

What are students in Cornwall saying about their emotional wellbeing and mental health?



Results of the
Wellbeing Measurement Framework
Survey

Start Now.

HEADSTART
KERNOW

For more information about this resource and Headstart school support please contact:

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You can download the resource / additional materials / templates at:

www.headstartkernow.org.uk/sec-sch-support/

Young People's Start Now website: www.startnowcornwall.org.uk/



Start Now.

What is Start Now?

Start Now has been created by Headstart Kernow Youth

Headstart Youth are a group of young people who help run the Headstart Programme and make sure the adults are listening to us. Some of us struggle with our own wellbeing and want to use our experiences to help make things better for other young people.

We wanted to:

- Share what HSK Youth is and how young people can get involved
- Share their thoughts about emotional wellbeing and mental health
- Make resources for schools to use to engage students in their Headstart work
- Reach out to young people who aren't in school



We worked together to:

- Come up with the idea of '**Start Now**' by looking at "Headstart Kernow" in a different way
- Design / build our own website — www.startnowcornwall.org.uk
- Design our new look with the Cornwall Council Design Team
- Decide the things we thought are most important to share with other young people including '**It's OK not to be OK**'

HSK Youth want all young people in Cornwall to:

Know how to look after your own wellbeing and mental health...

... and that "**It 's OK not to be OK**" but also how to:

- Be aware when you need help
- Know where to get help
- Be confident to ask for help
- Help your friends when they are struggling
- Make sure your voice and your views are heard



YOU can join us

If you would like to make sure we do the best for YP mental health and wellbeing you can join Headstart Youth. We would love to have you involved.

Talk to a member of staff in school or go to
www.startnowcornwall.org.uk/get-in-touch/

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Introduction for Staff



Introduction for Staff

This resource is a student introduction to the **Wellbeing Measurement Framework (WMF)**. It is intended to help you share the findings of the survey with students and engage them to:

- *celebrate what's going well and;*
- *work with you to explore & address some of the challenges*
- *Engage students who are about to take the survey .*

"young people are very reliable reporters of their own mental health and wellbeing"

The resource includes Cornwall data; templates for information from your school and some of the emerging findings from the national Headstart WMF dataset about young people's wellbeing.

There are additional activities that could be used in PSHE or tutor time. These activities are based on some of the subscale items in the report. We hope these will engage young people in thinking about their own wellbeing and that of their peers. Also to encourage them to get involved in campaigning and awareness raising in school.

In the third and final year of Headstart Kernow we are keen to see all students at the heart of plans for the future beyond Headstart. We believe it is important that they take an active role in a **Universal Whole School Approach** to mental wellbeing.

"Young people consulted in the development of these reports feel strongly that students should be included in discussions around the feedback, particularly to plan activities and approaches to raise awareness of strengths or difficulties the WMF may highlight. They suggested involving a range of students (not just those involved in councils) in planning how to raise awareness about mental health and wellbeing and to support the needs of students"

From the Introduction to the 2019 Report

The new Ofsted Framework..

The new Ofsted framework is built around the factors that have the **greatest protective effect** for all children. **'What's it like to be a child in this school?'** is the context for the inspections.

There is a **strong systemic resilience-based design** to the inspection.

Within **personal development, high-quality pastoral care** is an important aspect, including the way that the school manages **bullying**.

There are lots of references to a school's role in developing good social influences and **good relationships with peers and staff**.

Staff well-being is a key feature of the leadership and management.

The WMF reports and young people's understanding of their own wellbeing can be a part of the overall picture for Ofsted.

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Mental Health Leads in Schools

Part of the ambition in the government's MH Green Paper is a MH Lead in every school. Soon schools should hear more about what this role might look like and find out about training that will be available for all schools. In the meantime we've been thinking about the role and what it might look like:

- Clear policy to promote Mental Health
- A universal Whole School Approach
- Ensure everyone talking about Mental Health and wellbeing – standing item on agenda for all meetings including the School Council etc.
- Make it visible - Mental Health noticeboard(s). Information and signposting.
- Measuring & monitoring (e.g. WMF).
- Evaluate interventions
- Peer support scheme to work alongside the Lead to champion Mental Health.

The WMF could be a good starting point for the role & student involvement.

See our [website](#)* for more information, resources and links



Ideas for using the resource

The resource can be used in a number of ways:

- Discussion groups
- Tutor Time / PSHE lessons
- Assemblies (there are slide templates)
- Posters (there are templates included for you to create your posters)
- Headstart Youth Group—to help them create plans for Y3 and decide how to use their HSK Youth funding
- Alongside a 'I wish my teacher knew...' activity
- Looking at the results over the last 3 years of the survey (the online tool gives access to all 3 years of results and reports).
- Using the results together with other information the school has: in-school surveys; the **SHEU wellbeing survey** (if used) and things like the [Good Childhood Report](#).



The resource, including editable templates and additional activities, is available to download online along with other resources / links to support you Headstart work in school.

*www.headstartkernow.org.uk/sec-sch-support/

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What's included?

- 2019 Results Summary for Cornwall
- Blank templates for presenting your school results
- Discussion activities based on analysis of the results for all Headstart areas from the last 3 years carried out by the team overseeing the WMF
- Focus on seven of the subscale items (for your school / Cornwall) including linked discussion / activity ideas

We have chosen **subscale items*** from each of the **3 question types**:

Questions about mental health and wellbeing	Questions about emotional strengths and skills	Questions about support networks
<ul style="list-style-type: none">• emotional difficulties• behavioural difficulties• positive wellbeing	<ul style="list-style-type: none">• coping with stress• empathy	<ul style="list-style-type: none">• school support• peer support

For these we use the Cornwall-wide data. You can add your school's data into the templates provided for comparison.

We've chosen these items as they provide useful starting points for discussion and opportunities for reinforcing key messages such as **'It's OK not to be OK'** and **'5 Ways to Wellbeing'**

These are also areas that lend themselves well to practical action planning for students who want to get involved, e.g. .in setting up a wellbeing group or a peer support team.

For a more detailed introduction to the WMF including a list of the questions used see [the website](#)

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***<https://www.headstartkernow.org.uk/sec-sch-support/wmf--yp/>**

Why focus on these areas?

Emotional / Behavioural difficulties - provides opportunities for a good discussion about differences between age / gender / YP in different circumstances. Also helps open up an understanding around behaviour as communication and why relationships are a crucial part of the school ethos and behaviour policies.



Positive wellbeing - a chance to talk about self-care strategies and The 5 Ways to Wellbeing.

Coping with stress - from exam stress to the way many young people 'have anxiety' without a real understanding of what it is and understanding the differences between stress and anxiety.

"I'm worried about my exams & the results along with the stress & anxiety they come with"

Empathy - important for helping friends and understanding 'others' to tackle bullying and discrimination by 'walking a mile in their shoes'.

School Support - quite often students are aware of support for higher levels of need but aren't aware of the day to day support they can receive if their worried about something or need someone to talk to including an 'emotionally available adult'. For other students there are barriers that stop them asking for help - including concerns about what will happen if they seek help. This provides an opportunity to explore help seeking skills and see it as a strength.

"I didn't know I could ask"

Peer support - is a key part of a young person's support network. A focus on peer support (and empathy above) can help students consider how they can ask friends for help and how to offer help and support to others. Can also provide a starting point for developing a peer support scheme in school.



Some questions asked by the WMF Research Team: a useful starting point for discussion with students*?

- Why do we see different levels of emotional and behavioural difficulties in boys and girls?
 - How can adults better recognise the whole range of mental health difficulties experienced by young people, and improve the way they support young people who are experiencing difficulties with their mental health?
- (As part of this discussion think about how mental health problems are sometimes hidden from view or may present through other behaviours).*
- What factors affect how willing and able young people are to reflect on their own mental health, and to talk about mental health with others?

Intentionally blank

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