

# Empowering & Enabling Pupils around Mental Health & Wellbeing: Prevention & Promotion

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As professionals working with mental health and wellbeing in schools, it was apparent that many pupils appeared unsure of where and how to access information to support their own mental health and wellbeing. As a result we were keen to ensure that we involved pupils in engaging with information that may be of use to them.

**Aim:** At least four out of six of a targeted group of S4 young people will be able to identify four current sources of mental health information and support by June 2020. (E.g. Websites, Apps, Teacher, Youth Worker, Friend etc.)

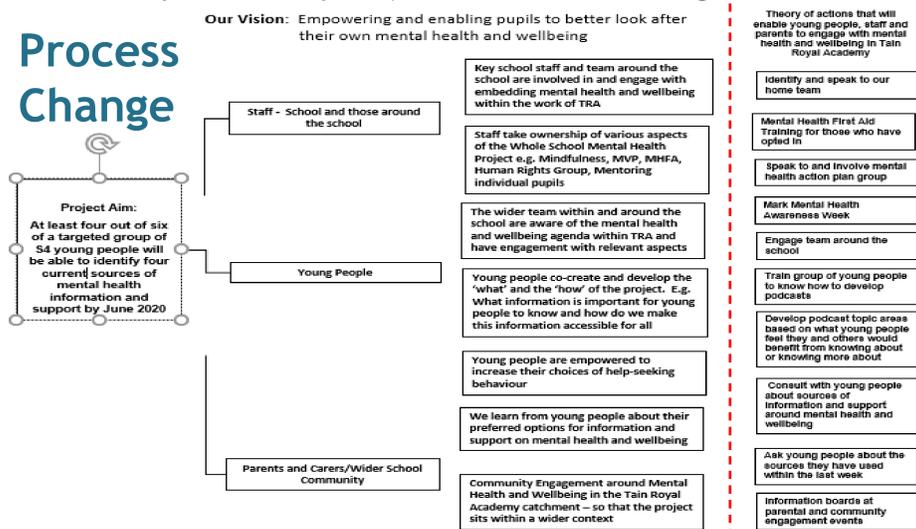
## Method

We invited a group of 6 S4 pupils who were presenting frequently to the Depute Head Teacher as having difficulty in managing their Mental Health and Wellbeing, to co-produce a project with us.

Together we created a survey around Mental Health & Wellbeing for the young people to complete each time we met. This gave us quantitative data. We measured how many sources of mental health support the young people were accessing and our aim was to increase this number to four sources to ensure options of support.

During each session we engaged in guided discussion around particular areas of mental health support (e.g. websites, apps, school, family, community etc.). Qualitative data was gathered.

## Process Change



## Achievements

- Young People engaged in the project. They have invested their time and ideas. All pupils shared their thoughts and ideas and this has increased with time and confidence. They have shown a commitment to the project and to each other. Their relationships have grown and strengthened.
- The data generated through guided discussion has been rich and has informed the thinking of the home team involved in the wider school projects highlighted in the change diagram above. PDSAs were used.
- The young people are working on a series of podcasts on Mental Health and Wellbeing based on the information discussed in the group.

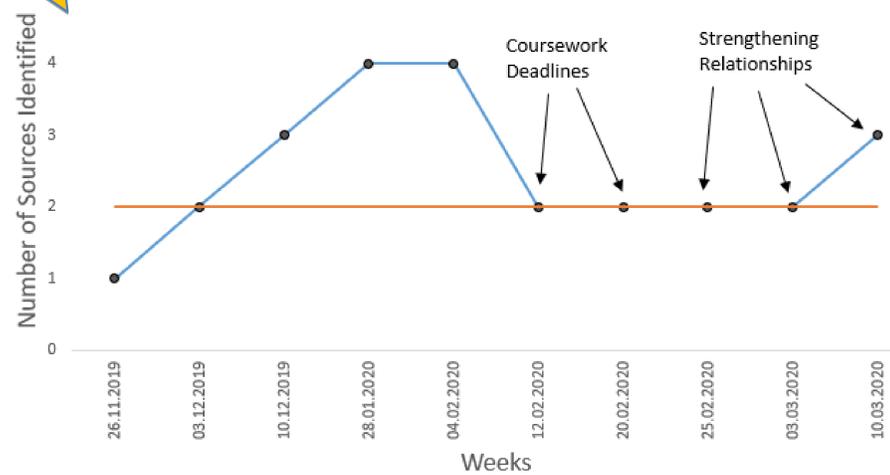
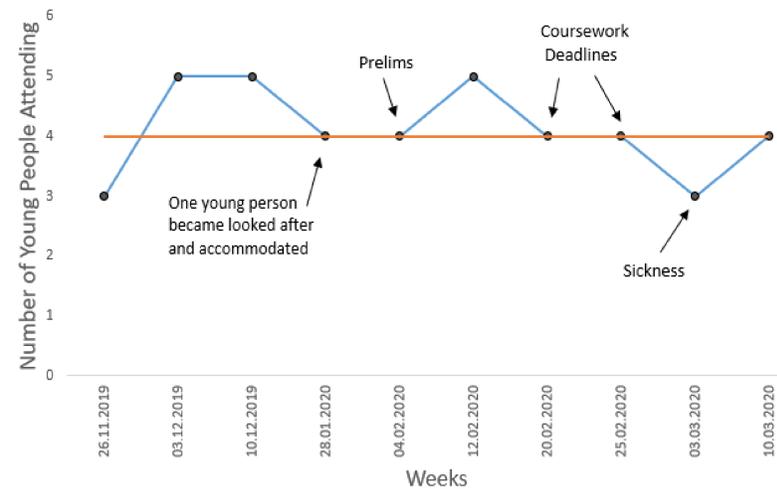
## Key Learning Points

- Using improvement methodology highlighted a need to be focused around what we want to achieve and how we measure success.
- Co-production meant that the pupil voice was genuinely heard and acted upon. They moved the project forward and have ownership.
- The importance of keeping the home team informed with where the project fits within the wider whole school project on mental health and wellbeing – through staff meetings and the mental health action group.

“People are finding out information that isn’t always true or helpful”

“We are the Mental Health Warriors!”

## Results



## Conclusions

- Some Young People use a number of sources of support for their Mental Health and Wellbeing and others tend to concentrate on using one or two. The group told us that to have options is important.
- Our aim was for young people to access more sources of support (4) as time went on. However they told us they didn’t need to as the group then became a source of support.
- Young People were keen to emphasise that each individual is different and therefore will experience things differently. They all agreed that each of these experiences are equally valid.
- Young People who feel that they are considered to have something valuable to offer to others can exceed all expectations around what they can do and offer.

“We need to ask more young people what they need to know about [Mental Health]”

## Scale / Spread

- The group are developing podcasts on mental health and wellbeing. They have surveyed their peers to establish which issues to focus on
- The survey used in the project will be used in school to track and monitor pupil wellbeing. Results will inform PSE inputs and the wider school mental health project
- Working on Peer Support approaches to prevention and promotion around Mental Health and Wellbeing
- Using co-production with young people much more so that their voices are heard and they feel valued enough to share their ideas and skills.