

Institution: Leeds Beckett University		
Unit of Assessment: 23, Education		
Title of case study: Improving pupil and teacher mental health and wellbeing		
Period when the underpinning research was undertaken: 2017-2020		
Details of staff conducting the underpinning research from the submitting unit:		
Name(s): Jonathan Glazzard	Role(s) (e.g. job title): Professor of Inclusive Education	Period(s) employed by submitting HEI: 31/07/2017-Present
Period when the claimed impact occurred: 2017- February 2021		
Is this case study continued from a case study submitted in 2014? N		
<p>1. Summary of the impact (indicative maximum 100 words)</p> <p>Evidence suggests that 850,000 children and young people have a diagnosable mental health problem and that mental ill health is increasing for staff who work within all sectors of education. The Centre of Excellence for Mental Health's research was used to create a framework for schools and colleges that enables them to implement institution wide approaches to support mental wellbeing. The framework, which leads to a mental health award for schools and colleges once evidenced, has been adopted nationally and overseas by nearly 1000 settings across primary, secondary, independent and international schools as well as Further Education Colleges. Our evaluation of the framework demonstrates that the framework improved wellbeing in pupils in 84% of schools and wellbeing of staff in 87% of schools and has led to improvements in pupils' attitudes towards mental health. Our data also suggest that the framework helped to reduce stigma in relation to mental health, created a more positive culture in schools for pupils and improved the mental health curriculum in schools. Additionally, this initiative supported the development and enhancement of the reputation of a social enterprise.</p>		
<p>2. Underpinning research (indicative maximum 500 words)</p> <p>Evidence suggests that one in ten young people has some form of diagnosable mental health condition and there is evidence that schools and colleges play a vital role in identifying needs and referring children onto specialist services where this is required (DfE, DoH, 2017). The Centre was established in 2017 to support schools and colleges to develop evidence-based institutional-wide approaches to support the mental health of children and young people. The Centre is a partnership between the Carnegie School of Education and the social enterprise Minds Ahead. The Centre has developed programmes of professional development for school and pastoral leaders and teachers delivered nationally and internationally. Additionally, the Centre has developed a research informed framework to support schools and colleges in developing high quality mental health provision.</p> <p>Our research in the Centre demonstrates the significance of promoting staff wellbeing as part of a whole institutional approach to mental health. Previous research (e.g., Public Health England, 2015) did not identify the crucial role of staff wellbeing within its whole school approach to mental health. Through a systematic review of existing research (R.1), we were able to identify the critical elements of the whole school approach to mental health. In 2018 the Centre was commissioned by Education Support, a national charity which supports the wellbeing of education staff across all sectors of education, to conduct research into teacher wellbeing. The research explored the factors which impacted on teacher wellbeing and the impact of poor</p>		

teacher wellbeing on pupils, addressing a significant research gap in the field. Through our research with teachers and school leaders we highlighted ways in which the wellbeing of staff can affect the wellbeing and progress of children and young people (R.2). We interviewed 64 children to explore their perceptions of the impact of poor teacher mental ill health. We also piloted and evaluated educational interventions to improve young people's mental health (R.3; R.4). We used the findings of the research to develop a framework to support schools and colleges to develop whole institutional approaches to mental health. Based on the findings of our research, one strand of the framework was developed to support schools with addressing the wellbeing of staff. In conjunction with Minds Ahead we subsequently developed a programme of professional development which focused on all aspects of the whole institutional approach to mental health. This programme was rolled out across the UK and the UAE to teachers, pastoral leaders, and school leaders. We also developed a programme of online professional development for governing bodies.

3. References to the research (indicative maximum of six references)

R.1 Glazzard J. (2019), A Whole School Approach to Supporting Children and Young People's Mental Health, *Journal of Public Mental Health*

<https://doi.org/10.1108/JPMH-10-2018-0074>

R. 2. Glazzard J., and Rose A (2020), The Impact of Teacher Well-Being and Mental Health on Pupil Progress in Primary Schools, *Journal of Public Mental Health*

<https://doi.org/10.1108/JPMH-02-2019-0023>

R. 3. Glazzard J., and Rose A. (2020), The impact of peer mentoring on students' physical activity and mental health, *Journal of Public Mental Health*

<https://doi.org/10.1108/JPMH-10-2018-0073>

R. 4. Glazzard, J. and Szreter, B. (2020), Developing students' mental health literacy through the power of sport, *Support for Learning*, 35, (2).

https://nasenjournals.onlinelibrary.wiley.com/doi/full/10.1111/1467-9604.12301?casa_token=8kvnGniqBbgAAAAA%3A3vSgRJYLgp_nblI5dySI9hBvAnrpk3oh7qMNHPOK3njrz54RqA1bYaTy8UXu2E9nh_OOq9TfX5o

4. Details of the impact (indicative maximum 750 words)

The School Mental Health Award and programmes of professional development provided by the Centre have reached schools in all regions and local authorities in the UK and internationally, including schools in Dubai and Abu Dhabi: 993 schools have begun or completed the Mental Health Award and we have delivered 96 CPD sessions to colleagues from more than 1850 schools and colleges and three Mental Health in Schools Knowledge Exchange conferences with 350 attendees. The framework which underpins the School Mental Health award and CPD has transformed school cultures through reducing the stigma associated with mental ill health and through creating positive environments for children and staff which promote a positive sense of wellbeing.

Improving wellbeing and attitudes towards mental health in children and young people

Quantitative evaluation data indicate that the work of the Centre led to improvements in young people's wellbeing in 84% of schools. This is supported by the findings in the Impact Report (S8) which demonstrate how the framework has supported school leaders to more systematically measure and monitor pupils' wellbeing. The framework has enabled leaders to monitor trends in pupils' wellbeing over time and provide rapid interventions to support wellbeing and mental health literacy such as creating a designated wellbeing senior lead, pupil wellbeing surveys, including mental health in school improvement plans and creating pupil wellbeing champions. Our work in schools across a single local authority, Derby, for example demonstrated significant

improvements in pupils' mental health literacy from 66.7% (N = 557) to 72.4% (N = 507) (R4). One respondent in our evaluation (S4) stated that "Well-Being is at the forefront of everything we do. We continue to learn, support and build on mental health and the needs of every child. Knowing we have achieved this Award gives us even more confidence to continue our mission!"

Quantitative evaluation data also indicate that the work of the Centre supported the development of more positive school cultures in 91% of participating schools and that pupils' attitudes in relation to mental health improved in 81% of participating schools. Examples of positive changes include reduction in stigma, increased willingness to reach out and ask for help and an increased willingness to turn to peers for support (R.3). The British School in the United Arab Emirates (S1), for example, introduced a three week focus on mental health in the curriculum, created a senior group of Prefects to focus on student wellbeing and ensure that mental health became a regular conversation within the school. In the UK, Wath Victoria Primary (S6) found that having a senior teacher responsible for mental health changed the culture and ethos of the school, with new policies and operations taking account of the impact on staff and pupil wellbeing. Further examples of impact are included in the evaluation report (S8) including the introduction of universal approaches to identifying mental ill health in schools and the introduction of systematic approaches for measuring the impact of mental health interventions in schools. This is supported by quantitative evaluation data indicating that stigma in relation to mental health was reduced in 94% of participating schools.

The impact of the award was also highlighted during school inspections. For example, the Ofsted report for Burton Leonard Church of England Primary made note of the fact that the school was working towards the School Mental Health Award and that it had contributed to a 'much more settled start to each morning for identified pupils' and that 'academic outcomes are also improving for these pupils as a result'.

Improving staff wellbeing

Quantitative evaluation data indicate that staff wellbeing was enhanced in 87% of participating schools. The Head of a school in the North of England said "The 15 members of staff that completed the professional development programme have shown greater resilience and are better able to deal with situations that may have overwhelmed them. And they have taken these skills into other aspects of their lives." Data from the Impact Report (S8) documents the range of initiatives that schools have adopted to increase staff wellbeing: staff wellbeing mentors were introduced; confidential access to school counsellors was provided; wellbeing was embedded within the existing coaching system; professional development became more sophisticated and expanded to include managing specific mental health conditions such as stress and anxiety. Strategies also included reducing unnecessary workload for staff and making staff wellbeing a strategic priority, all of which resulted in a reduction in staff absence and improved staff retention and wellbeing. A school Principal in Dubai commented that "The framework has enabled us to focus on reducing staff workload. Staff now feel more valued, trusted and have increased agency and autonomy".

Enhancing the development and reputation of a social enterprise

The Centre is a formal partnership with a social enterprise company, Minds Ahead. Minds Ahead and Leeds Beckett University have used the research (R1) to develop a suite of professional development programmes for teachers, school leaders and governors. In 2017 the research led to the introduction of a master's degree programme in the Leadership of School Mental Health and Wellbeing which is jointly delivered by the university and Minds Ahead. To date 65 school leaders have participated in this programme across the UK and the UAE. Between 2017-20 Minds Ahead has recruited additional staff to support the delivery of its research-informed professional development programmes. School leaders across the UK and overseas have participated in these programmes and the impact of this on children and young people has been far reaching. The CEO for Minds Ahead stated that the partnership with Leeds Beckett university has provided "ongoing income for Minds Ahead, which has grown over time as activities

expanded. This has also allowed Minds Ahead to bid for government contracts, which would have otherwise been impossible for a new start-up”.

Improving the mental health curriculum in schools

The Centre was commissioned by Cambridge United Community Trust in 2017-18 to support the development and evaluation of a school mental health curriculum intervention led by coaches from Cambridge United football club (R4). The Trust was commissioned the Centre to undertake this work due to the reputation that the Centre had established as a result of its research and enterprise. The evaluation led to the further subsequent roll out of the intervention across all secondary schools in Cambridgeshire and the intervention has been refined as a result of the evaluation and sustained. The intervention led to improved mental health literacy and improved wellbeing for 550 children and young people in all participating schools (see R.4). One teacher commented that “students now have a bank of strategies to help them to manage stress and anxiety and I have seen them using them at school. They have also told me that they use them at home”.

Bupa Foundation Collaboration

In 2020, the Centre partnered with the Bupa Foundation to produce a series of podcasts to support schools in preparing to meet the mental health and wellbeing needs of staff and children when they returned after lockdown (<https://www.leedsbeckett.ac.uk/research/carnegie-centre-of-excellence-for-mental-health-in-schools/carnegie-bupa-seminars>). The series focused on the four key areas that arose from the underpinning research: embedding mental health in the curriculum; school staff wellbeing; promoting positive mental health in school; developing a mental health policy. 689 participants accessed the content and the evaluation revealed the effectiveness of the series: using a scale from 1 (poor) to 5 (excellent), the series scored 4.48 for the effect of raising confidence in supporting staff mental health on their return to school and 4.68 in confidence in supporting children’s mental health. All respondents said they would recommend the series and added qualitative comments including the following examples: ‘They were informative and easy to follow. Some great advice’; ‘This was fantastic CPD for me and I found the wealth of knowledge and resources really useful’.

5. Sources to corroborate the impact (indicative maximum of 10 references)

S1 - Case Study British School

<https://drive.google.com/file/d/12yb0WUZGDRSMcE3cvYIbGnlmtB2LpHXC/view?usp=sharing>

S2 - Minds Ahead https://drive.google.com/file/d/1GMnCiiZ-uaK8sPdLSUk_12RYw7vUlbNo/view?usp=sharing

https://drive.google.com/file/d/1GMnCiiZ-uaK8sPdLSUk_12RYw7vUlbNo/view?usp=sharing

S3 - Wellington College

<https://drive.google.com/file/d/1FM5C4qG1tbDWwDoMpAb8RC1sRfko6hbG/view?usp=sharing>

S4 - Review of Derby SMH Award https://drive.google.com/file/d/1LrAHPNd6Y506fZMn6re3Pju-zIJM_HM/view?usp=sharing

S5 - Derby Opportunity Area report

<https://drive.google.com/file/d/1ykBGhU4Cyeq5wO2UDlcpWIOjHdYknFmK/view?usp=sharing>

S6 - Wath Victoria Primary School

<https://drive.google.com/file/d/1HuPN0w1XZxIdHmyFDT9a3wSBa2JCVuU-/view?usp=sharing>

S7 - Schools Advisory Service <https://drive.google.com/file/d/1O4ReT-3lIXof9zTZkZATcXNYsMHm6dZy/view?usp=sharing>

S8 - impact report <https://drive.google.com/file/d/13uQclr-k0RKuRmGH0-4gC6Kk-tANCMG7/view?usp=sharing>