

Information Pack Annex: Self- Assessment Questionnaire

Completing a self-assessment/ audit of mental health support in your setting – questions taken from the Mental Health Support Teams (MHST) baseline questionnaire for schools and colleges.

Introduction

To help you in completing an audit of current mental health support in your school or college, as set out in the information pack and checklist, we have selected a number of questions from the baseline questionnaire that was completed by MHST schools and colleges earlier in the year. You may wish to use or adapt some/all of these questions to support your audit.

The questions concern the availability of direct mental health support for pupils and students with a mental health need and wider mental health support. Having an audit of provision ready to discuss with your MHST service lead and your school or college senior leadership team to help identify where there are gaps that might be filled by the MHSTs core functions.

Section 1. Lead for mental health

The following set of questions is about the type of professionals that provide mental health support in your setting. Does your setting have a lead for mental health, i.e. a lead who coordinates the approach to mental health and wellbeing across the setting?

- Yes
- No
- Don't know

What is the job role of the lead in this setting?

- Head teacher/ Principal or equivalent
- Deputy head teacher/ Vice Principal or equivalent
- Other member of Senior Leadership Team
- SENCO or equivalent
- Other teaching staff
- Support staff (e.g. inclusion, safeguarding)
- Other (please specify):

Is the mental health lead a member of the senior leadership team (SLT)?

- Yes, lead is member of SLT
- No, lead is not a member of SLT
- Don't know

Which of the following activities does the mental health lead do as part of their role?

- Training staff about young people's mental health and wellbeing
- Identifying and/or assessing pupil/student mental health needs
- Liaising with external mental health services
- Monitoring and supporting staff wellbeing
- Identify opportunities to train staff about young people's mental health and wellbeing
- Monitoring mental health and wellbeing across the school
- Teaching pupils about mental health and wellbeing
- Encourage and enable the student voice to drive forward improvements and promote positive mental health and wellbeing
- Working with other schools/colleges/institutions on mental health
- Providing pastoral or therapeutic support to individual pupils
- Coordinating mental health provision in the school
- Being a point of contact for parents with concerns about their child's mental health
- Other :

Is the mental health lead in the setting the same person who leads on liaising with the CCG lead in relation to the mental health support teams?

- Yes
- No
- Don't know
- Other (please specify):

If your setting does not have a mental health lead, what arrangements do you currently have for coordinating mental health support in your setting?

Section 2. Professionals providing mental health support

Which of the following professionals provide support specifically on mental health in your setting, either as their core job or as part of their role?

Are they providing: - direct support, i.e. support to children and young people with an identified mental health need - indirect support to children and young people, i.e. universal mental health support aimed at children and young people - wider indirect mental health support, i.e. support to other staff.

| | direct mental health support to children and young people | indirect mental health support to children and young people | wider indirect mental health support to staff | we have these but they do not provide specific mental health related support | we don't have these working in our setting | don't know |
|--|---|---|---|--|--|--------------------------|
| SENCO or equivalent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School Nurse(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Behavioural Support Team | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other staff trained in providing mental health support (e.g. TA, teaching staff) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If there are any other professionals providing mental health support in your setting can you describe here who they are and what type of support (direct, indirect) they provide?

Section 3. Types and amount of mental health support

The following set of questions are about types and amount of direct mental health support available in your setting.

Which of the following types of direct support was available to children and young people in your setting in the past academic year (September 2018- July 2019)?

Direct support means support aimed at pupils/student with an identified mental health need. Available means support that is accessible if there was a need, not the actual amount of support provided/ taken up.

- Counselling provided by a trained counsellor
- Cognitive behavioural therapy (CBT)
- Other therapy, e.g. art or music therapy
- Clinical psychological support
- Educational psychological support
- Other:

On the following pages, for each of the types of support you have identified, you can indicate the amount of support currently available in your setting.

Counselling

To understand the volume of support available to children and young people, if you can, please provide more detail on the amount of

counselling by a trained counsellor

on offer in your setting in the past academic year (September 2018- July 2019).

'On offer' means the amount of support that is accessible if there was a need, not the actual amount of support provided/ taken up.

The amount of support and a description of how this is measured in any way you can, e.g. 3 hours per day, 10 sessions per week, 20 pupils per term, 30 staff hours a month:

If you have left the above question blank, take a note of why

- We offered support but we don't record or hold this type of information
- I don't know this information
- We offered no direct support of this type in the past academic year

Cognitive behavioural therapy

To understand the volume of support available to children and young people, if you can, please provide more detail on the

cognitive behavioural therapy

on offer in your setting in the past academic year (September 2018- July 2019).

'On offer' means the amount of support that is accessible if there was a need, not the actual amount of support provided/ taken up.

The amount of support and a description of how this is measured in any way you can, e.g. 3 hours per day, 10 sessions per week, 20 pupils per term, 30 staff hours a month:

If you have left the above question blank, take a note of why

- We offered support but we don't record or hold this type of information
- I don't know this information
- We offered no direct support of this type in the past academic year

Other therapy

To understand the volume of support available to children and young people, if you can, provide more detail on the amount of

Other therapy, e.g. art or music therapy

on offer in your setting in the past academic year (September 2018- July 2019).

'On offer' means the amount of support that is accessible if there was a need, not the actual amount of support provided/ taken up.

The amount of support and a description of how this is measured in any way you can, e.g. 3 hours per day, 10 sessions per week, 20 pupils per term, 30 staff hours a month:

If you have left the above question blank, take a note of why

- We offered support but we don't record or hold this type of information
- I don't know this information
- We offered no direct support of this type in the past academic year

Clinical psychological support

To understand the volume of support available to children and young people, if you can, please provide more detail on the amount of

clinical psychological support

on offer in your setting in the past academic year (September 2018- July 2019).

'On offer' means the amount of support that is accessible if there was a need, not the actual amount of support provided/ taken up.

The amount of support and a description of how this is measured in any way you can, e.g. 3 hours per day, 10 sessions per week, 20 pupils per term, 30 staff hours a month:

If you have left the above question blank, take a note of why

- We offered support but we don't record or hold this type of information
- I don't know this information
- We offered no direct support of this type in the past academic year

Educational psychological support

To understand the volume of support available to children and young people, if you can, please provide more detail on the amount of

educational psychological support

on offer in your setting in the past academic year (September 2018- July 2019).

'On offer' means the amount of support that is accessible if there was a need, not the actual amount of support provided/ taken up.

The amount of support and a description of how this is measured in any way you can, e.g. 3 hours per day, 10 sessions per week, 20 pupils per term, 30 staff hours a month:

If you have left the above question blank, take a note of why

- We offered support but we don't record or hold this type of information
- I don't know this information
- We offered no direct support of this type in the past academic year

Other support

To understand the volume of support available to children and young people, if you can, please provide more detail on the amount of

other support

on offer in your setting in the past academic year (September 2018- July 2019).

'On offer' means the amount of support that is accessible if there was a need, not the actual amount of support provided/ taken up.

The amount of support and a description of how this is measured in any way you can, e.g. 3 hours per day, 10 sessions per week, 20 pupils per term, 30 staff hours a month:

If you have left the above question blank, take a note of why

- We offered support but we don't record or hold this type of information
- I don't know this information
- We offered no direct support of this type in the past academic year

Section 4. Funding of support

Indicate how support for mental health in your setting is funded. For each type of direct support identified please indicate the sources of funding used.

Tick at least one box per column.

| | Counselling Support | Cognitive behavioural therapy (CBT) | Other therapy | Clinical psychological support | Educational psychological support | Other support |
|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------------|-----------------------------------|--------------------------|
| Not available in my institution | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Funds of school/college/institution | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Local Authority | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Voluntary or Charity Organisation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Parents/families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| NHS funding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you use other funding, what other sources of funding you use?

Section 5. Mental health activities

Below is a list of mental health activities schools and colleges do.

Which of the following activities does your setting do?

- Teaching knowledge about mental health and wellbeing (e.g. how to recognise problems and where to go for support)
- Teaching skills to support mental health (e.g. universal CBT, mindfulness, problem solving, coping skills)
- Teaching or sessions on particular mental health and wellbeing issues (e.g. body image, eating disorders, self-harm, or how to promote positive mental health and wellbeing)
- Activities to raise awareness of mental health and wellbeing and to reduce stigma (e.g. assemblies, themed weeks, notice boards)
- Measurement of pupil/student mental health and wellbeing to inform decisions about provision
- Systematic approaches to identify those that may need more targeted mental health support
- Monitoring of impact of mental health and wellbeing provision
- Peer support for mental health
- Engagement with pupils/students on the development of the mental health and wellbeing offer
- Engagement with parents/families on the development of the mental health and wellbeing offer
- Communication to pupils/students and parents/families on the mental health support on offer
- Engagement with staff on the development of the mental health and wellbeing offer
- Training offer for all or most staff on promoting mental health and wellbeing in the setting
- Events to support staff mental health and wellbeing

Are there any other activities related to mental health in your setting?

Section 6. Policy and governance

Does your setting have a clear statement of school ethos which includes promoting wellbeing?

- Yes
- No
- Don't know

Does your setting have a plan or policy around supporting pupils/students' mental health and wellbeing?

- Yes, a specific policy/plan on mental health and wellbeing
- Yes, mental health and wellbeing is included in another policy
- No
- Don't know

If you said your mental health and wellbeing policy is included in a different policy, which policy is this?

Is your setting's mental health and wellbeing policy or plan discussed with the board of governors/trustees or equivalent?

- Yes
- No
- Don't know

Is mental health and wellbeing considered in the development of the setting's statutory policies (e.g. SEN policy, behavioural and anti-bullying policy, equality policy)?

- Yes
- No
- Don't know

Does your setting use statutory policies (e.g. SEN policy, behaviour and anti-bullying, equality) to support your approach to mental health and wellbeing?

- Yes
- No
- Don't know

There is clear and strong support for mental health and wellbeing activities from across the senior leadership team

- Yes
- No
- Don't know

Section 7. Linking to specialist services

The statements below are about the way that your school/college works with external specialist support services. Which of the following does your setting have or do in relation to linking with local NHS Children and Young People Mental Health Services (NHS CYPMHS /CAMHS)?

| | Yes | No | Don't know |
|--|--------------------------|--------------------------|--------------------------|
| There is an identified point of contact in my setting who links with NHS CYPMHS (CAMHS) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is an identified point of contact in NHS CYPMHS that my setting can contact for advice and support | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My setting can make direct referrals into NHS CYPMHS | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My setting has joint meetings with NHS CYPMHS to discuss the needs of individual children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If your setting cannot directly refer to NHS CYPMHS/CAMHS, what referral pathway(s) do you use to refer pupils/students to specialist services?

If you are able to make referrals to NHS CYPMHS how many would you typically refer in an academic year?

Overall how satisfied are you with the relationship and joint working with NHS Children and Young People Mental Health services (NHS CYPMHS/CAMHS)?

- Not at all satisfied
- Fairly satisfied
- Very satisfied
- Don't know

Section 8. Assessment of mental health need

This section concerns whether and how schools/colleges/institutions assess the prevalence of mental health need of pupils and students across the setting.

Does your setting assess mental health and wellbeing for all pupils/students?

- Yes
- No
- Don't know

If your setting assesses pupil/student mental health and wellbeing, which measure or measures are being used for this universal measurement?

- Boxall profile
- Strengths and Difficulties Questionnaire (SDQ)
- General Health Questionnaire (GHQ12)
- Pupils Attitudes to School and Self (PASS)
- Revised Children's Anxiety and Depression Scale (RCADS)
- Schools and Pupils Health Education Unit Survey (SHEU)
- Other (please specify):

How do you collect this information? E.g. frequency, online or paper, by year group etc.