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iv. Well-being in post-primary schools - Ireland

Organisation	These Guidelines were developed by the Department of Education and Skills, the Health Service Executive and the Department of Health.
Location and timing of practice	This resource was developed in Ireland and published in January 2013. The resource is reviewed and kept up to date. It is an online resource and freely available to anyone who visits the website.
Title and link to resource	Well-being in post-primary education. Guidelines for mental health promotion and suicide prevention
<p>Objective:</p> <p>The guidelines aim to provide practical guidance to schools on how to develop a whole school approach to promote mental health and wellbeing to students. This is because increasing the overall wellbeing of students will help increase student success, both in their academic and personal lives.</p> <p>The guidelines have been written for all members of the school community: school leaders, subject teachers, governors, guidance counsellors, student support teams etc.</p>	
<p>Detailed content:</p> <p>The guidelines come in the format of an informative and detailed, but clear and concise report which includes advice on policy and developing a whole-school approach, links to organisations and tools, case studies and templates.</p> <p>The guidelines start by explaining mental health itself and the statistical mental health situation of Irish young people as well as the importance and responsibility that schools have in supporting young people.</p> <p>The guidelines then explore the ways that schools can develop a whole-school approach, broken down into three areas:</p> <ul style="list-style-type: none"> ● School support for all ● School support for some ● School support for few <p>Case studies are provided at the end of each of these sections.</p>	



‘School support for all’ details an approach that will support every student. This mainly focuses on prevention, mainstreaming teaching about mental health and early identification and intervention of young people who are struggling with their mental health. This section includes: links to tools and resources for schools to use; guides on delivering effective mental health Social, Personal, Health and Education (SPHE); information on developing a whole school guidance plan; and information about supporting staff and student families.

‘School support for some’ builds on the whole school approach of support for all, but focuses on early identification of some young people who may be struggling with their mental health. This includes information about: identifying and gathering information; planning and intervention; and monitoring and reviewing.

‘School support for few’ focuses on how schools can support young people with more complex or enduring needs relating to their wellbeing and mental health. This includes: information on creating an action plan; information on referring a young person to different sorts of specialists, information on supporting a young person back into school; information on supporting students who are at risk of suicidal behaviour; and how the school can support students if a death by suicide occurs.

The final section is about support for schools which covers staff CPD, with links and information about mental health training programmes available in Ireland; setting up and the responsibility of different team structures within a school to deal with mental health; and links and websites to find out more information.

A few useful resources are also available in the appendix for schools to use which cover short guides, templates and a school self-assessment questionnaire.

Evaluation of results:

The main success factor of the practice is that it promotes school wellbeing by indicating that schools should adopt a whole-school, multi-component, preventative approach to wellbeing promotion that includes both universal and targeted interventions. It places wellbeing at the core of school ethos and suggests that all schools will provide evidence-informed approaches and support, appropriate to need, to promote the wellbeing of their students.

The recommendations set out in this document can be transferred to a range of educational as well as work contexts, as they cover structures for identifying and offering support to individuals based on their specific needs.

What makes it a good/best practice?

The resource itself was based on national and international research and best practice and has a large associated literature review. A variety of people and organisations were involved in the development of these guidelines which ensured that they were fit for purpose, including: young people, school principals, parents, guidance counsellors, educational psychologists, academics and a variety of governmental departments.

Resources for research and funding were provided by multiple governmental departments: the



Health Service Executive/the National Office for Suicide Prevention, the Department of Education and Skills/the National Educational Psychological Service and the Department of Health and Children.	
Other information	Website: https://www.education.ie/en/ Social media: - Twitter Available in English.
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v. Mielen hyvinvointi - Finland

Organisation	The Finnish National Agency for Education funded the project with ESR funding. The project was managed by Keskuspuiston ammattiopisto vocational institution, and Suomen Mielenterveysseura organisation acted as specialist.
Location and timing of practice	The project was implemented in Finland in 2012-2014, and the participating institutions were located in the capital area (e.g. Helsinki, Vantaa) and a few other cities in Southern Finland (e.g. Tampere).
Title and link to resource	Mielen hyvinvointi (Mental wellbeing) dissemination project
<p>Objective:</p> <p>In Mielen hyvinvointi dissemination project, training and materials for secondary level institutions were developed. This was to help institutions support young people with mental health issues and teach skills related to mental wellbeing in order to create an overall supportive learning environment.</p>	
<p>Detailed content:</p> <p>In the project, a Hyvinvoiva oppilaitos (“Well-being institution”) model was developed, which consists of learning mental health skills, recognising and strengthening resources and building a community culture and safety network in the institutions.</p> <p>The practical work was done by organising national and institution-specific Hyvinvoiva oppilaitos trainings for teachers and personnel at the institutions. In addition, discussion</p>	

