See Me.
See Change.

Staff Workbook Two

See Me
End mental health
discrimination

Workbook Two is designed to support the capacity building sessions that will be delivered to staff in your school.

You can refer to these sections throughout the training or, if you're interested, you can learn more by following the suggested links and further reading. Please note that, unlike with workbook one, none of the following activities need to be completed in advance of the capacity building sessions.

You can use the next sections to capture notes and ideas of activities that you would like your school to get involved in and share with your group during the action planning sessions.

These workbooks will not be marked. Instead, use these as tools to support your learning and reflections before, during and after the See Me See Change staff sessions.

If you have any questions about any aspect of the workbooks or sessions, please head to our **contact us** page on the website to get in touch.
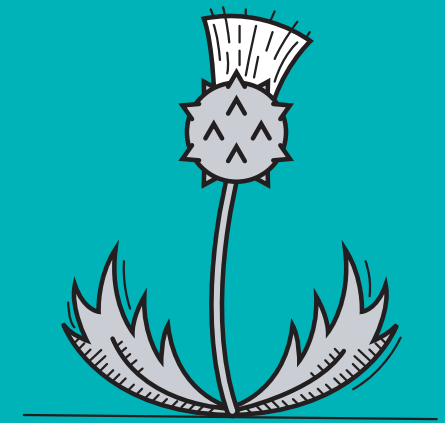
Contents

Adopting a whole school approach to tackling mental health stigma and discrimination

See Me See Change aims to challenge mental health stigma and discrimination and help staff and pupils to understand the importance of good mental health, and recognise how it affects them and build their knowledge, ability and confidence to talk openly about mental health. By exploring the key areas and aspects of the school community, we can develop a mentally flourishing environment where everyone within the school can learn and work without fear of being stigmatised or discriminated.

Why adopt a whole school approach?

- Anti-stigma work promotes awareness and understanding of mental health and prevents stigmatising attitudes and behaviours from forming.

- Schools report greater openness to talk about mental health and lower levels of stigma and discrimination.

- Improved literacy and help-seeking behaviours to support are reported across the school community.

- Embedded and consistent messages normalising mental health conversations across every aspect of school life will help to continually challenge mental health stigma and discrimination.

See Me has selected key areas to focus on which are in line with the **Scottish Government's Whole School Approach Framework** for schools to support children and young people's mental health and wellbeing. These areas are essential to challenge mental health stigma

and discrimination and to ensure commitment is gained, people are involved and action is created.

As part of area six, *Staff Development and health and wellbeing*, we are including a focus on the school as a workplace, promoting a stigma-free workplace for you and your colleagues.

The key areas See Me See Change will focus on are as follows:

1. **Leadership and management**
2. **Ethos, culture and environment**
3. **Curriculum and learning**
4. **Wider school community**
5. **Enabling young peoples voices and participation**
6. **Staff development and health and wellbeing**

The next section of the workbook will provide you with a bit more information and some key considerations of what these areas could consider when working towards tackling mental health stigma across the school. The workbook will provide you with the opportunity to learn more via relevant resources and case studies to support your anti-stigma work across the school.

Each area will also include a reflective question to encourage you to think about your school and where its anti-stigma activities should be focused.

1. Leadership and management

Everyone in the school is a leader in their own right and can contribute to creating a stigma-free school. Role modelling is key to this, with senior leadership and senior pupils leading the way. Leaders have to understand that tackling mental health stigma and discrimination is foundational to creating a mentally flourishing school environment, and should lead by example. Leaders can be anyone across the school from senior pupils to janitors to those with management roles, like head teachers.

Key considerations:

- Leaders have an important role in advocating for the needs of staff, students and families / carers within the context of wider strategic planning.

- Support from the senior leadership team is essential to ensure that efforts to end mental health stigma and discrimination and promote mental health and wellbeing are accepted and embedded.

- Having leaders with knowledge and understanding of these areas is essential in championing system-wide practices.

- Senior leaders within the school sharing lived experience of mental health challenges can also help to normalise talking about mental health and seeking support.

Learn more...

- In North Ayrshire, a local authority-wide strategic approach to supporting children and young people's mental health and wellbeing was adopted via the set up of the **Mental Health Operational Group (MHOG)**, which brought together partners from across the children and young people's sector to coordinate activity and promote effective outcomes.

- It's important to consider leadership opportunities for pupils when tackling mental health stigma. This can be critical to the sustainability and success of anti-stigma work across the school, empowering pupils to take action and promote peer-led learning opportunities. **Read more about an example of pupils as leaders at St Matthew's Academy in North Ayrshire.**

- Further examples of pupils as leaders can be found in the Scottish Borders' schools. **Read more** about young people taking charge and fighting mental health stigma and discrimination in their schools.

Reflective question

What does leadership look like for you in your school when addressing mental health stigma and discrimination?

2. Ethos, culture and environment

The school environment has a huge impact on individuals' social and emotional wellbeing. We are impacted by our surroundings more than we might appreciate. We all have mental health; any of us could struggle, so it's vital that we can all talk about it; encourage people to take part in activity, and help make a real difference.

Key considerations:

- Organisational culture is at the heart of normalising mental health; if individuals embody inclusivity in their behaviour and language, the environment creates the conditions that encourage acceptance.

- The type of language and behaviours exhibited should embody the policies and values of the environment. Non-inclusive language can vary from dismissive comments to hate crime or harassment. It is the collective responsibility of all to promote an open culture that normalises mental health.

- Everyone in the school should be able to be their full selves; be productive; continually improve performance; feel able to disclose and discuss mental health problems and believe that they won't be overlooked or treated differently if they do; and feel confident that they can report accurate reasons for absence.

Learn more...

- At **Dunoon Grammar School in Argyll and Bute**, the school has worked hard over a number of years to adopt a whole school approach to tackling mental health stigma and discrimination, ensuring a more mental health inclusive culture.

- Scottish Government has produced a number of key documents to help with supporting children and young peoples mental health. ***The Children and Young People's Mental Health Task Force: Recommendations*** provides a blueprint for how children and young people's mental health services should support mental health.

- Addressing stigmatising language and ensuring language used across the school is inclusive will be critical to the success of the schools anti-stigma work.

  - **Watch** tips on speaking to young people about mental health.

  - The **What's On Your Mind card** is designed to help discussion about mental health and access help and support.

Reflective question

What does a commitment to ending mental health stigma and discrimination look like within your environment, culture and ethos?

3. Curriculum and learning

People can be aware of the importance of the issue but in order to ensure culture change and put policies into practice, training activities and interventions need to focus on behaviour change, improving mental health literacy and promoting help-seeking behaviours.

Key considerations:

- Allowing time for staff and students to engage with and complete training, and adopt formal and informal approaches to facilitate additional activity are paramount to ensuring sustainability and impact.

- Ensure that there are learning and training opportunities open to all staff and pupils – not just teaching staff or pupils who show an interest.

- Learning should also be focused on specific priority groups across the school such as black, Asian and minority ethnic young people, LGBTQ+ young people, young men and young women. Research has found these groups experience higher levels of, and more specific instances of, mental health stigma and discrimination.

- Focussing on mental health and wellbeing learning should not only happen in certain subjects; there should be an effort from across all departments to embed mental health and wellbeing links to learning to support normalising mental health conversations.

Learn more...

- The **Feels FM** platform was designed by young people for young people. The world's first emoji powered jukebox, FeelsFM encourages young people to reflect on mental health stigma and some of the barriers they may face in terms of speaking about their mental health. It is a great resource to use with all pupils.

- **Watch the See Me in Schools video** filmed at a Scottish Borders high school, highlighting the importance of peer-led training for both pupils and staff.

- There are a number of brilliant and informative existing training modules and resources on mental health and supporting young people available online. A few suggestions include:
  - See Me's **What's On Your Mind Pack** which was co-produced by young people and provides a range of lesson plans to learn about mental health stigma and discrimination.
  - Scottish Association for Mental Health's **e-learning for teachers**.
  - Scottish Government's **professional learning resource** developed in partnership with MHF and Children's Health Scotland.
  - The Mental Health Foundation has produced a range of **educational resources** to use with staff and pupils in school.
  - The Mental Health Foundation's **Peer Education Project**.
  - Respect Me's **Learning Resources**.
  - Barnardo's range of **children and young people resources**.
  - Education Scotland's **Support for the Education Workforce**.
  - **Young Scot's Aye Feels hub** also offers a range of information and resources.
  - Beat have developed **SPOT – School Professionals Online Training** which aims to increase understanding of eating disorders.

4. Wider school community

Reflective question

What resources, tools and activities do you think are still necessary for you to embody an anti-stigma approach in your school?

See Me's research has found that 67% of young people feel that family members can be dismissive when they try to talk about their mental health. That is why it is critical that the anti-stigma work extends to working with families and the wider school community.

The school community incorporates so many people from staff and students, to families and key partners. It is important that activities include members of the wider school community and there is the opportunity for them to have their voices heard and to shape mental health anti-stigma activities for the school.

Key considerations:

- Involving people in decisions that impact on them can benefit their emotional health and wellbeing by helping them to feel part of the wider community and to have some control over their lives.

- Engaging with parents and guardians will be crucial to ensure that mental health stigma is also tackled within the home environment, further embedding the anti-stigma message across all aspects of your young people's lives.

- Engaging with local community organisations, leisure centres and businesses to engage with the whole school approach to tackling stigma will be critical and also encourage opportunities to learn from one another.

- Events and campaigns can be a great way of increasing knowledge and awareness of help and support. Having a discussion or informal chat amongst your friends, peers and family can be a simple yet powerful way to make an impact.

Learn more...

- **Ailleymill Primary School** engaged the wider school community through a school-based community approach to ending mental health stigma and discrimination.

- Engaging the wider school community may involve setting up some joint school and community events that could raise awareness of mental health stigma and discrimination and how to tackle it. **See Me's Communities Can toolkit** is full of training activities and learning.

- Campaigns can be a really effective way to engage the wider school community. Learn more about all the different types of **mental health anti-stigma campaigns** your school could organise via our campaigns pack.

- Youth work resources can also be a really valuable tool to support wider community groups to engage in the school's anti-stigma work. Some suggested resources include:

  - Youthlink and See Me developed the following **mental health anti-stigma resource Heids Together**.

  - The Mental Health Foundation's **Ayemind Toolkit** for Youth Workers.
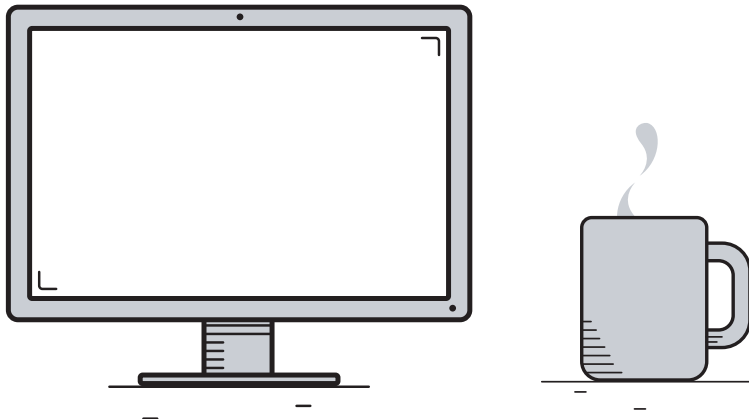
Reflective question

How do you ensure everyone has the opportunity to express their views and influence decisions?

# 5. Enabling young people's voices and participation

Enabling your pupils' voices and participation in influencing decisions, activities and services that are for them is crucial going forwards.

Key considerations:

- Individuals are more likely to engage with emotional wellbeing activities if they are practical and relevant to them.

- When involving people with lived experience of mental health problems, it is important to create an environment where students and staff feel secure in their ability to discuss sensitive aspects of mental health and wellbeing.

- Co-production approaches should be adopted across schools, so that pupils, staff and people in the wider community can work together to identify what will work to tackle mental health stigma and discrimination. People who have experienced mental health struggles must be involved in this process, to be part of the change.

Learn more...

- **Guidance for co-production**.

- The See Me See Change Staff and Pupil Action Planning Session(s) present a great opportunity for co-production to take place and provides your pupils with positions of responsibility to take the lead on some of the school's activities.

- See Me's **Passport for Mental Health and Wellbeing** that was developed with Dunoon Grammar School originally and supports people to work together on mental health and wellbeing.
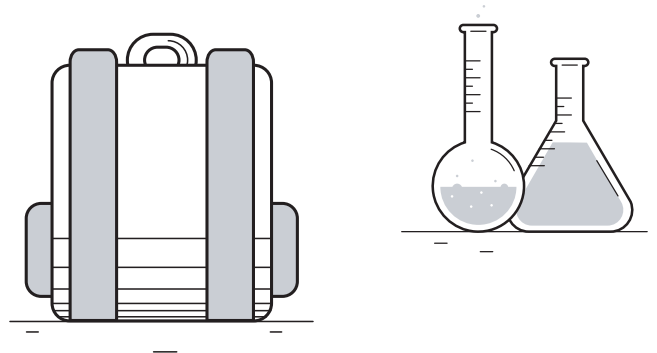
Reflective question

What could your school do more of to ensure young people are included in decisions and developments that impact them and their learning?

6. Staff development and health and wellbeing

Staff mental health and wellbeing must be prioritised. In order for staff to effectively deliver their role, they must ensure their own wellbeing needs are understood and plans are in place to support their individual needs.

It ensures a foundational level of mental health and wellbeing understanding is in place before moving on to support students.

Key considerations:

- Tackling mental health stigma and discrimination is critical to the success of staff wellbeing initiatives across the school, to ensure that people feel they can talk about how they are feeling as well as access the support and initiatives in place.

- Supporting staff can be demonstrated in a number of ways, for example, by providing opportunities to assess the emotional health and wellbeing needs of staff, or by providing support that enables staff to reflect on and take action to enhance their own wellbeing and by promoting a work-life balance for staff.

- Exploring the school as a workplace will enable staff to think about how to effectively tackle mental health stigma and discrimination and further ensure that the school is a mental health inclusive environment for all.
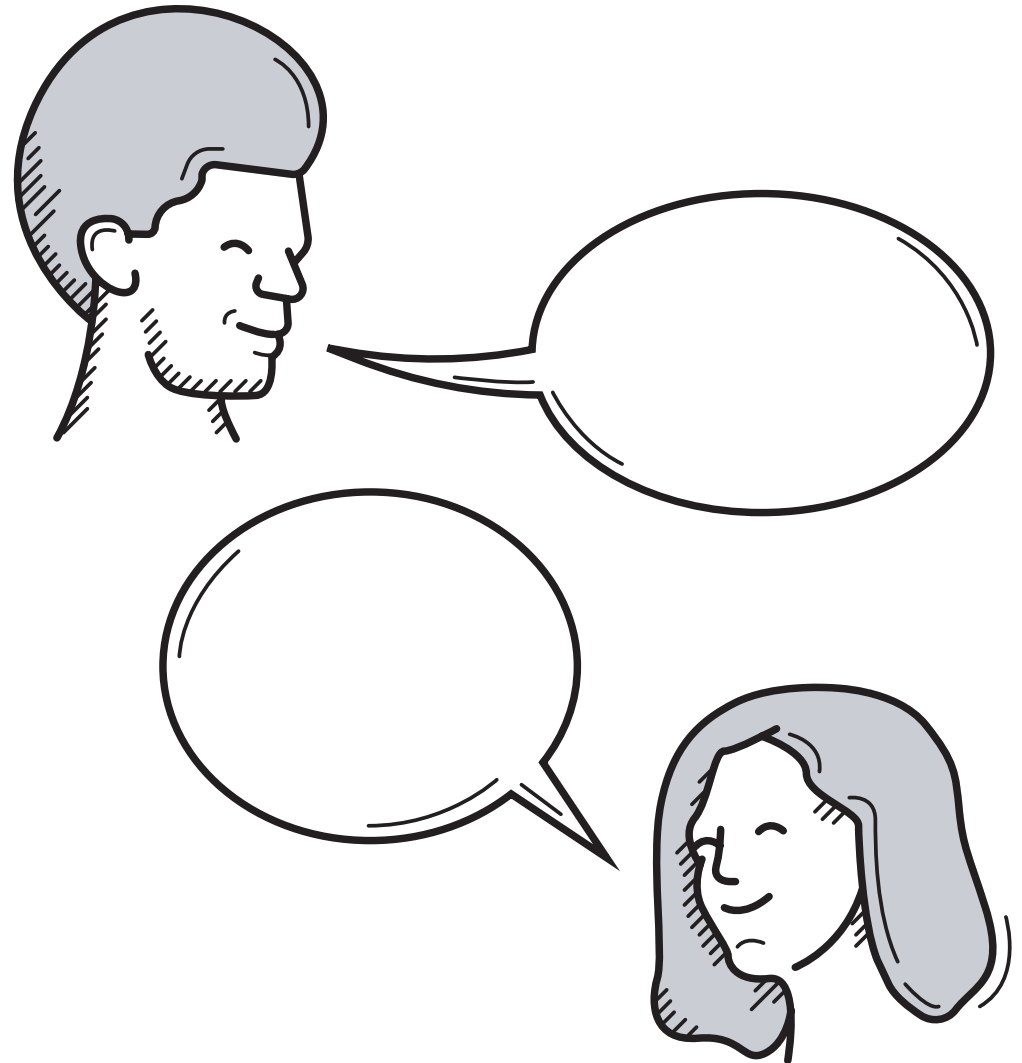
Building blocks for a mental health inclusive workplace, free from stigma and discrimination

Below are the seven building blocks required to create a working environment free from mental health stigma and discrimination. Considering these will help you to think about what your school is already doing and perhaps what your school could be doing more of. This should help inform your action plan activities.

1. Senior leadership commitment and engagement

This means:

- Leaders have to understand that tackling mental health stigma and discrimination is foundational to creating a mentally flourishing workplace, and should lead by example.

- Leaders prioritise mental health in organisational strategy, planning, development, commissioning, procurement, quality assurance, improvement, delivery and relationship management, and promote anti-stigma messaging and approaches.

2. Conditions for safe, effective and pertinent disclosure

This means:

- A person disclosing can worry about: not being listened to, confidentiality, not being taken seriously, being judged, being seen as a burden, receiving a diagnosis or being labelled, and the consequences of speaking out.

- On the other hand, a person listening can often feel uncomfortable and lack confidence around what to say and do or where to signpost for help.

- Inclusive policies and procedures that show commitment and action on mental health disclosure are key to helping employees disclose mental health problems, as well as making them feel comfortable in asking for help and in getting support when they need it.

3. Mental health awareness and literacy

This means:

- There is a need to create the conditions that empower people to talk openly and honestly about mental health, and challenge negative attitudes and behaviours without fear of repercussions; to have their story heard, appropriate support and action taken, and directly involve them in decisions that affect them.

- This requires increased mental health knowledge and responsiveness, equipping employees with the language to comfortably talk about feelings and emotions; the knowledge, awareness and confidence to hold / open conversations, actively listen, provide a compassionate (non-prejudicial) response, and signpost to sources of support.

- It requires putting in place learning and development opportunities for employees to understand the impact of stigma and discrimination on people with lived experience of mental health problems.

4. Effective mental health training approaches

This means:

- Connected to the previous building block, people can be aware of the importance of the issue in the workplace but in order to put policies into practice they need training focused on behavioural change.

- Completing a needs assessment to understand who needs to know what and why is the best way to fill the skills gap and make sure that key people are trained at the right time.

- Giving employees time to complete training and adopting formal and informal approaches to learning and development, so that resources can be accessed flexibly and key messages can be adapted to suit teams and the working environment.

5. Confident and informed line management

This means:

- Line managers are the first point of contact for most employees in the workplace.

- Employers have a legal duty to make reasonable adjustments if an employee discloses that they are disabled and manage 'return to work' process if the employee is absent with ill-health.

- Disclosure around mental health and support to manage an employee's condition are often dependant on individual relationships with the line manager.

6. Effective implementation of reasonable adjustments

This means:

- 'Reasonable adjustments' are a specific requirement related to disabled employees under the Equality Act 2010.

- The Equality Act 2010 applies to all employers and workplaces, and a specific form of discrimination outlined in this legislation is the 'failure to provide reasonable adjustments'.

- The duty to provide reasonable adjustments applies to employees who an employer knows (or could have been reasonably expected to know) to be disabled.

7. Stigma-free organisational culture and ethos

This means:

- Organisational culture is at the heart of normalising mental health. If employees act in an inclusive way through their behaviour and language, workplaces create the conditions that encourage acceptance.

- The type of language and behaviours

exhibited should embody the policies and values of the school.

- Non-inclusive language can vary from dismissive comments to hate crime or harassment. It's the collective responsibility of all parts of the organisation to promote an open culture that normalises mental health.
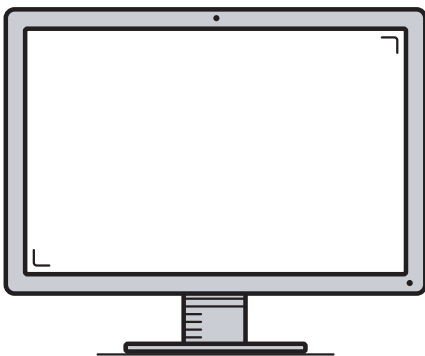
Reflective question

Based on the seven building blocks, use the space below to write any reflections of areas you feel your school does well in and areas that could be improved upon and how.

Example actions for the workplace

Best practice action plans are focused on responding to evidence that shows where a school is already doing well and where improvement may be needed. This allows the school to concentrate resources where it is most needed and will lead to improvement.

To help you get started, the table to the right provides some examples of how other organisations and schools See Me has worked with have turned an 'area for improvement', as identified by staff feedback and comments, into an action.

Comment left by staff	Tangible action to address
Pressure from managers sending e-mails at all hours and at weekends	Senior leaders mandate that any staff working overtime may not send e-mails to their colleagues outwith core business hours (unless using the timed send function in Outlook).
Training for managers	Work with HR, L&D or other relevant departments to review what training is already on offer and how many take up this training. If uptake is good, is it the right kind of training? If uptake is poor, address the barriers for staff attending.
You don't always want to talk to your line manager about things	Are there Mental Health First Aiders (MHFA) or advocates in place that are well signposted? If so, communications about this might not be reaching all staff and may need to be reviewed.
I've not been here long enough to know	Carry out a review of induction materials. All new starts should know where to access support and policies, what initiatives are in place to support health and wellbeing and be exposed to positive workplace conversations about mental health and wellbeing. If they aren't, this could indicate a problem.
Workload pressures, no time to take breaks or attend training	Is the school following Health and Safety Executive guidelines and using stress risk assessments? If not, these should be implemented. If they are, these should be reviewed with senior leaders to identify what work should be prioritised, postponed or cancelled to minimise risks whilst maintaining employees' wellbeing.
It's difficult when you have old fashioned colleagues that 'don't believe in mental health'	Senior leaders should embed a zero-tolerance policy to mental health stigma and discrimination, ensuring employees understand the consequences of such behaviours.
So many resources already out there but you don't always know where to look or have the time	If not already in place, implement a champions scheme where part of the role includes reviewing signposting materials and making sure these are kept up to date regularly, liaising with HR and also carrying out their own research into what is available locally and feeding this information back regularly into team meetings, one-to-ones and in-service days, creating posters etc.

A video from our campaign

'The Power of Okay' aimed at workplaces.

It seems so small, but it's a powerful thing to say, that's the power, the power of
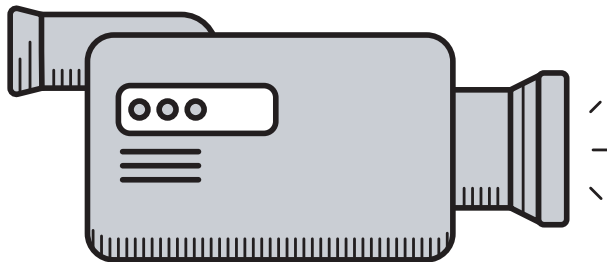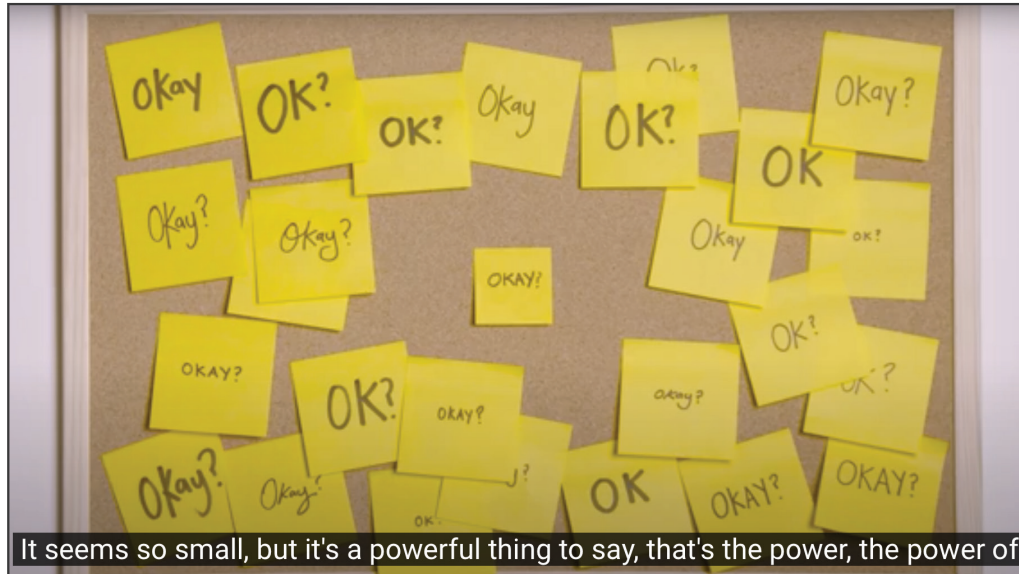
Learn more…

- At **Holy Cross High School in Lanarkshire**, staff used one of their INSET days to focus on staff wellbeing.

- The **See Me in Work programme** supports employers in Scotland who are committed to creating mentally healthy workplaces, free of stigma and discrimination. It is a programme that supports workplaces to make continuous improvements to their culture, practice and policies and directly tackle mental health stigma and discrimination.

- This **See Me in Work self-assessment tool** is part of a suite of resources in the See Me in Work programme. It was co-produced with people with lived experience of mental health problems and employers engaged with the programme.

- The **See Me Cost Calculator** will give you an instant estimate of what mental illness costs your workplace.

- **'Let's Chat'** is a practical resource with guidance, tips and scenarios for line managers and supervisors to start open and honest conversations about mental health in the workplace.

See Me
End mental health discrimination

Thank you for taking the time to participate, reflect and learn about tackling mental health stigma and discrimination.

Together we can create the movement to end mental health stigma and discrimination. Contact **info@seemescotland.org** with any questions you may have, or to share your insights.

Additional resources and support can be found at

www.seemescotland.org

SAMH
for Scotland's mental health

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