someone or need advice on their personal wellbeing</p>	
<p>Actions Required to Move Forward:</p>	<p>PLAN:</p>	

<ul style="list-style-type: none"> • What do you want to improve? • When do you want to do this? • Who will lead it? • How will you measure success? 		
Criteria	Best Practice / Green Level	Evidence
<p>3. Curriculum, teaching and learning to promote resilience and support social and emotional learning</p> <p><u>Question to consider</u></p> <p>How engaged are staff and learners in curriculum delivery and in working alongside partners to develop support for MHWB and how is this assessed?</p> <p>What focus is given within the curriculum to social and emotional learning and promoting personal</p>	3.1 Provide coordinated and valued learning opportunities to inform about social and emotional wellbeing and positive mental health for example through PSHE and other dedicated curriculum opportunities and campaigns, with effective assessment of learning	
	3.2 Ensure staff receive appropriate training to support them in delivering positive learning about mental health and wellbeing	
	3.3 Staff and learners are supported to develop resilience and positive MHWB through the application of a growth mindset	

resilience, and how is learning assessed?		
<p>Actions Required to Move Forward:</p> <ul style="list-style-type: none"> • What do you want to improve? • When do you want to do this? • Who will lead it? • How will you measure success? 	PLAN:	
Criteria	Best Practice / Green Level	Evidence
<p>4. Enabling learner and staff voice to influence decisions</p> <p><u>Question to consider</u></p> <p>To what extent are learners making significant contributions to supporting the MHWB of peers through a range of approaches?</p> <p>How does the education setting ensure all learners have the</p>	4.1 Ensure that all learners can regularly express their views, including individual and collective engagement	
	4.2 Ensure views are listened to and influence decision making	
	4.3 Learners are regularly updated on the changes made and the impact their contribution has had to the changes	

<p>opportunity to express their views and influence decisions?</p>		
<p>Actions Required to Move Forward:</p> <ul style="list-style-type: none"> • What do you want to improve? • When do you want to do this? • Who will lead it? • How will you measure success? 	<p>PLAN:</p>	

Criteria	Best Practice / Green Level	Evidence
<p>5. Staff development to support their own wellbeing and that of learners</p> <p><u>Question to consider</u></p>	<p>5.1 Staff mental health and wellbeing is highly valued and promoted. Staff are aware of the importance to support their own emotional wellbeing and impact this has on learners</p>	
<p>How is staff feedback gathered and</p>	<p>5.2 Staff in key roles are suitably trained and engaged in regular supervision</p>	

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Criteria	Best Practice / Green Level	Evidence
<p>6. Identifying need and monitoring impact of interventions</p> <p><u>Question to consider</u></p> <p>To what extent is there a shared understanding of distress that ensures mental health needs are recognised and responded to?</p> <p>How does the education setting assess the needs of students and the impact of interventions to improve wellbeing?</p> <p>https://www.corc.uk.net/media/1507/college-measures_310317_forweb.pdf wellbeing measurement for colleges</p> <p>wellbeing measurement for primaries https://www.corc.uk.net/media/1506/primary-school-measures_310317_forweb.pdf</p> <p>wellbeing measurement for secondaries https://www.corc.uk.net/media/1517/blf17_20-second-school-measuresbl-17-03-17b.pdf</p>	<p>6.1 Local, national and organisation level data about mental health and wellbeing is accessed, analysed and used to influence practice and provision</p>	
	<p>6.2 Validated tools are used to assess learner and staff wellbeing, in conjunction with appropriate support agencies where appropriate (eg Strengths and Difficulties Questionnaire, Revised Children’s Anxiety and Depression Scale etc.)</p>	
	<p>6.3 Curriculum and interventions are evaluated to assess impact and direct future development, using a graduated approach</p>	
	<p>6.4 The needs of those groups of learners vulnerable to mental health problems are recognised and addressed including those with adverse childhood experiences (ACEs), lesbian, gay, bisexual, transgender (LGBT), black, minority, ethnic (BME) young people</p>	

<p>Actions Required to Move Forward:</p> <ul style="list-style-type: none"> • What do you want to improve? • When do you want to do this? • Who will lead it? • How will you measure success? 	<p>PLAN:</p>	
<p>Criteria</p>	<p>Best Practice / Green Level</p>	<p>Evidence</p>
<p>7. Working with Parents and Carers</p> <p><u>Questions to consider</u></p>	<p>7.1 Parents and carers are regularly provided with accessible information about mental health and wellbeing policies, procedures and how to access services</p>	

<p>How does the school or college work in partnership with parents and carers to promote emotional health and wellbeing?</p>	<p>7.2 Parents and carers are regularly offered opportunities to participate in events that will deepen their understanding on mental health and wellbeing and support their parenting and family life</p>	
<p>To what extent do education settings work alongside parents and carers to develop positive relationships that will help build their confidence in seeking help and support when needed?</p> <p>How well do education settings communicate with parents and carers about the whole organisation approach to MHWB and help signpost them to supports for themselves and their children?</p>	<p>7.3 Parents and carers are involved in any support provided by the education setting or decisions about their child with regard to mental health</p>	
<p>Charlie Waller Memorial Trust https://www.cwmt.org.uk/ Young Minds Parent helpline https://youngminds.org.uk/</p>	<p>7.4 Parents' and carers' feedback is sought into the work that is being done around MHWB and parents report that they feel included in the community</p>	
<p>Actions Required to Move Forward:</p> <ul style="list-style-type: none"> • What do you want to improve? • When do you want to do this? • Who will lead it? • How will you measure success? 	<p>PLAN:</p>	

Criteria	Best Practice / Green Level	Evidence
<p>8. Targeted support and appropriate referral</p> <p><u>Questions to consider</u></p> <p>How does the school or college ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services?</p>	<p>8.1 All learners understand where they can access help and support both in and outside of education through prominent information and sign posting (e.g. posters/website/communication platforms etc.)</p>	
	<p>8.2 All staff are aware of and understand the risk factors for mental health problems and are able to recognise basic warning signs that suggest a learner or colleague might need help and support</p>	

	<p>8.3 All staff are aware of the value of listening to learners in distress and are supported to help a learner who approaches them for help whilst mainlining safeguarding procedures</p>	
	<p>8.4 All staff are aware of when and to whom (e.g. nominated member of staff or external services) a learner should be referred if MHWB problems are escalating or causing concern</p>	
<p>Actions Required to Move Forward:</p> <ul style="list-style-type: none"> • What do you want to improve? • When do you want to do this? • Who will lead it? • How will you measure success? 	<p>PLAN:</p>	

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POSITIVE MENTAL HEALTH AND WELLBEING IN EDUCATION SETTINGS

Sources of Further Support:

Time to Change: A Whole School Approach to Mental Health- Guidance for School Leaders <https://www.time-to-change.org.uk/get-involved/get-involved-in-schools/school-leaders>

Mentally Healthy Schools: <https://www.mentallyhealthyschools.org.uk/>

PSHE Association, Mental health and emotional wellbeing plans [https://www.pshe-association.org.uk/
Promoting children and young people's mental health and wellbeing \(publishing.service.gov.uk\)](https://www.pshe-association.org.uk/Promoting%20children%20and%20young%20people%27s%20mental%20health%20and%20wellbeing%20(publishing.service.gov.uk))

Appendix 3: Resources

The MHWB Leads have established a shared knowledge of best practice guidance covering the Eight Principles, and the 3 R's of Relationships, Routines and Responses. Key publications that give guidance on best practice include:

Staff

Resource	Link
Anna Freud – staff	https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/supporting-staff/
Mental Health First Aid	https://mhfaengland.org/organisations/youth/
Education Support	https://www.educationsupport.org.uk
Mental Health Foundation	https://www.mentalhealth.org.uk/our-work/programmes/programmes-families-children-and-young-people/resources/prioritising-your-mental-health-and-wellbeing-school-staff
States of Guernsey Employee Assistance Programme	Employee Assistance Programme (EAP) (sharepoint.com)
Education Support	Education Support, supporting teachers and education staff

Staff, learners, parents and carers

Resource	Audience	Link
Anna Freud	Staff, learners, parents/carers	https://www.annafreud.org/

POSITIVE MENTAL HEALTH AND WELLBEING IN EDUCATION SETTINGS

Time to Change	Staff, learners, parents/carers	https://www.time-to-change.org.uk/
Young Minds	Staff, learners, parents/carers	https://youngminds.org.uk
Mental Health Foundation	Staff, learners, parents/carers	https://www.mentalhealth.org.uk/our-work/programmes/families-children-and-young-people/resources
Sunflower Project	Learners	https://youthcommission.gg/support/

Books		
Growth Mindset Pocketbook		https://www.amazon.co.uk/Growth-Mindset-Pocketbook-Barry-Hymer/dp/1906610606/ref=sr_1_4?ie=UTF8&qid=1550247568&sr=8-4&keywords=growth+mindset+coach
Restorative Justice Pocketbook		https://www.amazon.co.uk/Restorative-Justice-Pocketbook-Margaret-Thorsborne/dp/190661010X/ref=sr_1_1?s=books&ie=UTF8&qid=1550059156&sr=1-1&keywords=restorative+justice+pocket+book
Handbook for Schools on Bereavement and Loss Guernsey Bereavement & Loss Network		Link to handbook

UK and International Strategic Documents		
UK Government Green Paper on Transforming children and young people's mental health provision: Quick Read (July 2018)		https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper/quick-read-transforming-children-and-young-peoples-mental-health-provision
Government Response to the Consultation on Transforming Children and Young People's Mental Health Provision: a Green Paper and Next Steps		https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/728892/government-response-to-consultation-on-transforming-children-and-young-peoples-mental-health.pdf
NICE Guidance		https://www.nice.org.uk/guidance/ng223

POSITIVE MENTAL HEALTH AND WELLBEING IN EDUCATION SETTINGS

UNCRC	https://www.unicef.org.uk/what-we-do/un-convention-child-rights/
World Health Organisation	https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response
Reports and Publications	
Mental Health and Behaviour in Schools – Department for Education	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf
Supporting Mental Health in Schools and Colleges - Department for Education	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/705083/Supporting_Mental-Health_pen_portraits.pdf
The Link Between Pupil Health and Wellbeing and Attainment	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf
An Unhealthy Dose of Stress – Center for Youth Wellness	https://drive.google.com/file/d/1RD50lIP2dimEdV3zn0eGrgtCi2TWfakH/view
Welsh Adverse Childhood Experiences (ACE) Study	https://www.ljmu.ac.uk/~media/phi-reports/pdf/2016_01_adverse_childhood_experiences_and_their_impact_on_health_harming_behaviours_in_the.pdf

Appendix 4: Staff Wellbeing Charter

The charter is a series of guiding principles which set out a shared commitment to protect, promote and enhance the wellbeing of staff. These principles are intended to reflect the practical steps we can all work towards to implementing in order to contribute to the development of a system-wide culture which supports the positive mental health and wellbeing of all those who work within States' maintained education.

As a system, collectively and individually we will take steps to:

- 'Design-in' wellbeing. We will consider the impact of policy on workload and consider the impact of policy changes on staff wellbeing.
- Continue to work collaboratively across services, schools and TGI to drive down unnecessary workload. We will work to remove unnecessary burdens.
- Build staff wellbeing and mental health into wider communications strategy on recruitment and retention, linking to existing campaigns that aim to tackle mental health stigma in our society.
- Continue to invest in professional development and make sure that it includes mental health and wellbeing where appropriate.
- Tackle mental health stigma within the organisation and across wider education services, promoting an open and understanding culture.
- Give the same consideration and support to mental health as physical health, including in the management of staff absence.
- Work to improve access to high quality mental health and wellbeing resources including those available through the [States of Guernsey Employee Assistance Programme](#).
- Review progress made against our commitments in 2025 as part of our reporting against the Education Strategy. We will also review the impact of this charter in helping to protect, promote and enhance wellbeing among staff.

Principles of shared understanding

1. Wellbeing is subjective and includes, but is not limited to, our physical and mental health, and the quality of our social relationships. Wellbeing can therefore be described as a state of total health that is not merely the absence of disease or illness.
2. Wellbeing has multiple benefits; it helps us manage stress, relate to others, and make positive choices.
3. Wellbeing is holistic and is affected by many interrelated factors. This means that levels of low or high wellbeing are rarely due to just one factor, and that the issue should be looked at holistically.

4. Wellbeing is a shared responsibility across the entire education system. There is no single panacea or golden bullet to improving wellbeing. It must be a long-term and concerted effort from people across the system, each fulfilling their responsibilities, many of which are covered by a range of existing frameworks, including for example HR processes, line management relationships, legislation and policies and practice.

Appendix 5: Linked and Associated Documents

States of Guernsey documents

[Mental Health & Wellbeing Strategy for Guernsey 2023 - 2029](#)

[Guernsey and Alderney Children and Young People's Plan 2023 – 2026](#)

Education Office policies

[Anti-Bullying Procedures and Guidance](#)

[The Bailiwick Curriculum](#)

[Dogs as Therapy in Schools](#)

[Drug, Alcohol, Tobacco Education and Management of Drug Related Incidents](#)

[External Providers, Businesses and Support Agencies Working with Educational Establishments](#)

[Food in Guernsey Schools](#)

[Governance](#)

[Health & Safety](#)

[Inclusion and Equality policies and guidance](#)

[Medicines in Schools Supporting Learners](#)

[Meeting the Needs of High Prior Attaining Learners and Learners with High Potential](#)

[Physical Activity, Physical Education and Sport in Bailiwick of Guernsey Schools](#)

[Positive Handling](#)

[Promoting Good Behaviour in Schools](#)

[Safeguarding](#)

[Additional Learning Needs \(ALN\) Code of Practice \(previously the SEND Code of Practice - updated version currently in development\)](#)

[Workforce Strategy \(currently in development\)](#)