

Bradford Educational Psychology Service Senior Mental Health Leads Training (SMHL003) QUALITY ASSURANCE POLICY

Quality Objectives, Principles and Essential Requirements

The Bradford Local Authority Senior Mental Health Lead Training has been written to provide learners with a thorough foundation upon which to develop a robust approach to mental health and emotional wellbeing across the school and the community it serves. The expert and peer support offered alongside of the training will enable participants to critically evaluate their existing practice, build strategic frameworks and take practical steps to improve the emotional wellbeing of students and staff alike. This training has been written alongside the Bradford Healthy Minds Wellbeing Chartermark Award, so as the two programmes complement each other. They can be taken separately or combined to support the school's journey towards establishing whole school excellence in relation to mental health and emotional wellbeing. The training will also signpost additional online and virtual courses, delivered by the Healthy Minds Educational Psychology Team, to support the implementation of evidence based interventions.

The learning outcomes that will enable a senior mental health lead to implement and sustain an effective whole school or college approach to mental health and wellbeing in their setting, aligns to the 8 principles outlined in Public Health England's (PHE) promoting children and young people's emotional health and wellbeing.

The DfE quality principles for senior mental health training courses are stated in the grid below:

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| A. | That the proposed course content covers some or all of the knowledge and skills published in the DfE learning outcomes . |
| B | That the provider can demonstrate good knowledge and understanding of the needs of senior mental health leads in schools and colleges. |
| C | That the proposed course content and learning processes are informed by a considered understanding of relevant evidence and theory. |
| D | That the proposed course will provide appropriate strategies that senior leads are able to use to help overcome the challenges faced in leading a whole school or college approach. |
| E | That the core trainers have the ability to deliver the proposed course to senior leaders in education. |
| F | That the proposed course meets the accessibility needs of learners, including satisfying statutory requirements for equalities. |
| G | That the provider demonstrates a good understanding of the main research and statutory requirements relevant to schools and colleges, and shows senior leads how to use resources that will support them to make strategic change. |
| H | That the provider has appropriate policies and processes in place for collecting and analysing data regarding learner outcomes to: <ul style="list-style-type: none"> • inform the continuous improvement of their course • share with the DfE and their quality assurance body |
| I | That the proposed course will include effective methods that enable senior mental health leads to plan for, implement and sustain strategic change. |

Specific and essential requirements include that

- Courses support senior leads to evaluate their current whole school approach

- Senior leads are supported to create a plan for the development of a whole school or college approach in their setting, through coaching / mentoring or supervision.
- Training providers introduce their learners to relevant peer networks for sharing of good practice, and where they can receive and offer ongoing support for the implementation of whole school or college approaches.
- training courses delivering at 'expert' level are expected to provide a professional accreditation or qualification.

This is achieved by the following in Bradford:

- Delegates are invited to undertake the **Healthy Minds Chartermark Award** scheme alongside the SMHL003 course which is in essence an implementation for the whole school approach and works in conjunction with SMHL003, and from September 2023 will be the criteria for undertaking the Silver Award of the Chartermark.
- SMHL delegates are invited to contact the **Lead Trainer** after the delivery of the course by telephone where time has been made for implementation support of the whole school approach on a **1:1 basis**.
- SMHL delegates are invited to access all the subsidised work of the **Mental Health Champions** to further develop their skills and knowledge regarding various evidence based approaches.
- **Virtual Training** on implementation of the whole school approach are offered termly and delegates are invited to book in.

General expectations

- Having successfully met the required DfE quality standards in writing, through SMHL003 application for quality assurance, the course is delivered across 7 Steps and encompasses all the learning outcomes required across all 8 segments of the Public Health Guidance. This course will enable senior mental health leads to develop the skills and knowledge needed to implement and sustain an effective whole school or college approach to mental health and wellbeing.
- All of the quality principles and essential requirements set out for senior lead training must be met during delivery of courses that supports the intended outcomes.

- As part of retaining the status of a DfE assured course, the DfE requires us to implement procedures to receive and act upon feedback (including from learners, DfE and the departments quality assurance provider), and to continually improve the quality of the course, and its delivery.

Roles and Responsibilities

What level of experience is your course designed for? **Beginner:** Senior mental health lead is new to the role and / or has not previously completed senior mental health leadership training.

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| Which phases of education and types of setting is your proposed course intended for? Please indicate (X) for all that apply | Primary Schools | <input checked="" type="checkbox"/> |
| | Secondary Schools | <input checked="" type="checkbox"/> |
| | Colleges (Sixth Form and Further Education Colleges) | <input checked="" type="checkbox"/> |
| | Middle deemed primary | <input checked="" type="checkbox"/> |
| | Middle deemed secondary | <input checked="" type="checkbox"/> |
| | Special schools (including those specialising in; communication and interaction, cognition and learning; social, emotional and mental health; sensory and physical needs) | <input checked="" type="checkbox"/> |
| | Alternative Provision (AP) | <input checked="" type="checkbox"/> |

This course does NOT lead to professional accreditation. However, schools receive a certificate at the end of the course on completion of their QA feedback.

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| What is your proposed mode of delivery . Please indicate (X) for all that apply | Online self-paced (includes pre-recorded training) | <input checked="" type="checkbox"/> |
| | Online real time (includes video meetings, webinars, telephone calls etc) | <input checked="" type="checkbox"/> |
| | Face to Face (in person) | <input type="checkbox"/> |
| In what geographical area(s)¹ do you deliver your courses? Please indicate (X) for all that apply. This applies to both face to face delivery and localised online courses | East Midlands | <input type="checkbox"/> |
| | East of England | <input type="checkbox"/> |
| | London | <input type="checkbox"/> |
| | North East | <input type="checkbox"/> |
| | North West | <input type="checkbox"/> |
| | South East | <input type="checkbox"/> |
| | South West | <input type="checkbox"/> |
| | West Midlands | <input type="checkbox"/> |
| | Yorkshire and Humber | <input checked="" type="checkbox"/> |
| Outline the peer networking, collaboration and interactive | From the Bradford District, small numbers of schools of the same sector i.e. primary / secondary will receive live online peer training together and in addition will receive group coaching/mentoring from their assigned trainer. One trainer has a secondary focus, and the other trainer has a primary focus and a third trainer will be supporting both primary and secondary strands. | |

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| <p>learning that will take place on your course. (max 100 words)</p> | <p>The 7 modules include interactive activities and ‘a small amount of self-directed learning to do before the next session starts.</p> <p>Bradford schools link the training to the ‘Bradford Mental Health and Wellbeing Chartermark’ too.</p> <p>Delegates will also be expected to undertake some self-directed learning, in the form of watching pre-recorded training requested as homework at the end of each course; they may choose to do this together.</p> | |
| <p>Select the type of trainer-led coaching, mentoring or supervision included on your course? And provide an indication of the number of hours to be delivered</p> | <p>One to One coaching, mentoring or supervision between the trainer and the senior leads</p> <p>This is described in detail in an earlier section</p> | <p>18 hours will be made available for all Leads who are NOT undertaking the Chartermark, for individualised support and QA of the plan they produce. So, time will be pro-rated depending on the school needs of each school, and how many schools there are. Leads who are doing the Bradford Chartermark will automatically get a named Chartermark Educational Psychologist for support; the Leads are managed by the Trainers. In many cases, those delegates doing to the DfE Leads course are also doing the Chartermark course, but not always.</p> |

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| <p>Outline the personalised support and guidance provided by your trainers, throughout your course: (max 100 words)</p> | <ul style="list-style-type: none"> • All participating schools will have access to the relevant website to access online resources • All participating schools participating will have access to support monthly webinars as outlined within this document • All participating schools will have access to the Mental Health Champions (MHC) core and plus interventions webinars (The Mental Health Champions project was set up to provide support for educational staff in meeting the needs of children and young people who may experience low to medium level mental health or emotional wellbeing difficulties). • Schools undertaking the DfE course only, and not the CHartermark will have access to personalised 1:1 support from their trainer. Schools who are doing both the SMHL training |
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| | course and the Chartermark will get support from their assigned Chartermark EP (who knows the contents of the SMHL003 course) |
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| <p>Do you provide an ongoing network for senior mental health leads to belong to, beyond the duration of the course (i.e. after the senior mental health lead has completed their course)?</p> <p>YES</p> | <ul style="list-style-type: none"> • Bradford currently has a successful ‘Mental Health Champions’ programme which provides termly information and training to all school Mental health leads. So schools completing the SMHL003 can continue with Mental Health Champions Core and Mental Health Champions Plus which builds on Mental Health Champions and provides further training, supervision and support. (The Mental Health Champions project was set up to provide support for educational staff in meeting the needs of children and young people who may experience low to medium level mental health or emotional wellbeing difficulties). • Schools can also opt to join the ‘Bradford Mental Health and Wellbeing Chartermark’ giving schools opportunity to formalise their learning and development. Schools will remain in touch with their LA Chartermark Leads from whom they received training, and access to the Bradford Chartermark websites where many additional resources will be on offer to them. |
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| <p>The course meets the accessibility needs of learners, including satisfying statutory requirements for equalities, including additional needs such as:</p> <ul style="list-style-type: none"> • Website content easily navigated by using a keyboard • PDF forms accessible to screen readers • Resources able to be accessed by visually impaired people (strong colour contrast) |
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- Recorded resources available with text transcript; unfortunately, it is difficult for some schools to access the recorded training with transcripts if they are not from the council This is being looked into. In those situations, delegates are invited to join the next training sessions if they are missed, or send a substitute.

3. Implementation of the Quality Assurance Plan

Measuring learner satisfaction

Feedback on learner satisfaction with our course is an important indicator of whether senior leads attending training are getting what they need, in terms of knowledge and skills to implement and sustain a whole school or college approach. This includes whether the coaching and other resources you are providing were effective, and give learners the tools needed to achieve their objectives.

The Lead trainer asks for feedback using the DfE template for evaluation so that alterations can be swiftly made if there are difficulties.

Reporting on learner satisfaction

On a quarterly basis, Trainers must report on the satisfaction of learners attending our course and we have been able to provide feedback so far.

Acting on feedback from learners

As we engage with learners to evaluate the delivery of this course, it is imperative that we invest the time to understand and apply the feedback we receive from your learners so that delivery continues to meet the quality principles and essential requirements published by the DfE.

Ongoing quality assurance of courses

In terms of quality assurance by Bradford LA, the responsibility for this is taken by the Lead Trainer, and takes two forms:

1. Continuous evaluation of each course 'Step' of which there are 7, and an overall evaluation at the end of the full suite of 7 courses
2. Evaluation of SMHL school's ability to undertake the Chartermark and receive one of the awards

During the application process, the DfE set out our expectations of training providers to deliver high quality senior mental health lead training courses to schools and colleges. The DfE recognise that in committing to this training, and the development of their whole school or college approach, senior leads and their settings are making a decision to prioritise, and invest, their resources in wellbeing and mental health. It is essential that the DfE can assure schools and colleges that a quality market of courses remains available to them, and that the DfE are identifying and sharing learning about quality delivery practices to accelerate continuous improvement. To support the DfE in achieving this, the DfE quality assurance body will undertake further observation of SMHL003 training course delivery, which will be considered alongside feedback from learners who attend your course(s).

[Learner feedback collected by DfE separate to QA from Bradford LA](#)

- To monitor the impact of grant funding, in addition to your collecting and providing learner satisfaction feedback, the DfE will also seek feedback directly from recipients of grants. Approximately one term after they have completed their training with you, the DfE will survey leads to ascertain: whether they have an implementation plan for their whole school or college approach in place as an output of their training; how well courses have equipped them to implement their whole school or college approach; and what actions they have taken to implement their plan as a direct result of their training. The DfE may also ask learners to rate courses and provide short feedback statements on their experience on our course selection tool.
- Feedback the DfE receive on learner satisfaction will be used to monitor outputs of training in line with the expected learning outcomes. Bradford SMHL003 will be notified where consistent patterns of learner feedback emerge may require attention, and
- When this is the basis of your selection by our quality assurance body for a deep dive SMHL trainers will have the opportunity to discuss this feedback.

Training course deep dives by the DfE

- The DfE quality assurance body will conduct deep dives to assess whether training courses continue to meet the quality principles against which they were assessed during the application process and support the market to continually improve standards of delivery to schools and colleges.
- This is all part of providing assurance to schools and colleges that the courses on the DfE list are accurately described, that courses will meet their needs, and achieve the intended outcomes.

Sharing best practice and accelerating continuous improvement

- The DfE also welcome the sharing of stories about the experiences of learners and how the course has helped them to better support mental health and wellbeing in their setting. If you have positive learner experiences to share, please send to mentalhealth.leadtraining@education.gov.uk.

4. Examine the Results

Delegates attending the course will evaluate their current whole school or college approach in relation to the principle(s) covered in our course by using the Healthy Minds Chartermark strategy. This will be done by completion of an audit which is based on eight key principles for emotional, mental health and wellbeing as recognised by Public Health England (which are reflected in the eight training modules in the DfE Leads course). The Chartermark has an inbuilt system of awards which embed practice over sustained periods of time. These are silver, gold and platinum awards; the platinum award can then be reapplied for every three years to show sustained practice. This will facilitate access to an Educational Psychologist Chartermark Lead for the setting and receive individual feedback and guidance from this Educational Psychologist Chartermark Lead.

Delegates attending the course will create an effective plan to improve their setting's approach to mental health covered by the principles in the course by using the Healthy Minds Chartermark strategy. Activities within the action plan are then prioritized and implemented, and their completion reviewed over time.

DfE Leads not undertaking the Bradford Chartermark will still be able to join the monthly webinars in order to embed and sustain improvements beyond the course. Ideally, these schools will still have maintained relationships with the schools with whom they trained and formed a peer group of support.

Also, delegates attending the course will embed and sustain improvements beyond the course, ideally by becoming involved in the Mental Health Champions / MH Champions Plus or Bradford Chartermark. (The Mental Health Champions project was set up to provide support for educational staff in meeting the needs of children and young people who may experience low to medium level mental health or emotional wellbeing difficulties). There is a staff a staff questionnaire to accompany the audit, where the staff have opportunity to give feedback to their SLT - that feedback is then analysed and used to inform the development of an action plan.

Issue: The focus of the Bradford LA DfE Leads Training is to provide an opportunity for schools/settings to develop an evidence based mental health and emotional wellbeing whole school approach, based on a foundation of proactive relational practice that is embedded and sustained.

| Inputs | Outputs | Short-term outcomes | Long-term outcomes | Impact |
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| <p>Bradford DfE Leads training across all seven segments (with one signposted to) are delivered; up to 40 hours of live interactive training plus up to 10 hours of online training that covers various models of the whole school approaches is accessed.</p> | <p>Access to monthly peer check-ins from Educational Psychologist Lead.</p> <p>Access to bespoke support and supervision from an Educational Psychologist Lead.</p> <p>Access to Bradford Chartermark process to embed and sustain practice to Silver, Gold and Platinum standards.</p> | <p>SLT creates an action plan, initiated by Lead</p> <p>SLT creates a mental health and wellbeing policy that in turn affects change in the behaviour policy and inclusion policy.</p> <p>The Mental Health Lead looks into evidence based interventions to be used on targeted cohorts or individuals.</p> <p>The SEND department communicates closely</p> | <p>Mental health strategies are evaluated by middle, senior leaders and governors in continuous cycles; the Bradford Chartermark process ensures these efforts remain rewarded.</p> <p>The whole school or college approach addresses all 8 principles.</p> <p>All staff understand and apply good practice in terms of mental health.</p> <p>Pupils</p> | <p>Improved pupil social and emotional outcomes.</p> <p>Improved attendance.</p> <p>Fewer disruptive incidents.</p> <p>Reduced/zero exclusions.</p> <p>Improved progress and attainment.</p> <p>Staff less stressed.</p> <p>Parents have higher satisfaction with school.</p> |

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| | | <p>with the pastoral department.</p> <p>Clear pathways of support are more targeted within school and outside services are embedded within the school targeted support processes.</p> <p>Governors are actively included in the whole school mental health approach and actively supporting it.</p> <p>Staff are actively supported in terms of their own mental health and wellbeing.</p> | <p>know how to gain support.</p> <p>Data is used to actively identify individuals and cohorts of pupils to receive targeted support in a preventative way.</p> <p>Parents are supported by the mental health infrastructure of the whole school approach.</p> <p>Mental health becomes an integrated part of their school's strategic policy development and planning.</p> | <p>Staff feel more confident at intervening with mental health issues and generally feel more in control.</p> <p>The school is able to publically showcase their good mental health and wellbeing practice via Chartermark silver, gold and platinum awards.</p> <p>The school is sensitive to multicultural views of mental health and makes reasonable adjustments to accommodate for this.</p> |
| <p>Evidence:</p> <p>Persistent High attendance at all 7 DfE training sessions offered; school leads attend all 7 sessions.</p> | <p>Evidence:</p> <p>High attendance rates at monthly peer check in meetings.</p> | <p>Evidence:</p> <p>The Lead initiates meetings with SLT/Governors to begin initial plans to undertake the audit and</p> | <p>Evidence:</p> <p>A robust mental health and wellbeing policy is in place that has been co-produced by all</p> | <p>Evidence:</p> <p>Pupil scores on mental health and resilience questionnaires improve.</p> |

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| <p>All DfE schools identify whole school approaches and utilise the training provided for them on the website.</p> <p>School Leads use the Chartermark or alternative templates provided to support implementation of their whole school approach journey</p> | <p>Support proactively sought from services going into the school</p> <p>High percentage of schools request undertake the silver stage of the Chartermark to implement, embed and sustain their practice.</p> | <p>the relevant staff / pupil / parent questionnaires to improve mental health provision for all parties. This team identifies an evidence whole school approach that they want to implement</p> <p>The Lead initiates meeting with outside agencies and partners within school to look at data to identify individuals and cohorts of pupil needing targeted support.</p> | <p>parties, but particularly includes pupils. The school website clearly signposts resources and support.</p> <p>Key staff can use data to identify need.</p> <p>Targeted support is in place.</p> <p>Outreach services are aligned with school based provision in seamless joined up support for pupils (and staff)</p> <p>There is clear evidence in the behaviour of staff and pupils that relational approaches are being taken on board e.g. staff consistently use emotion coaching approaches appropriately.</p> <p>There is evidence in the physical environment</p> | <p>Whole School attendance % significantly higher.</p> <p>Internal, fixed and permanent exclusions % reduced.</p> <p>Progress and attainment data shows significant improvement.</p> <p>Reduced % staff on sick leave.</p> <p>Increased retention of staff.</p> <p>Improved parental attendance at parents' meetings.</p> <p>Better engagement with hard to reach parents.</p> <p>Outreach support services enabled to work with hard to reach parents who engage with them.</p> |
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| | | | <p>that good mental health practice is in place e.g. safe spaces identified; school displays include visuals such as BoingBoing Resilience framework, or Zones of regulation framework.</p> | <p>School have a Chartermark Award displayed in school.</p> <p>Website, displays, written materials reflect the needs of different cultures and ethnicities within school.</p> |
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5. Making Adjustments

The quality assurance process from Bradford LA SMHL003 team will make adjustments according to the findings of the regular evaluations, in order to sustain the quality and effectiveness of the course in line with DfE requirements.

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