

## Responsibilities for Mental Health and Well-Being



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## OFSTED rapid review report

- Everyone's Invited: OFSTED rapid review report – 10 June 2021
- Available <https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>

## Rapid Review – some contextual findings

- Incidents are commonplace
- Sexual harassment and online sexual abuse, such as being sent unsolicited explicit sexual material and being pressured to send nude pictures ('nudes'), are much more prevalent than adults realise eg nearly 90% of girls, and nearly 50% of boys, said being sent explicit pictures or videos;
- Most sexual violence occurred outside school eg parties or parks without adults present
- Reluctance to report even where their school encourages them to.  
Multifactorial: risk of being ostracised by peers, getting peers into trouble, worry about how adults will react, they think they will not be believed, or that they will be blamed, once reported the process will be out of their control.

## Inadequacies identified

- RSHE they had received – felt to be too little, too late and did not equip them with the information and advice they needed to navigate the reality of their lives;
- Teachers and leaders at risk of underestimating the scale of the problem especially prevalence of online sexual abuse – even in pro-active schools.
- OFSTED found that there was a lack of safeguarding training, and even where there was training, it was not always clear that this included specific training on harmful sexual behaviour

## OFSTED recommendations

- Better understand the definitions of sexual harassment and sexual violence, including online sexual abuse.
- Identify early signs of peer-on-peer sexual abuse.
- Consistently uphold standards in their responses to sexual harassment and online sexual abuse which are reported to them.
- Understand prevalence and what constitutes harmful sexual behaviour.
- Know good practice (in relation to hearing disclosures) and supporting children to bring issues to trusted adults.
- Understand the prevalence of harmful sexual behaviour in all schools

## Responsibilities of the school

- Schools have a duty to promote the wellbeing of students.
- This includes: preventing impairment of children's health or development, and taking action to enable all children to have the best outcomes.
- Keeping Children Safe in Education (KCSIE) statutory guidance.

# Promoting and supporting mental health and wellbeing in schools and colleges

- June 2021 DfE published guidance on this:  
<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#whole-school-or-college-approach-to-mental-health-and-wellbeing>
- Draws on the 8 headings contained in PHE Guidance dated February 2021
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/958151/Promoting\\_children\\_and\\_young\\_people\\_s\\_emotional\\_health\\_and\\_wellbeing\\_a\\_whole\\_school\\_and\\_college\\_approach.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/958151/Promoting_children_and_young_people_s_emotional_health_and_wellbeing_a_whole_school_and_college_approach.pdf)

## 8 Principal Areas

- Leadership and Management \*
- School Ethos and Environment
- Curriculum, teaching and learning \*
- Student Voice
- Staff development, health and wellbeing
- Identifying need and monitoring impact
- Working with parents/carers
- Targeted support

## 2 Key Questions

Key question 1:

- How is the school or college providing visible senior leadership for emotional health and wellbeing?

Key question 2:

- What focus is given within the curriculum to social and emotional learning and promoting personal resilience, and how is learning assessed?

## Leadership and Management

- DfE Guidance:
- Developing or introducing a whole school or college approach to mental health involves strategic change, ideally overseen by a setting's senior mental health lead.
- School staff are not expected to, and should not, diagnose mental health conditions or perform mental health interventions

## Leadership and Management - resources (1)

- DfE is offering grants for training to develop a senior mental health lead in every state school or college from autumn 2021 and where established, Mental Health Support Teams (MHSTs) should also support senior leads to develop their approach.
- All state schools and colleges in England will be eligible for a training grant.
- Funding is available to offer a grant to around a third of all state schools and colleges in 2021 to 2022 financial year, and a waitlist will be created for grants beyond this period.

## Leadership and Management - resources (2)

- Wellbeing for education recovery
- The Link Programme
- Mental Health Support Teams
- Psychological first aid training
- Mental health and wellbeing resources

## Curriculum, teaching and learning

### DfE Guidance:

- Plan and teach the compulsory RHSE modules
- Encourage physical activity, which is part of wellbeing, with the The School Sport and Activity Action Plan
- Use the Character and education framework to help with pupils' spiritual and mental development

## Curriculum, teaching and learning – resources (1)

- The RHSE training module - <https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#RHSE>
- Planning your RHSE curriculum – <https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum>
  - E.g. section on handling difficult questions and a link to that section in the statutory guidance, holding answers etc.

## Curriculum, teaching and learning – resources (2)

- Reminder: there is also a safeguarding, reports of abuse and confidentiality section of the statutory guidance. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality.
- Useful resources on the approach to teaching at <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health-and> (which is in the process of being updated)
- Specific advice re the issue of sharing of nudes or semi-nudes - <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>

# Thank you for listening

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