Engaging students with wellbeing

Who is this for and why?

This document is designed to inspire and support education dfcj]XYfghc Yb[U[Y ghi XYbhgk]h\k Y``VY]b[gifjYm bX]b[g''

It introduces approaches to sharing complex information with students in an accessible way and to gathering their fYgdcbgYg"H\Y]bg][\hg[U]bYXWUb\Y`d]a dfcjYYXi WUh]cb` dfcj]XYf i bXYfghUbX]b[cZh\Y bX]b[g''

We have provided practice examples from sessions we ran i g]b[bX]b[gZfca h\YK Y`VY]b[A YUgifYa Ybh: fUa Yk cf_ fK A : Ł ghi XYbhk Y``VY]b[ gifjYmVi hh\Y dr]bW]d`YgUbX dfUWh]WU`[i ]XUbWYUdd`mhc bX]b[gZfca Ubmghi XYbh k Y``VY]b[gifjYm''
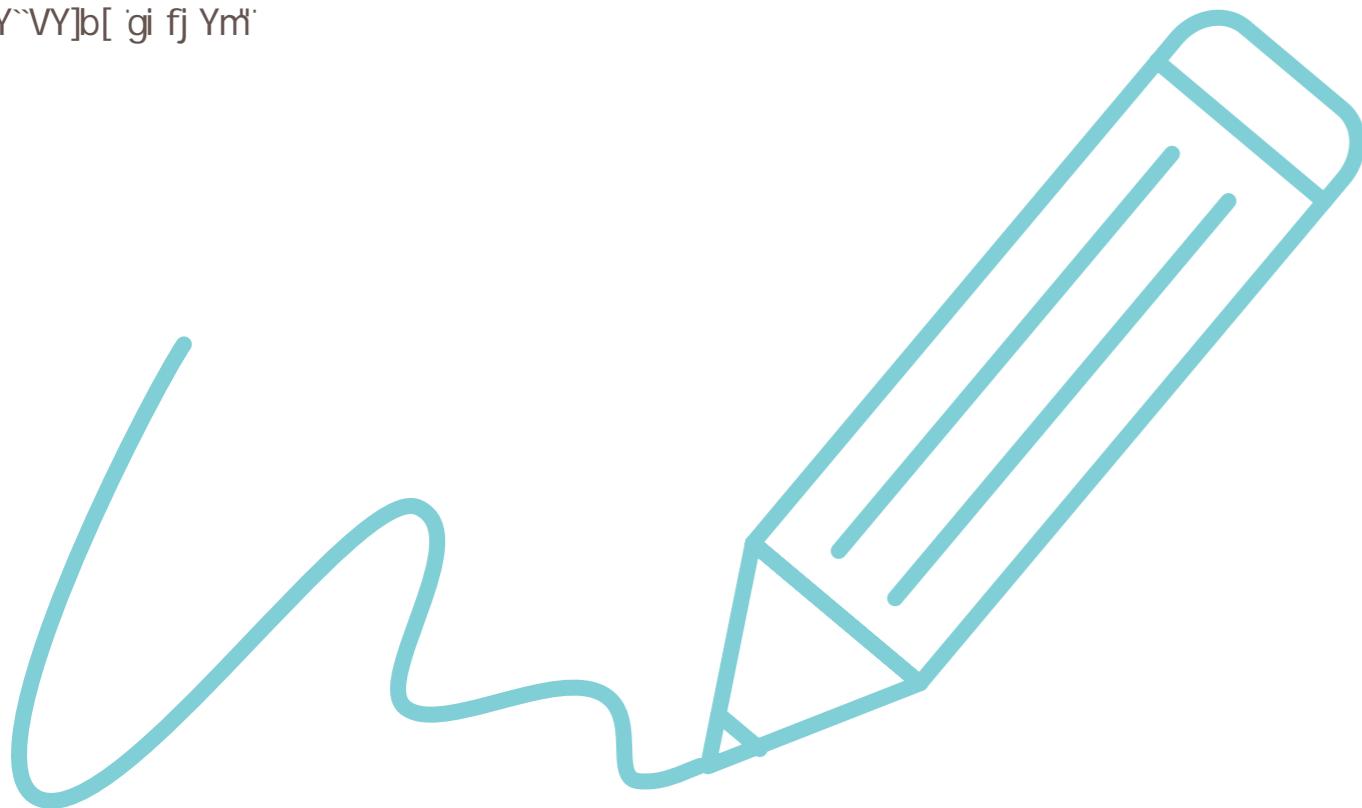
Contents

Context

The mental health and wellbeing of children and young people \UgXYWYbYXo fYWbhmYUfg" A Uom a YbHU \YU h X WhYg start during childhood and adolescence and early intervention]g fYWd[b]gYXUg_Ymhc a dfcj]o[ci hW a Yg" 5g g W cc g and colleges are the settings with the most consistent WbhUWk]h h]g U[Y [fci d h Ym d U _Ym fc Y o dfcj]X o [gi ddcfh

5WcssftheUK, many schools and colleges are collecting j U i UV Y XUhU i g]o[ghi XYbhk Y`VY]o[gi fj Ymg" H \Y Y surveys are being used both to understand the strengths and needs of students and to determine the impact of

What we learnt: facilitating student engagement

Choosing a focus for a session

It is important to consider the focus of the session when d`Ubb]b[ hc X]gW gg gi fj Ym bX]b[ g k ]h\ ghi XYbhg"±h]g\ Y`dZi `` to narrow the focus rather than attempting to present all of h\ Y Z]bX]b[g"'H\]g WUb fYXi W h\ Y Wt:a d`YI ]hmUbX a U_Y ]h YUg]Yf Zcf ghi XYbhg hc Yb[ U[ Y k ]h\ h\ Y bX]b[ g"Zmdi \Uj Y a longer session, or the capacity to involve students at an earlier stage, it would be even better to establish the initial Zc W g k ]h\ h\ Y \Y`d cZ h\ Y ghi XYbhg"'

5`` bX]b[g df YgYbhYX`g\ci `X VY Ubc bma ci g"±h]g U[ccX]XYU hc W\ccg Y gc a Yh\]b[Zc a h\ Y bX]b[g h\Ug h UbXg ci h"' This may be something surprising, an area of concern or gc a Yh\]b[YbWt fU[ ]b[h\Uh mci k ci `X ]_Y hc i bXYfghUbX` VYHHYf"Mci `a UmUgc VW[]XYf k \M\` bX]b[g UfY a cfY cVi gh` for instance, where the data are more complete or the gUa d`Y]g]hY`g" Uf[ Yf"Mci Wci `X X W\ccgY hc Wt:a dUfY` bX]b[ g UWfcgg X] YfYbh[ fci dg` ZcfYIUa d`Ý Wta dUf]b[ UWfcgg mUf[ fci dgcfVm[ YbXYf"H\ Y UfYU cZZc W g a UmUgc \Uj Y U` particular relevance for the group of students participating]b h\ Y gYgg]cb"'

The focus will be narrowed further by the students themselves during the session, although

Facilitating the session

When choosing who will facilitate the session, Vcbg]XYf'h\Y]f`_bck`YX[Y'cZh\Yk Y``VY]b[' survey, their involvement in mental health and wellbeing support in the school or college and their relationship with the students Yb[U[YX]b h\Y'gYgg]cb"‡]gVbY V]U Zcf h\Y ZUWh]hUhcf hc`U]Yh\cfci[\`_bck`YX[Y'cZh\Y topic under discussion so that they can answer ei Ygh]cbg h\Y'ghi XYbhg a Um`U]Y"'< ck Yj Yfž it is also important to support the students to feel confident to share their opinions UbX YI dYf]YbVY'g'cdYb`m'

In the practice examples, all sessions were co-delivered by an external facilitator from the evaluation team and a member of school ghU "'‡b'gca Y'gW\cc`gh\]g k Ug'gca YcbY' closely involved with the collection of the survey data; in others it was someone not UggcVUhYX k]h\ h\]g k cf_"'

When facilitating the session there are a few _Ym'df]bV]d`Yg'hc'UXcdh"'5h h\Y'ghUfh'cZh\Y' session, explain the purpose of engaging the ghi XYbhg' ]b'W`X]b[`ck h\Y fZYYXVUW_k]`` be listened to and incorporated into the gW\cc` g'cf Vc``Y[Y g'd`Ubg"'9I d`Ub h\Uh h\]g is not a therapeutic space but do use the session to signpost to existing support and gYfj]WYg"']bU`m ž'YbWci fU[Y'ghi XYbhg'hc'X']fYWh' the conversation to areas that feel most relevant to them; this will support the X]gWi gg]cb hc VY'fY`Yj Ubh'UbX'f]W\ "'

To encourage meaningful contributions, Ya d'cmU\U]j Y"'ghh]bb]cb'VmfY YWU]b h\ci [\ fi\ g VUW_'hc'ghi XYbhg'hc'V\YVW'mci i bXYfghUbX' h\Ya ž'Ug'\cUdYb'ei Ygh]cbg UbX gi a a Uf]gY' h\Yf']XYUgh\fci [\ci h h\Y'gYgg]cb"'

We fYWca a YbX h\Uh'mci Vc``YWhfYYXVUW_' UVci hh\Y'gYgg]cb"H\]gk]`UXX VcbhYI hhc' any comments made and can be used to]a dfcj Ya'Uhmf i h fY Yb[U[Ya YbhgYgg]cbg"' There are many ways of doing this, for example:

- using a short evaluation form at the end of the session

- Ug_]b[ghi XYbhg'hc'fU]gY'fYXžUa VYf'cf green cards in response to questions UVci h Z YY]`b[ \ UfX cf`]_Y'mU h h YbXUbVY' at future sessions

- using post-it notes or digital apps to allow UbcbUma ci g'gi [[Ygh]cbg hc VY'a UXY"
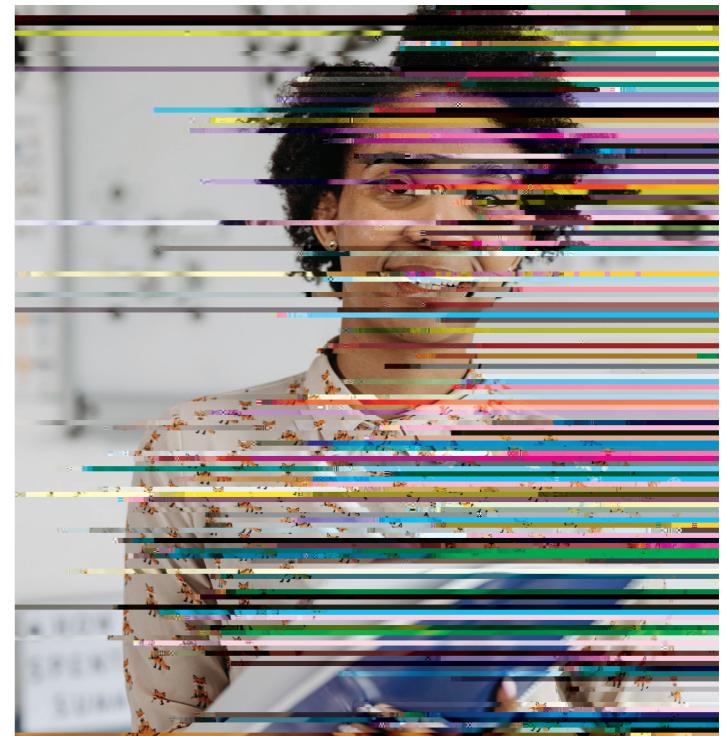
Considerations for ongoing engagement

Involving ghi XYbhg]b U'gYgg]cb^]_Y h\]g VUb VY h\Y'ghUfhcf Za UU]b[ ]Z]cb[c]b[Yb[U[Ya YbH"' There are a few things you can do to enhance h\]g"'5 k Ug']Z `ck i d hc ' h\h h\Y'ghi XYbhg' _bck h\Y]a dUWh cZh\Y]f]bdi h k \ UhU\h]cbg k YfY HU_Yb'cf U ]d'UbbYX]cf YgdcbgY'hc h\Yf' insights? Where possible, encourage students hc hU_Y'UWh]cb]b fY`Uh]cb hc h\Y'UfYUg' discussed, for example by joining a group at the school or college or by promoting the gi ddcfhcZZYf`hc'h\Y]f dYYfg"'Mci a Umk]g\' to meet with the group again to explore the bX]b[ g]b a cfY XYdh\ "'H\Y'ghi XYbhg'Wci X' be invited to form an extra-curricular group of wellbeing champions to contribute to gW\cc` cf Vc``Y[Y k Y`VY]b['ghfUhY[]Yg"'

1) Session purpose and expectations (5 minutes)

- 9I d`U]b h\Y di fdcgY cZ h\Y gYgg]cb UbX h\Y]a dUWh mci \cdY]h k]`` \UjY mci Vci `X hfm.

-

5) Bringing the session to a close (5 minutes)

- 5hh\YYbXžh\Ub_h\YghXYbghUbX¨Yhh\Ya `_bck \ck jUiUV¨Y`]h\UgVYYbhc¨\YUfh\Y]fh\ci[\hg¨
- FY¨YWhVUW¨h\Y`_Yma YgguG[Ygh\Uh¨mci¨d]¨WYXiidZfca h\Y[fci d¨UbXž]Zmci¨WUbžž\Uh¨mci¨k]`¨Xc with them:
  - 5fYh\YfY¨dUfhW¨Uf]XYUgh\UhfYYUgmhc¨]a dYa Ybh3
  - 5fYh\YfY]XYUgh\Uhmci¨WUbhU¨Y¨hc¨[fci¨d¨cŽhYUW\Yfgcfhch\YfXY¨]g]cb!a U_YfgUhh\Y¨gW\cc¨ or college?
  - Will you facilitate further opportunities for consultation?
- G][bdcghhc¨a YbhU¨\YU¨h\UbXk]¨VY¨][¨gi¨ddcfhUj]U¨U¨YUhh\Y¨gW\cc¨cf\W[¨Y"
- @YUj¨Y¨gca Y\]a UhhUh\YYbX]b\WUggY¨UbmcŽ]¨Y¨ghXYbhgbYYX¨c¨gdYU_¨hc\YhUWŽf"

5ZhYfh\Y¨gYgg]cbžZUW]¨]hUhcfg¨g\ci¨X.

- gia a Uf]gY¨_Ymdc]bhgUbXXYf]YZUgbgYgguf]k]h¨Vc¨YU[iYg
- d¨Ubh\YbYlhg]hdYfg¨

Bonus activity: future engagement in surveys (5-10 minutes)

If the school or college plans on repeating or continuing the survey activity that is being discussed in the gYgg]cbžmci¨a Uk]g\¨hc¨i gYgca Y\]a aY\Y¨[U]b]gg][\hgUVci¨h\ck¨hc¨a dfcjYXUhU¨Vd¨UW[cb"9l d¨U]b the existing processes clearly and pose the following questions:

- K\Uhk ci¨XYbWci¨fU[Ya cf¨hghXYbhghchU_Y¨dUfh3
- K\Uhk ci¨X¨a U_Ygh¨XYbhgZYY¨a cfY¨Wca ZfhUV¨Y¨bCVY]b[¨]bcbghgh¨h\Y]fUbgkYfg3

You may feel as if the conversation is just getting started

Hc¨_YYdh\Y¨Wcbj¨YfgUh]cb¨[c]b[.

- signpost to services available in the school or college
- plan another session as a follow up
-]bj]hYh\Y¨ghXYbhghcbU_YdUfh]bUbmZhfWYWU¨Yk¨Uk¨Y¨VY¨[¨UW¨]]b]hYg¨]ZcfYlUa d¨Yžmci¨a Uk]g\¨Y¨Uk¨YVY]b[¨WW¨Ua d¨cbg¨dfc¨fUa a Y¨cf¨mci¨a][¨h¨cfbb]bj]fYYghUf]g¨]b¨h\Ycf¨k¨Y¨VY¨¨fci¨dg"

Using digital tools in sessions

H\YfY¨WUb¨VY¨U¨bi a VYf¨cZ¨VYbY]hg]b¨i g]b[¨cb]bYhcc¨gbh\YgYgg]cbg"K\]Yh\YgYgg]cbZcfa Uh¨Uc¨VY¨¨Uf[Ymh\Y¨gUa YUg¨g¨g]cbgXY¨j¨fYX¨c]bYžh\Y¨i gYcZ]cb]bYhcc¨gYbUV¨Y¨gghghc¨dUfh]ghXYbhcb¨gUfh¨h\Y¨fi¨hci¨[\gUbX]XYUgUbcbma ci¨g¨m¨C¨b]bYhcc¨gUgc¨dfcj]XY¨U¨Ygkhcb¨VfYWdfcZ¨U¨h\ci¨[\UbX¨]XYUg¨bcbYUfX¨gma][gYXžZcf]chh¨YYbcf¨]¨WUbXX"

Cb]bYUddg¨gi¨W\¨Ug>Ua Vcpf¨d¨cf¨A]fc¨Uf¨ZfY¨hci¨gYfk¨]fh¨]h\]b]]b]a¨]hgž¨h\¨YmU¨fY¨YU¨gmhc¨UWWgg¨UbXhc¨gY¨UbXUfYj]i¨g¨a¨Yb[U[]b[¨hUb¨[5g¨]XYUgUbXh\ci¨[\hgUfYUXXYXV¨i¨dUbhgžh\YYma][g\¨k¨]¨ic¨Ubcbma ci¨g¨cbh\Y¨U]bdUbU¨Yžk\]Ymci¨Uc¨ghck¨hch\Y¨[fci¨dcf¨]bh\Y¨gYgg]cb¨ZcfXY¨gWgg]cb"Hci¨g¨]¨g¨U¨dd¨g¨ghXYbghk]¨bYYXUWWgghcY]h\Yffcb]WXYjWYYXj¨WYg¨i¨g¨Uphcbcfg]a UfhdhcbYcfhUV¨YhU¨hch\Y¨]bh\Y¨gYgg]cb"

Resources

:cf¨a cfY¨]bZcfa Uh]cb¨UVci¨hh\Y¨K Y¨VY]b[¨A YUgifYa Ybh: fUa Yk cf_j]g]h \hhdg.## k k k "WcfW¨A]_"bYh#fYgci fW¨!\i V#k Y¨VY]b[!a YUgifYa Ybh%ZfUa Yk cf_!k a a Z#

:cf\Y¨d¨k]h¨a YUgif]b[¨UbXa cb]hcf]b[¨ghi XYbha YbhU¨\YU¨h\¨UbXk Y¨VY]b[¨UbX evaluating interventions visit: \hhdg.##k k k "WcfW¨A]_"bYh#Zcf]gW\cc¨g#

:cf¨a cfY¨]bZcfa Uh]cbžUXj]W¨UbXfYgci fW¨g¨Zcf¨gW\cc¨g¨j]g]h¨ a YbhU¨¨m\YU¨h\¨gW\cc¨g"cf[¨¨i¨¨ UbbUZYi X¨cf[¨¨#gW\cc¨g¨¨UbX!Wc¨¨Y[Yg#¨¨ghfYg¨hc¨a YbhU¨!\YU¨h\!UbX!k Y¨VY]b[¨

:cf¨gY¨Z!\Y¨d¨fY