Targeted Mental Health in Schools (TaMHS) Evaluation Report
October 2018

Summary highlights
Through a dip-sample survey, this evaluation identified positive change across a wide range of themes (in no priority order):

1. staff attitudes
2. staff development and training
3. structural changes to school practice
4. improved outcomes for pupils
5. improved outcomes for staff
6. improvements in resources used in schools
7. positive changes in leadership & management
8. identification of future goals and aspirations
9. increased use of a wider range of specialised interventions
10. raised profile of mental health and emotional wellbeing
11. improvements in data collection and measurement of school wellbeing.

The evaluation indicates that TaMHS can:

- Make a positive contribution to favourable Ofsted outcomes
- Build capacity within schools to meet the mental health needs of the whole school community
- Positively change staff attitudes and confidence about mental health & responses to challenging behaviour
- Increase staff skills, identify new systems for children’s mental health & enable staff to deliver specific interventions that address the mental health and wellbeing agenda
- Promote positive systemic change within schools, across the whole school community – parents/carers, staff and pupils
- Contribute to improvements in pupil outcomes, attendance, behaviour and reductions in exclusions
- Improve staff relationships
- Promote informed decisions and access to new ideas about use of more specialised materials that address emotional wellbeing and positive mental health
- Support engagement of school governors and school leaders at all levels in School Development Plans that include mental health and wellbeing agendas
- Support schools to identify future goals to address difficult issues within their schools, such as engagement of fathers and how to measure changes in wellbeing
**Introduction**

During the summer term of 2018, eleven schools (one secondary and ten primary schools) from the Daventry South area of Northamptonshire completed an evaluation of the Targeted Mental Health in Schools (TaMHS) Programme delivered in partnership by the Northamptonshire Educational Psychology Service (NEPS) and CAMHS Community Early Response and Intervention Team (CERIT). These evaluations were completed with Dr. Julie Paul (TaMHS Area Lead Educational Psychologist - TALEP) using a semi-structured interview. This enabled schools to discuss their own experiences of participation in the TaMHS programme and to share the aspects of the programme that were most salient to them.

The purpose of these evaluations was to obtain schools' opinions about the TaMHS Programme in relation to the four elements of the Common Inspection Framework used by OFSTED:

- Personal development, behaviour and welfare
- Outcomes for children with regards to their social & emotional wellbeing and learning
- Effectiveness of leadership and management
- Quality of teaching, learning and assessment

It also considered how the actual TaMHS process had enabled staff to build capacity within their schools to meet the mental health needs of the school community, as well as identifying what aspects of the programme could have been better.

**Qualitative findings from the evaluations**

The data collected was analysed in order to identify key themes from across the schools. This resulted in the identification of the following themes:

**Theme 1: Staff Attitudes**

All schools reported that involvement in the TaMHS programme had raised staff awareness and the profile of mental health. Staff were reported to be more confident about mental health and there was a change in staff mind-set. Staff behavioural changes were recognised including being more available for children and focusing on developing positive relationships with them; changes in the way that staff responded to behavioural issues; recognising and focusing on the whole child and the relationship between wellbeing and behaviour; and creating a more inclusive environment, which considers the holistic wellbeing of the children.

“I look at children in a completely different way than I did a few years ago”

Headteacher, School E

The staff’s whole mind-set has changed (in relation to challenging behaviour). Staff are now thinking more inclusively, and are more confident to address challenges. They are more mindful of tapping into alternative provisions and resources.

Reported by School H
**Theme 2: Staff development and training**

Through the TaMHS Programme, staff were able to access a range of training opportunities. In ten schools, this enabled all staff members to be upskilled and led to the development of new roles and systems to support children’s mental health, including more consistent approaches and language being used across the settings. In other examples, reported by eight schools, individuals and teams were provided with additional training, enabling them to deliver specific interventions and to take on focused roles within school linked to mental health and wellbeing.

Staff have been upskilled... [They have a] much better understanding of early warning signs and awareness of holistic factors.  
Reported by School D

The Inclusion Team’s confidence in dealing with issues has improved - they know about pathways and have more curiosity i.e. digging under the surface behaviours to explore the underlying issues.  
Reported by School A

**Theme 3: Embedded in school practice (Structural changes)**

Following the input from TaMHS, all schools identified structural changes that had occurred within the school setting and now form part of their everyday practice. This included regular assemblies with a focus on mental health and wellbeing; increased focus on specific issues e.g. trans-gender; development of the PSHE curriculum; implementing interventions that worked at the preventative level; adding social/ emotional wellbeing and mental health to the staff meeting agenda; and specific approaches being embedded within the school ethos such as Restorative Approaches and Protective Behaviours.

“[School B have an] 'Outstanding' commitment to promoting emotional wellbeing'  
School B, OFSTED Full Inspection Report, June 2017

PSHE has been revisited and improved and is on the weekly timetables. Staff have to evidence this.  
Reported by School D

**Theme 4: Outcomes for children (What has changed for children in term of outcomes)**

Involvement in the TaMHS programme was reported to have a positive impact on outcomes for children across a range of areas including:
- Academic achievements:
- Children being able to talk to adults (both parents/ carers and staff) about their concerns and worries
- Improved resilience
- Feeling safe
- Attendance
- Being more aware of their peers and more supportive of them
- Improved self-awareness and cooperation
- Behaviour within school
- Confidence

Children are able to say when they are unhappy; they have improved emotional vocabulary. Children listen to each other and show respect in general.

Reported by School K

Input into emotional wellbeing has paid off—children with the potential for school anxiety are now thriving.

Reported by School H

**Theme 5: Outcomes for staff**

Involvement in the TaMHS programme also had a positive impact on outcomes for staff. Five schools reported a greater emphasis on staff wellbeing, focusing on relationships between staff and workload.

Relationships between staff members have improved. They are more aware of pastoral issues.

Reported by School A

[There is an] increased focus on monitoring, and an awareness of, teacher workload. [We are] focusing on improving staff mental health.

Reported by School E

**Theme 6: Outcomes for carers/parents**

Outcomes for parents/carers was reported to improve following involvement in the TaMHS programme. Four schools specifically reported that parents were more involved and actively willing to seek support from staff. Staff felt that they were supporting vulnerable parents more, which impacted positively on relationships between staff and parents.

A vulnerable parent from a 'closed family' is now confident to come and talk to school.

Reported by School F

Vulnerable families supported in a non-judgemental way.

Reported by School J
**Theme 7: Resources (Physical things that are available)**

Through the TaMHS programme, schools were able to access a range of resources which enabled them to promote positive mental health and to support children within their settings. This included books linked to specific topics such as bereavement and gender identity, as well as things such as ‘Worry Eaters’. Staff also spoke positively about the role of the TaMHS Building Blocks.

[The TaMHS process has enabled us to] identify resources that staff can access.

Reported by School C

[We now have] Worry Boxes in every classroom.

Reported by School G

**Theme 8: Leadership and Management**

Eight schools directly reported that the outcomes of the TaMHS programme had impacted or fed into their School Development, Improvement or Action Plan, which had clear priorities linked to developing resilience and promoting positive mental health and wellbeing. Senior Leadership Teams were reported to be taking a more active role in promoting and monitoring positive mental health and wellbeing for both children and staff. In five schools, governors were reported to be more aware of the importance of mental health, with one school reporting that the specific role of governors had been developed. This had included allocating a Governor to PSHE, as well as adding mental health and wellbeing to the agenda for Governor Meetings.

All members of staff have a ‘mental health and emotional wellbeing’ related target [as part of their performance management].

Reported by School B

The Heads of Year are more aware of mental health. [They are] using training to address everyday challenges and embedding [this] into normal practice. This leadership is filtering down to the majority of staff.

Reported by School A

**Theme 9: Future Aspirations**

Nine schools identified future aspirations including involving fathers more; developing the PSHE curriculum; incorporating growth mind-set and resilience into the whole school ethos; developing tools for assessing and monitoring social and emotional wellbeing and mental health; and developing an annual wellbeing survey for children.

[We] aim to develop a PSHE Scheme of Work linked closely to the school’s value system and British Values, but also incorporating a greater emphasis on pupil wellbeing.

Reported by School F
[We aim] to include a concept of resilience when teaching about the 'learning behaviours'.

Reported by School G

[We plan] to take a more strategic approach towards staff wellbeing.

Reported by School H

**Theme 10: Programmes used in school**

Due to the training that they had received, six schools shared that they had implemented specific programmes and interventions that focused on promoting positive mental health and wellbeing. These included FRIENDS For Life, Drawing and Talking, Zippy’s Friends and 1-2-3 Magic.

Zippy’s Friends has been very well received.

Reported by School F

[Different programmes are used in school including] ‘Time to Talk’; 'Socially Speaking'; 'Drawing and Talking'; and 'Social Stories'.

Reported by School K

**Theme 11: Raising the Profile of Mental Health and Emotional Wellbeing**

Three schools shared that participation in TaMHS had led them to hold specific events such as a Mental Health/ Wellbeing Day/ Week, Staff Wellbeing Day and Family Safety and Wellbeing Event, which aimed to raise the profile of mental health and emotional wellbeing.

[We held a] Family Safety and Wellbeing Event.

Reported by School C

[We had a] Staff Wellbeing Day in April including a stress management workshop and an afternoon spa. All staff participated.

Reported by School J

**Theme 12: Monitoring and Measuring Mental Health and Emotional Wellbeing**

Four schools shared that they had developed specific measures/ ways of monitoring, tracking and measuring the mental health and emotional wellbeing of all pupils. This included creating checklists of positive and negative indicators of mental health, and screening Foundation Stage children in order to collect baseline data for emotional issues. Eight schools reported they had developed their use of similar measures for pupils identified as having additional social and emotional needs. Four schools shared they were collecting pre- and post-data when delivering interventions to targeted children. Measures included the Boxall Profile, Stirling Children's Wellbeing Scale and the Strength and Difficulties Questionnaire.

6: TaMHS Evaluation (October 2018)
[We are] using assessments to ensure that interventions are effective and timely, both academically and with regards to social and emotional wellbeing, and mental health.

Reported by School I

Pupil voice surveys have been developed, tapping into their perceptions.

Reported by School H

Quantitative findings from the analysis

This table shows the number of schools that identified each of the above themes. It needs to be interpreted with care, as schools were not asked closed questions with a multiple choice response, and therefore shared their views based on open questions. If a school has not identified a particular theme, this does not necessarily mean that the TaMHS programme did not impact on that area.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Percentage of schools identifying this theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Attitudes</td>
<td>100</td>
</tr>
<tr>
<td>Upskilling specific or all school staff</td>
<td>100</td>
</tr>
<tr>
<td>Embedded in school practice (Structural changes)</td>
<td>100</td>
</tr>
<tr>
<td>Outcomes for children (What has changed for children in term of outcomes)</td>
<td>100</td>
</tr>
<tr>
<td>Outcomes for staff</td>
<td>45</td>
</tr>
<tr>
<td>Outcomes for parents/ carers</td>
<td>64</td>
</tr>
<tr>
<td>Resources (Physical things that are available)</td>
<td>73</td>
</tr>
<tr>
<td>Leadership and Management</td>
<td>100</td>
</tr>
<tr>
<td>Future aspirations</td>
<td>82</td>
</tr>
<tr>
<td>Programmes used in schools</td>
<td>55</td>
</tr>
<tr>
<td>Raising the Profile of MH and EWB</td>
<td>27</td>
</tr>
<tr>
<td>Monitoring and Measuring MH and EWB</td>
<td>100</td>
</tr>
</tbody>
</table>

As part of the evaluation, schools were asked to rate different aspects of the TaMHS programme out of 10, as well as adding any comments about these aspects. The mean rating for each aspect was as follows:

1 From a total of eleven schools
<table>
<thead>
<tr>
<th>Aspect</th>
<th>No. of responses</th>
<th>Mean rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation process re: Whole school needs and provision/action planning</td>
<td>11</td>
<td>8.8</td>
</tr>
<tr>
<td>Audit of staff knowledge, skills and confidence re: Children's mental health</td>
<td>11</td>
<td>7.8</td>
</tr>
<tr>
<td>Action plan and review</td>
<td>11</td>
<td>9.2</td>
</tr>
<tr>
<td>Other audit tools</td>
<td>9</td>
<td>8.1</td>
</tr>
<tr>
<td>Input from Educational Psychologist</td>
<td>11</td>
<td>8.5</td>
</tr>
<tr>
<td>Input from Educational Inclusion Officer for Mental Health</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Input from CAMHS</td>
<td>5</td>
<td>7.4</td>
</tr>
</tbody>
</table>

Ten schools provided additional comments including the following:

- The Audit process: Schools shared that this led to an increased self-awareness, identifying strengths to build upon and areas of staff confidence, as well as helping schools to focus on training needs
- The Initial Consultation: Schools shared that this enabled them to identify needs, prioritise actions and focus on what needed doing
- The Action Plan and Review: Schools felt that this was an important tool, as it enabled them to review and reflect upon what they had done, as well as making them accountable for the things that they had said they would do. It also enabled schools to celebrate all that they had achieved
- Having an external professional who led them through the TaMHS process was beneficial as it added value to the process
- One school spoke about the fact that they felt training was quality assured as it was delivered by the EPS

Schools were also asked to identify what could have been better about the TaMHS programme. Four schools responded to this question, sharing that participation in the TaMHS programme would have been better if:

- They had received more prompts and reminders throughout the 2 years re. training and award preparation
- They had an example of a Bronze Award submission at the initial meeting stage to keep referring to
- Good practice between participating schools had been shared
- They had been provided with a resource list of books etc.
- They could have completed the whole school audit as part of the review process

Eight schools identified some type of barriers or raised concerns:

- Financial implications of accessing some of the training courses
- The timings of some of the courses weren’t appropriate
• Courses were cancelled
• Trained staff leaving the school
• Audit: Were the questions asked as part of the audit the right questions? Could the audit process have been condensed?

Dr. Julie Paul and Dr. Kate Forder

Educational Psychology Service
Northamptonshire County Council