



A framework for mental health
and resilience in schools



Empowering schools to support and promote mental health and resilience

Using the iMHARS framework (Islington Mental Health and Resilience in Schools)

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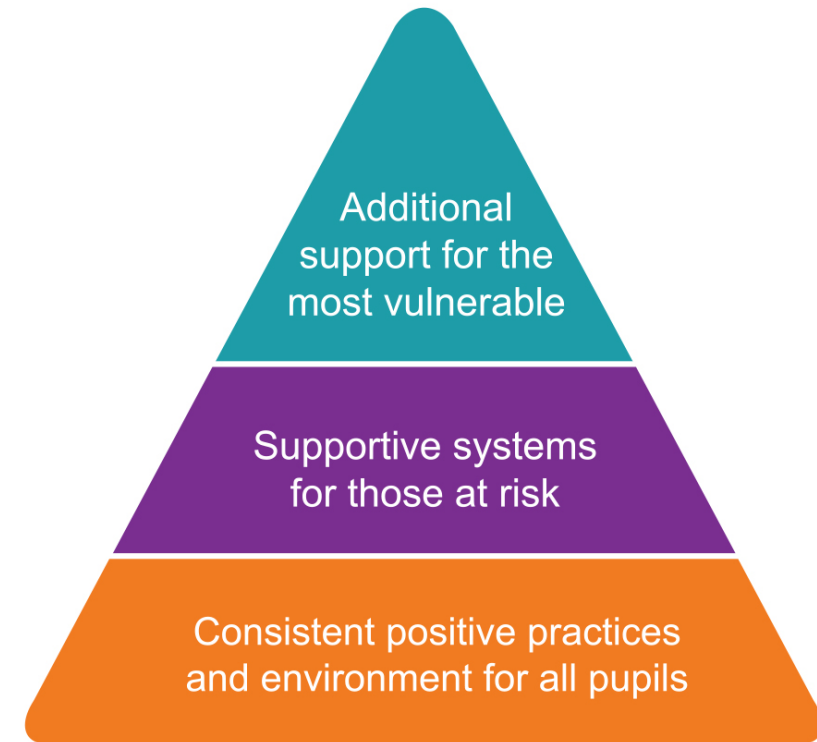
NUI Galway, Thurs 13 June 2019

Islington – the context

- High levels of deprivation - 47% of children live in poverty
- Diverse community
- High prevalence of mental health problems
- Commitment to early intervention and prevention
- CAMHS well-embedded within schools
- 45 primary schools, 10 secondary schools and 3 special schools
- Public Health fund Health and Wellbeing team

Islington Mental Health and Resilience in Schools (iMHARS)

- Evidence supports the impact of consistent, positive, universal practices
- Systems in place to support those at risk and the most vulnerable
- Prevention and early-intervention



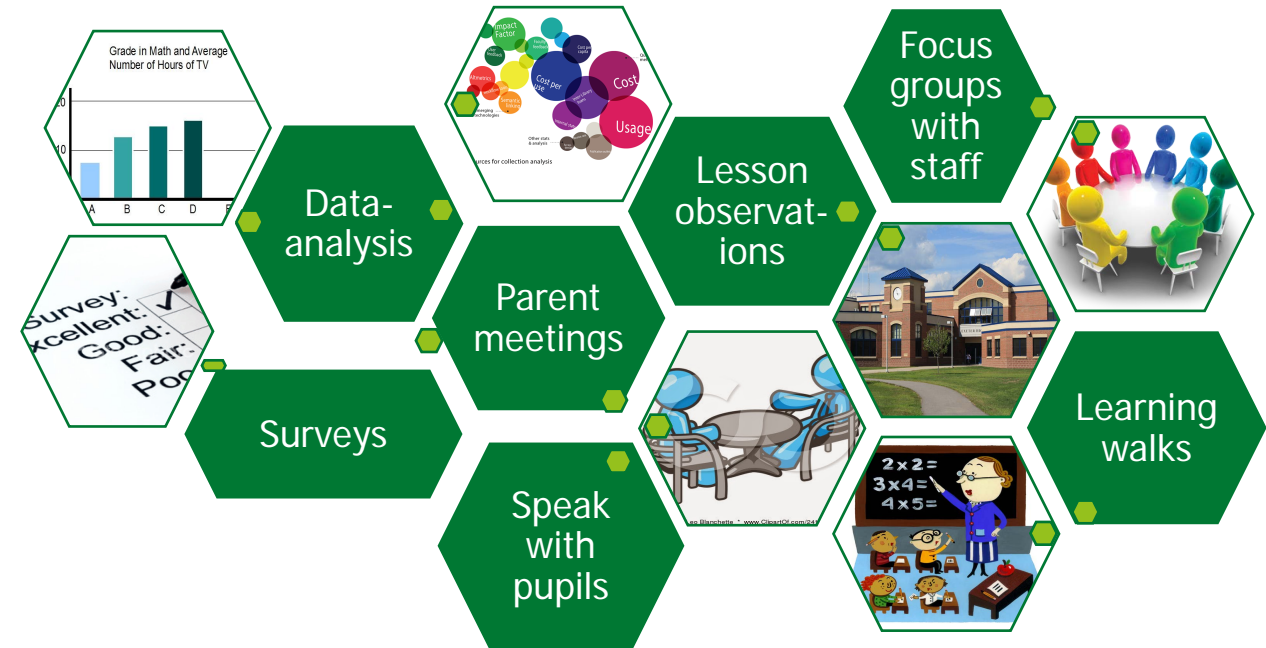
The iMHARS framework

- Seven key aspects of school life that support good mental health and resilience
- Use with schools to research practice, identify strengths, gaps and next steps
- 52% of schools (34) have used iMHARS (3 special, 6/10 secondary and 25/46 primary schools)

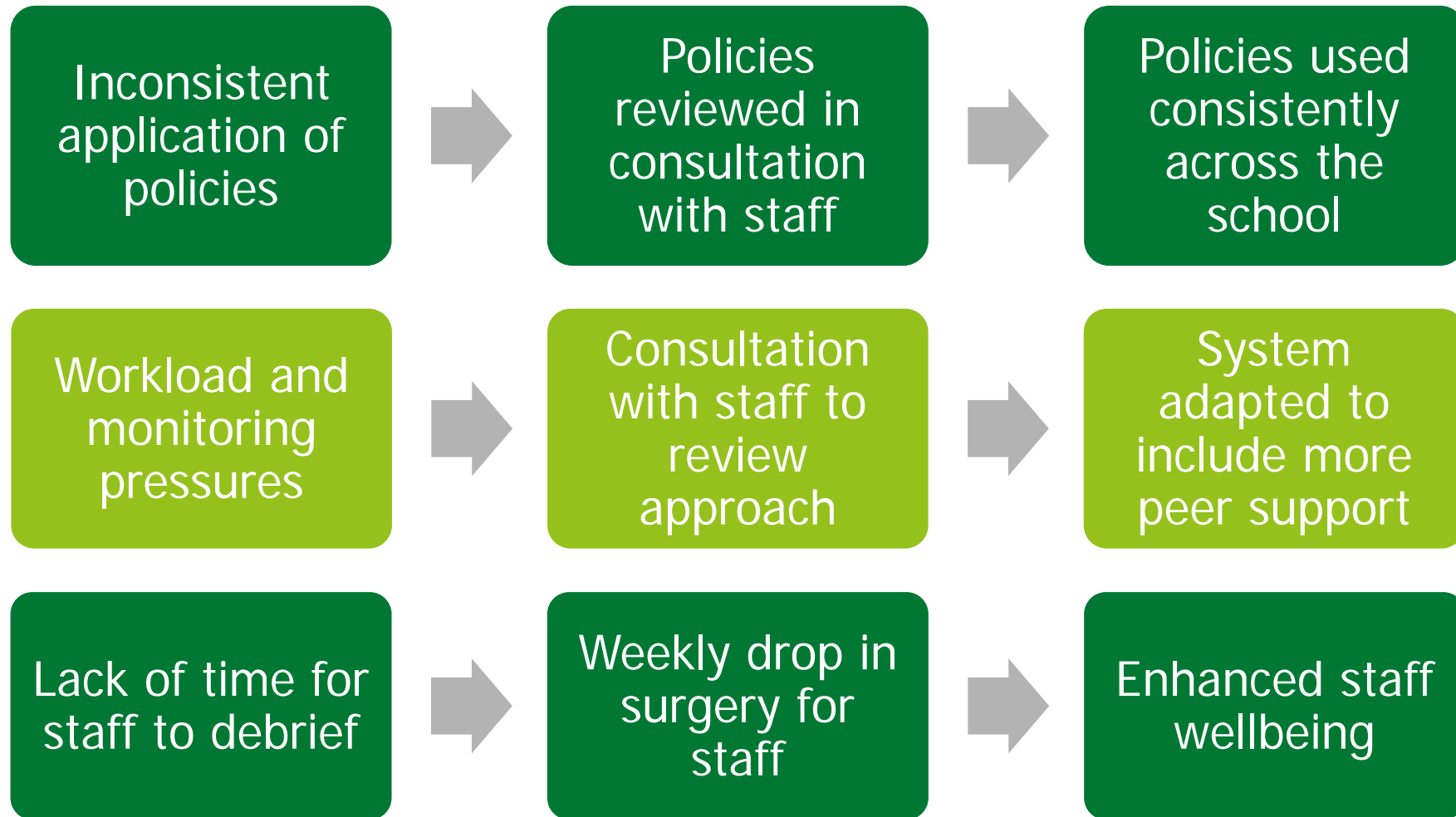


The iMHARS audit process

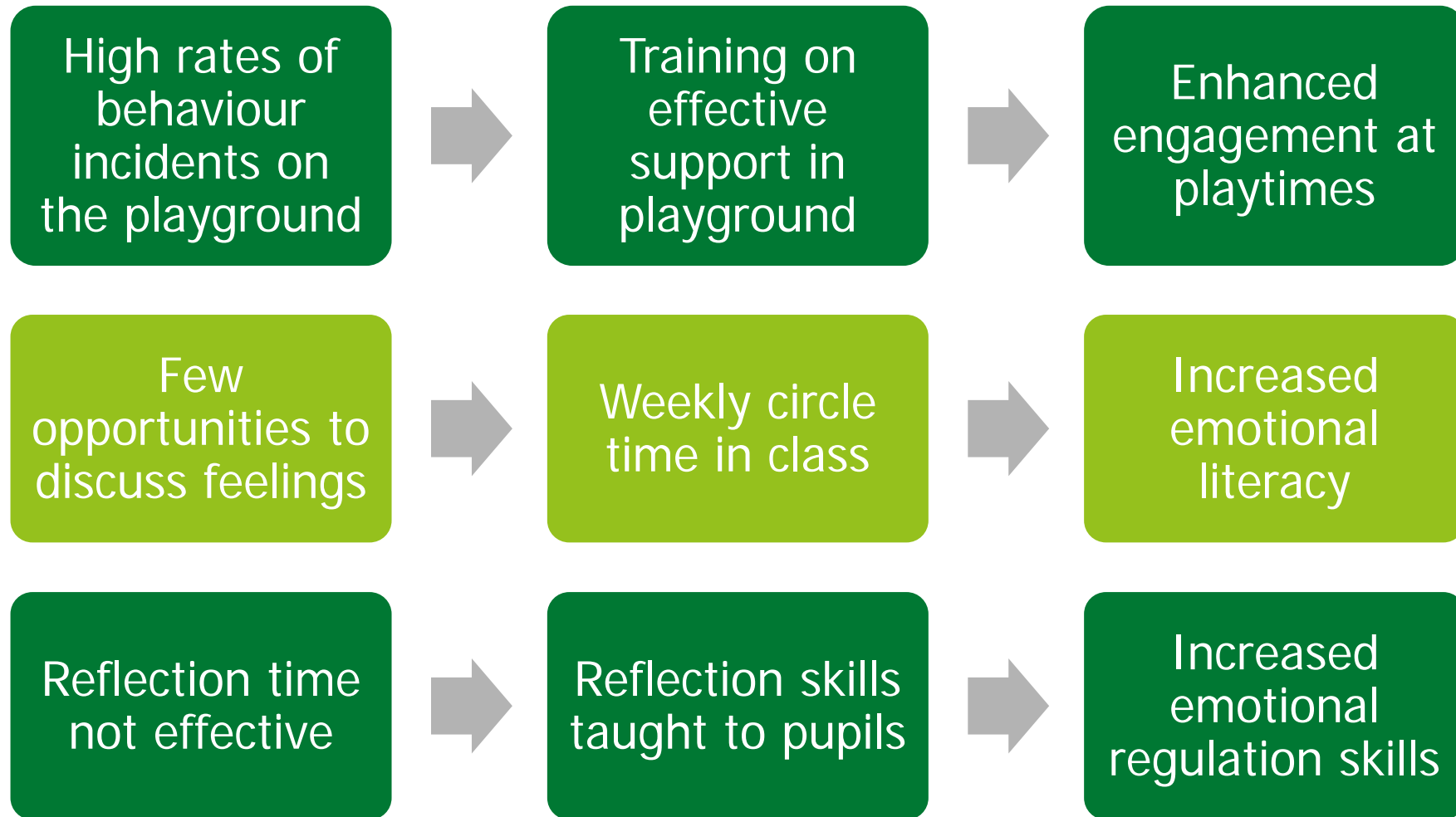
1. School chooses area(s) to focus on
2. Plan and carry out research
3. Report based on information gathered
4. Findings discussed with senior leadership team
5. Discuss strengths and areas for improvement
6. Action plan developed to evaluate next steps
7. Evaluate system changes and impact



What difference does iMHARS make?



What difference does iMHARS make?



What schools say...



- 100% of schools said they found the overall process 'useful' or 'very useful'
- Schools say they have a better understanding of how systems support mental health, and their role as schools
- Valued opportunities for stakeholders to share their views and experiences
- Benefits to gaining an external perspective
- Emphasis on adapting and improving systems in place

"It gives you a comprehensive view of your schools systems for early identification and the role of all staff in supporting student wellbeing"

Deputy head,
Secondary School

"My own practice accounts much more heavily on staff wellbeing and the importance of all stake holders driving school improvement"

Deputy head,
Primary School

"The opportunity to have an external person to come, observe and compile powerful evidence is definitely worthwhile"

Deputy head,
Primary School

"We had no time to think or find solutions. Its been really helpful to have someone hold it in mind"

Headteacher,
Secondary School

"It puts classroom practice and culture at its heart, rather than approaching pastoral care as something separate"

Headteacher,
Primary School

"The evaluative process has been extremely useful. We would find virtually impossible as a school to do – we simply don't have the skills, framework, capacity or, of course, the impartiality that iMHARS provides."

Headteacher, Primary School

"It has been one of few initiatives that has actively driven change and allowed us to see a shift in staff and pupil behaviour. It was supportive of the school while offering constructive feedback that is being used to address gaps and drive school improvement"

Deputy head, Primary School

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