

Healthy Young Minds in Herts Self Review Kite Mark Accreditation

A whole school and college self-review and accreditation for emotional wellbeing, mental health and suicide awareness

“We all have mental health and anyone can develop a mental health issue. Prevention is the only sustainable way of reducing the burden caused by mental and behavioural problems” (World Health Organisation)



Introduction

The Healthy Young Minds in Herts (HYMIH) School Accreditation process enables schools and colleges to achieve kite mark status for their contribution to supporting mental health and wellbeing by completing a self-reflective document containing 11 key areas, which is reviewed and discussed in a multi-agency panel. The panel consists of representatives from Public Health, Public Health Nursing service, Educational Psychologist, Herts for Learning, Primary, Secondary, Specialist schools and the Strategic Leads for Mental Health in Schools.

As schools find themselves increasingly responding to the mental health difficulties of staff, parents and pupils the kite mark accreditation process, provides schools the opportunity to complete a self-review document, where schools are encouraged to review and reflect on their current interventions, provisions, resources, practice and tools the school has in place and question, “are we doing enough?”, “what improvements can be made?” to support schools to develop their own whole school approach to improving mental health and emotional wellbeing whilst ensuring a consistent approach to school based competency in relation to mental health and wellbeing. The self-review document can also be used by schools/ settings who are not looking to complete the kite mark accreditation, but to use the framework to internally support, strengthen and increase consistency of good practice around emotional wellbeing and mental health.

The kite mark accreditation is a process and an on-going developmental journey for the school whereby different schools will be at different stages of their emotional wellbeing and mental health journey. For a school to be awarded with the Healthy Young Minds in Herts kite mark;

they would need to demonstrate reflective practice with clear actions on how to develop their good practice and have a clear plan about how to mitigate any gaps.

As part of this process, schools are not expected to have all anticipated and expected practices implemented at the time of submission/ accreditation; however, they are expected to follow the action plan they have submitted to the panel and provide an updated annual action plan which is submitted to the multi-agency panel to review for the duration of the 3 years accreditation period in order to provide reassurance on how things are progressing in the school in relation to supporting children, young people, parents and staff emotional wellbeing and mental health.

Once schools have held the kite mark accreditation for at least one year, the Suicide Aware Schools and College Status Award is available to schools to apply for, which aims to enhance whole school awareness, increased confidence and consistency of good practice and quality assured training and resources in the event of a suicide or attempted suicide within the school or the broader community.

These awards have been requested by both schools, colleges and professionals and the process has been developed through the Hertfordshire Suicide Prevention Children and Young People Task and Finish Group.

Data to support a case for the Healthy Young Minds in Herts School and College Self Review Kite Mark Accreditation

- "Rates of probable mental disorders have increased since 2017. In 2020, one in six (16.0%) children aged 5 to 16 years were identified as having a probable mental disorder, increasing from one in nine (10.8%) in 2017. The increase was evident in both boys and girls."
- "The likelihood of a probable mental disorder increased with age with a noticeable difference in gender for the older age group (17 to 22 years); 27.2% of young women and 13.3% of young men were identified as having a probable mental disorder."
- "About six in ten (62.6%) children aged 5 to 16 years with a probable mental disorder had regular support from their school or college, compared with 76.4% of children unlikely to have a mental disorder."

[Mental Health of Children and Young People in England, 2020](#)

There are clear links between positive emotional wellbeing and capacity for learning:

- "School-based programmes of social and emotional learning have the potential to help young people acquire the skills they need to make good academic progress as well as benefit pupil health and wellbeing." ([Public Health England, 2021 P.11](#))
- "School-based programmes of social and emotional learning therefore have the potential to help young people acquire the skills they need to make good academic progress. They also produce benefits to pupils' health and wellbeing, offering a significant return for the

resource and time investment by schools to establish such programmes.” ([Public Health England, 2014 P.6](#))

- “Promoting physical and mental health in schools creates a virtuous circle reinforcing children’s attainment and achievement that in turn improves their wellbeing, enabling children to thrive and achieve their full potential.” ([Public Health England, 2014 P.5](#))
- “Ofsted has identified a strong correlation between schools that achieved a high grade for personal, social, health and economic education (PSHE) and those that were graded outstanding for overall effectiveness.” ([Public Health England, 2014 P.6](#))



Feedback from schools who have achieved the Healthy Young Minds in Herts School and College Self Review Kite Mark Accreditation

- “We found the process really helpful in highlighting what we did well and where we needed to improve
- It was also helpful to look at anecdotal evidence / case studies as this helped to support our application in a more rounded way (e.g. not just numbers).
- I found it helpful to complete the document on my own then pass it to different staff across the school with different roles and ask them to add to it / comment to ensure we got a whole school perspective”

Stanborough School, Aug 2021

“The Kite Mark tool has been a helpful means of reflection across the school in regards to policies and practice in many different areas and remits. The action plan allows you to structure ideas and actions that need to be developed or explored further and can work alongside the school development plan as a wider strategic tool. The Kite Mark encourages whole school practice to consider and review aspects within the organisational structure and the curriculum to ensure an inclusive approach to how we manage the wellbeing and mental health of our pupils and staff.”

The Reach Free School, Aug 2021

Process

To apply and complete the Healthy Young Minds in Herts School and College Accreditation, all schools and colleges are required to review the below criteria and complete the Self review RAG document which will then be reviewed at a multi-agency panel that meets on a 6 weekly basis.

Once schools and colleges have reviewed the criteria and guidance information and may have started or are looking to complete their Self review RAG document, further support and guidance can be offered by the Strategic Leads for Mental Health in schools by attending a Kite Mark webinar, which is designed to talk through the processes and discuss sections in more detail. To make a booking on the Kite Mark Webinar you can follow the link [here](#).

Your school and college will then be able to work through the Self review RAG document providing in depth evidence of what you are currently doing to support the emotional wellbeing of student, parents and staff within your school community and what areas you would like to develop in the future. In addition to the Self review RAG document, additional documents and evidence can be provided to support your application, for example schools can submit their supporting evidence through a PowerPoint or additional appendices, however any additional documents need to be clearly labelled, stating the section the supporting evidence relates to.

When you are ready to submit the Self review RAG document and any supporting evidence, this needs to be sent electronically either by:

Securely in a password protected document to Charlotte Dyer at
hertsvalleysccg.schoolsmh@nhs.net

or

Via Herts FX to schoolMHTraining@hertfordshire.gov.uk

**Please note Herts FX allows you to attach a large number of documents to your email but will require an initial email from schoolMHTraining@hertfordshire.gov.uk for you to respond to.*

Post Submission of documentation

1. Once your submission has been received, you will be notified of confirmation of receipt.
2. Your Self review RAG document will then need to undergo preliminary checks to ensure it has been completed fully and all supporting evidence links and documents can be viewed and shared with all panel members.
3. You will be notified within 10 days by email of the outcome of your preliminary checks and whether any further amendments are required before your Self review RAG document can be viewed at panel.
4. Once your submission is ready to be reviewed at panel, you will be notified with confirmation of the date your school/colleges submission will be discussed. ***Please note submissions are on a first come first basis and therefore your school/college**

submission may not be reviewed at the next published panel date due to high volume of submissions. The panel dates agreed for the year can be viewed [here](#).

5. Following the agreed panel meeting date your school and college will be contacted by a member of the panel within 10 days to let you know the outcome of your submission. The panel member may notify you that your school or college has been successful with some areas of feedback to consider further **or** they may indicate areas for further reflection where a re-submission from the school or college is encouraged. This discussion may be held in an arranged meeting following contact after the panel meeting as a way of the panel providing additional support to enable a resubmission.
6. Further to your school or colleges conversation with a panel member you will receive a formal letter from the panel notifying you of the outcome of the panel which will include areas of strength and areas where further reflection is recommended.
7. Upon successfully being awarded the Healthy Young Minds in Herts kitemark accreditation which includes a signed certificate and the use of the Healthy Young Minds in Herts Whole School and College Approach logo, your school will be required annually to provide an updated action plan for 3 years. The updated action plan needs to reflect the process the school has taken since being awarded the accreditation, referring to the previous years action plan and ensure any new actions the school is looking to carry out are added.

Should for any reason there is a delay in this process-you will be notified of this

Criteria for Healthy Young Minds in Herts Self Review Kite Mark Accreditation

Element	Essential Requirements- to be clearly evidenced in your submission
Whole school approach to improving mental health and wellbeing	<ul style="list-style-type: none"> Registered to access school resources on Healthy Young Minds in Herts website. A named mental health lead is essential and having a Deputy MHL in place is strongly encouraged.
Training and resources for staff on mental health and wellbeing	<ul style="list-style-type: none"> Have actioned or plan to do so a minimum of one whole school staff mental health awareness session over the last year. (For example a MindEd session, staff drop-in, online information sharing for staff, staff webinar session). Attendance or a booking has been made for MHL Level 2 training delivered by the Strategic Leads for Mental Health in schools, by the MHL and/or DMHL. Refresher course required two yearly. Evidence of all staff access and delivery/ or planning date of delivery of Level 1 emotional wellbeing awareness training slides delivered by MHL (provided on Level 2 MHL training) All school staff to have completed/ or planned time scale on completing a minimum of 2 MindEd schools mental health modules from the schools learning path Evidence of recording and monitoring of training attendance on school CPD logs and embedding of learning within school practice. This needs to be demonstrated in the Self review RAG document.
Information for parents, children and young people on positive emotional wellbeing and mental health awareness and signposting	<ul style="list-style-type: none"> Schools to share with Parents/Carers and to be familiar with, Talking about anxiety-Tips for parents, Anxiety Toolkit, self-harm toolkit, COVID resources document Engagement with EPS- Return to school document. Signposting parents for further support/resources around their own wellbeing and maintaining own/child/young person positive emotional wellbeing i.e. HCC Funded parenting groups, SEMH- NESSie funded offer for parents of CYP with SEND. Engaged with 5 Ways to Wellbeing toolkit for professionals resources Engaged with School Nursing – Health for Kids and Health for Teens websites

	<ul style="list-style-type: none"> Supporting parents who have children with SEMH to engage with a range of approved providers. <p>One of the following recommended:</p> <ul style="list-style-type: none"> My Teen Brain training and lesson plans. General quality assured training/workshops via other external provider Schools in Mind Anna Freud centre resources.
<p>Optional Requirements:</p> <ul style="list-style-type: none"> Eat, Move, Love Spot the signs signposting guide Quality assured workshop from other external provider Complete Hertfordshire STEPS programme for key members of staff A nominated member of staff to attend/ plan to attend the Mental Health First Aid Youth one day course and/or the MHL/DMHL to attend/plan to attend the Mental Health First Aid Youth two day course Engaged with Just Talk campaign e.g. Lesson plans and resources from JT packs via https://www.justtalkherts.org <p>Additional Information and Resources to support Staff Wellbeing:</p> <ul style="list-style-type: none"> Resources and awareness of teacher wellbeing and Signposting to external Teacher Wellbeing support including HPFT self-help and webinars. School staff to be aware of Wellbeing Safe Signposting Guide by Mind further staff wellbeing resources can be found on the HYMIH website. 	
<p>Additional comments:</p> <ul style="list-style-type: none"> The panel will accept for review the self-review documents and action plan from schools who have achieved a National Whole School Accreditation, e.g. AcSEED, or previous HFL Quality Mark for MH and any additional information which may be required to meet the Hertfordshire Self Review RAG document criteria, will need to be submitted. 	

Guidance- Helpful pointers and tips

Remember that this accreditation is a journey the school has embarked on. It is not about getting it all right straight away, but more importantly about the [reflection](#) exercise. Each school will be at a different point on this process.

What NOT to do:

- **Please do not** indicate staff members' names. Instead indicate job titles/ roles.
- **Please do not** include identifiable information regarding individual children young people or families or family/academic details which could lead to identification of vulnerable pupils and their families. To protect sensitive identifiable information please use pupil A, B, C or initials etc. With photographs, consent from the parents needs to be sought before sharing as part of the evidence process as we are an external agency to Education (Health and services at the Local Authority).
- **Please do not** use abbreviations although you may wish to provide a guide in the body of the document for our reference. Please do not assume the multi-agency panel is familiar with all the programmes the school might be delivering.

Helpful suggestions:

- Primary schools are **not** required to complete section 3.10.
- **All information** needs to be used/ activities need to have taken place in the last 3 years.
- While completing the document, think about the following 3 questions:
 - So?** (What is the school currently doing),
 - So what?** (What does it mean in terms of impact/ change within the school culture), what difference does it make?
 - What next?** (What will you be doing about this to achieve the required changes, what are you hoping to achieve by doing this?).
- **ALL BOXES** in every section in the table (evidence, activity, impact, actions) along with **ALL BOXES** in the action plan should have information against it, even if it is rated green.
- It is not expected that all areas of the document will be **rated** green on first submission. The aim is to reflect on current school processes and activities, and consider both areas of strengths, gaps while indicating any plans on how to mitigate the gaps being realistic to school time frame and other school commitments/ requirements. What the panel will be looking for is where areas of gaps have been identified – what the setting is planning to do about this. This demonstrates self-reflective practice which is the essence of this exercise.
- Some evidence/ examples/ impact may be the same in different sections but used differently or may highlight different pieces of information within that same example.

- Include both **qualitative** and **quantitative** information. For example, if you are planning to run parents workshops – indicate how many workshops you are planning to set up, how many parents will be attending and what you expect the impact will be.
- Additional evidence to support the content in your document will need to be clearly referenced throughout the document. You could embed links into the document in the boxes, you can create a document/PowerPoint with all supporting information clearly labelled or you could provide us with folders per section with the extra information. Panel members will need to know which supporting evidence links to which section in the document. Should you wish to send your document and supporting evidence over via Google Docs- all documents embedded within the document need to be fully shared so all panel members can view these.
- Action plan requires all sections to be completed. The actions within the action plan can be an overall action per each section. Should schools be on their 2nd or 3rd year of completing the action plan, where possible this should be linked to the previous years, to ensure continuity and development can be viewed. Schools are not expected to complete all actions and should actions not have been completed, information on why this was the case is useful for the benefit of panel members.

What we expect to see in each column of the Self review RAG document.	
Evidence	Links, images, what is it that they are doing to achieve that particular point
Examples of Activities	Examples of activities that are taking place as per above
Impact	We recognise that measuring impact is not always straight forward to capture in all areas of the document. Be creative and consider including feedback/ comments from pupils/ parents/ staff from workshops/ staff survey or you may have a positive comment from a pupil who had indicated directly to you or another staff member how a particular activity/ intervention in the school has helped them in a particular way and how do you know this? Consider: what has changed or is now different for the CYP/ staff member or parent/carer as a result of having implemented this activity?
Action	What would you like to improve? What is your schools vision for the future? When will this be done by and by whom? Use Specific, Measurable, Achievable, Realistic, Time bound actions (SMART).