

# DESIGNATED MENTAL HEALTH LEAD ROLE

## ROLE PURPOSE

To oversee and monitor the provision of mental health and wellbeing strategy, resources and interventions for young people across the setting, including those in special groups, such as young carers or who have special educational needs or disabilities.

## RESPONSIBILITIES

The Lead will be able to:<sup>1</sup>

### Leadership and Management

- create a plan to develop, implement and sustain a whole school or college approach to mental health and wellbeing, tailored to their setting's needs.
- put in place strategies to identify, understand and overcome resistance, and bring key stakeholders with them.
- reflect on personal development needs, and put in place plans to be effective in role.
- sustain and continually improve the approach in their setting, working effectively with peers and support networks.
- build stronger links with appropriate local services and feel empowered to take a role in shaping these.
- monitor the impact of a whole school or college approach in their setting.

### Identifying need and monitoring impact of interventions

- use (and be able to adapt as required) relevant tools to assess need, and monitor interventions to support pupil and student progress.
- implement a process to identify those who may need additional support, working with other staff across the school to use pre-existing documents, such as Education Health Care Plans, where appropriate.
- make a decision about whether a health or education intervention is more appropriate and access this support with reference to the Local Offer.
- seek feedback from and give feedback to staff, pupils and parents, to ensure those experiencing poor mental health get the support they need to be able to engage in all aspects of school/college life and participate in lessons and extra-curricular activities.
- work with staff, families and local services to understand the mental health and wellbeing issues that could be impacting on behaviour and attendance to improve outcomes for pupils/students, and ensure that all school policies reflect this.
- monitor the impact of interventions provided to individuals or small groups and adapt the approach as needed.

### Targeted support and appropriate referrals

- work in partnership with local service providers and mental health professionals (including Mental Health Support Teams where these are in place) to ensure the needs of pupils and students and relevant adults are known, understood and used to shape the local support offer.

- identify and access the most appropriate statutory or independent mental health service provision available in their local area.
- make or support effective referrals to children and young people's or adult mental health services, or other services as appropriate.

#### Staff development

- access and utilise tools, strategies and resources to support their own mental health so that they can look after themselves.
- identify and utilise tools, strategies and resources to confidently engage staff to help promote and support their mental health and wellbeing.
- share simple evidence-based strategies and exercises with staff and pupils/students to help them manage their mental health and develop their own coping strategies.
- facilitate development of school staff, identifying critical training and ensuring that all staff can recognise and understand the process to respond to mental health concerns.
- signpost and increase and promote awareness of resources to support staff.

#### Creating an ethos and environment

- use their knowledge to effectively communicate a positive values-based approach, and to promote openness and understanding to normalise mental health and its fluctuations throughout life.
- understand how they can use local services/resources to enhance their school/college messaging and develop social, emotional and mental health partners in the community.
- connect different policies and processes (equality & diversity, bullying & harassment, behaviour and safeguarding) to ensure they are working together to support wellbeing.

#### Enabling the Student Voice

- develop effective plans to empower and involve pupils and students, including those with additional needs and communication difficulties, in the co-production, and embedding, of their whole school or college approach.
- identify opportunities for appropriate use of pupil or student peer-led wellbeing support.

#### Working with parents, families and carers

- develop strategies to engage parents, families, carers, virtual school heads and the local community in promoting a culture of wellbeing within and outside school hours.
- develop positive relationships and work jointly with parents, families and carers from a range of backgrounds.
- support or signpost relevant evidence-based resources for parents, families and carers so they can develop skills and strategies to support both their child and themselves.

#### Curriculum, teaching and learning

- develop, with others, a cross curricular approach to promote mental health and wellbeing.
- recognise the links between physical and mental health and how to work across the school to promote this.

<sup>1</sup> These tasks are identified in the Learning Outcomes for Senior Mental Health Leads in Schools and Colleges publication.

Department for Education identified resources:

*'Measuring and monitoring children and young people's mental wellbeing: a toolkit for schools and colleges'*

*'Review of children in need'*

*'Mental health services and schools link pilot: evaluation'*

*Mental health services and schools link expanded evaluation*

*'Respecting School Communities Self-Review and Signposting Tool'*

*'Mental health and behaviour in schools'*

*'Supporting mental health in schools and colleges*