

<https://publications.parliament.uk/pa/cm201617/cmselect/cmhealth/849/849.pdf>

Recommendations

Well-being in schools and colleges

3. We welcome the Government's commitment to making PSHE a compulsory part of the curriculum and recommend that the next Government upholds that commitment. We recommend that our successor Committees explore in more detail how this is best implemented.

The SEJ is delivered as a process that can be integrated into the existing teaching style of the staff not just in subject specific areas but as a holistic and inclusive tool across any areas of the school life. The SEJ will provide the framework across the whole of the school in embedding wellbeing as a part of the daily practice for staff and pupils.

4. The promotion of well-being cannot be confined to the provision of PSHE classes. To achieve the whole school approach, senior leadership must embed well-being throughout their provision and culture. Doing so will have implications for staffing and training and the balance of provision and delivery of subjects across the curriculum to allow more time to focus on well-being and building resilience. We believe that this would be in the best interests of children and young people.

The SEJ provides teachers and staff with the skills to have a child centred approach by focusing on the individual child. The SEJ will build resilience in pupils as they learn to address and maintain positive mental health through the practice of the SEJ. The SEJ is a process that is easily integrated into the existing teaching practice and the membership package is designed to offer optimum continuing support to the educational setting.

5. We welcome the inclusion of the personal development and well-being criteria in the Ofsted inspection framework. However, it seems that insufficient prominence is being given to it by inspectors. More must be done to ensure that mental health and well-being are given appropriate prominence in inspections and in contributing to the overall grade given to the school or college. The recently appointed Chief Inspector should, as a matter of priority, consider ways in which the inspection regime gives sufficient prominence to well-being. Should our successor Committees return to this subject, we recommend that they hear from her about the steps she is taking in this regard.

A happy child is easier to teach and the simple and easy process that the SEJ offers can be taught across all ages and across all levels. The SEJ workshops will address this balance of wellbeing and attainment going hand in hand. The CPD workshops address the professional development for the staff as well as ensuring that they fully take on board what has been

learnt so they keep developing their SEJ skills. The monitoring process will show evidence to OFSTED that the SEJ practice is maintained by individuals and also by the school community. The unique membership package offered by the SEF ensures the continuity of the service and the CPD programme for the educational settings.

6. Achieving a balance between promoting academic attainment and well-being should not be regarded as a zero-sum activity. Greater well-being can equip pupils to achieve academically. If the pressure to promote academic excellence is detrimentally affecting pupils, it becomes self-defeating. Government and schools must be conscious of the stress and anxiety that they are placing on pupils and ensure that sufficient time is allowed for activities which develop life-long skills or well-being.

The SEJ once learnt and practiced can be easily taught to any 5 years old child. The SEJ Workshops are designed to address exactly this issue i.e. wellbeing and attainment going hand in hand and as the wellbeing of the child is addressed their attainment will naturally improve. The SEJ will assist the staff to evaluate and examine if their own perceptions of the need for academic attainment are affecting the pupil's behaviour.

Mental health support in education providers

7. Teachers are not mental health professionals, but they are in many cases well placed to identify mental ill health and refer students to further assessment and support. Training school and college staff to recognise the warning signs of mental health ill health in their students is crucial. We encourage the Government to build on the inclusion of mental health training in initial teacher training and ensure current teachers also receive training as part of an entitlement to continuing professional development.

SEJ training acknowledges this very point that the educators are not mental health experts and it enhances their current ongoing teaching practice that will then be integrated into their teaching style. The SEJ when practiced will help staff identify warning signs of any mental health problems in young people e.g. when the child is showing signs of emotional distress or unusual behaviour. The SEJ process gives teachers and staff the tools to address issues that arise by offering immediate benefit and instant results without disrupting the class, thus preventing the 'problem' escalating from 'stress' to a major mental health issue.

Co-ordination between health and education services

8 & 9 A structured approach to referrals from education providers to CAMHS must be developed across the country. We have seen cases of strong partnerships between mental health services and education providers, but such links do not exist in many local areas.

We are encouraged by the results of the CAMHS link pilot and are pleased that the pilot has been extended. We recommend that the Government should follow the advice of the evaluation and commit resource to establish partnerships with mental health services across all schools and colleges. The variation in access for

children and young people to timely assessment and support for mental illness is unacceptable.

The SEJ will bring forth cohesion and inclusion with the pupil and the educational setting as well as the parents in an holistic and child centred approach to the child's wellbeing and communication between all parties. The SEJ offers immediate benefits and addresses the gaps in mental health support in schools.

Cuts to school and college based services

10. We heard evidence of the adverse impact of funding pressures on mental health provision in schools and colleges, including the ability to bring in external support. We know that over half of all mental ill health starts before the age of fifteen and it is therefore, a false economy to cut services for children and young people. We strongly urge the next Government to review the effect of budget reductions on the in-school provision of services to support children and young people's mental health and wellbeing.

The SEJ process will enable the educators to become aware at early stages by examining their own perception of a child (e.g. whether a child is behaving badly or there is genuine mental health issues) thereby preventing the escalation of the early signs, such as emotional distress, by supporting the pupils as incidents arise. The low cost monthly membership package which includes many bespoke training options has been specifically designed to address the lack of funding and challenges of referral for those who fall below the CAMHS threshold.