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Talking Mental Health Workshops and Resources - Evaluation

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Talking Mental Health Workshops and Resources Evaluation Report

Background information

This report first provides a summary of the survey responses provided by participants who attended the Talking Mental Health workshops from September to October 2017 or who downloaded the Talking Mental Health resources from September to December 2017.¹ We then describe the findings from the qualitative interviews and open-ended survey responses given by participants who attended the workshops or downloaded the resources during this period.

This evaluation was conducted by Dr Emily Stapley and Rosa Town in the Evidence Based Practice Unit (EBPU) at the Anna Freud National Centre for Children and Families.

Survey findings - Experiences of the Talking Mental Health workshops

323 participants attended the workshops, of whom 155 (48%) provided feedback.

Question 1:

What was the location of the workshop that you attended?²

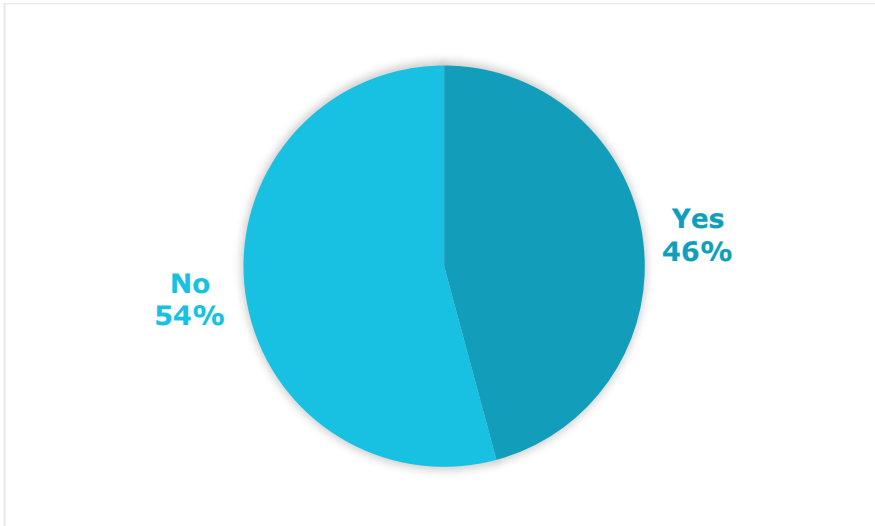
Answer options	Total attendees	Attendee survey response rate
London	109	60.6%
Birmingham	98	13.1%
Manchester	84	82.1%
Newcastle	32	21.9%

¹ See Appendices A and B for data tables.

² Paper copies of the survey were distributed at the end of the London and Manchester workshops, and a link to an online version of the survey was sent to attendees at the Birmingham and Newcastle workshops.

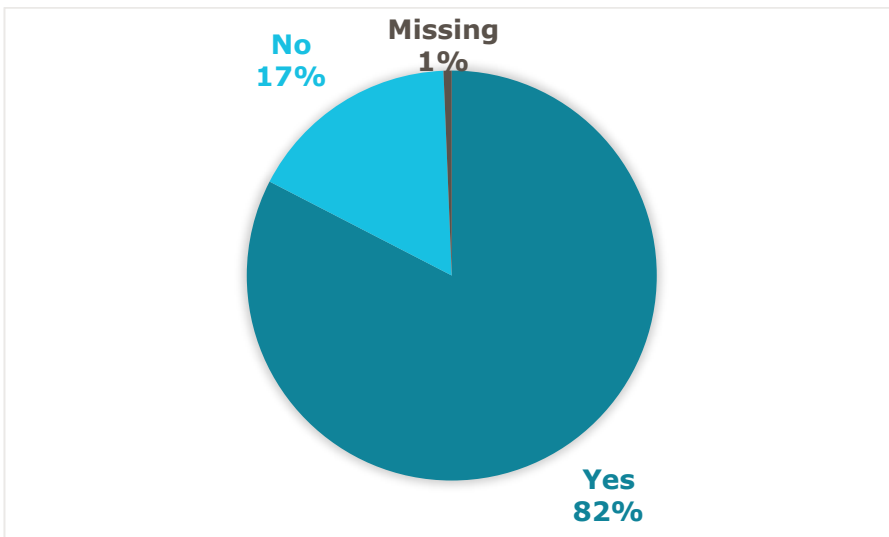
Question 2:

Prior to attending this event, were you aware of the Schools in Mind Network? (All 155 participants answered this question)



Question 3:

Is this your first time at a Schools in Mind event? (154 participants answered this question, with 1 missing)



Question 4:

Would you be interested in attending future Schools in Mind events? *(97 participants answered this question, which was added to the survey after the London workshop)*

100% of participants answered 'Yes' in response to this question.

Question 5:

As a result of today's workshop, have you gained new skills, knowledge, or insight relevant to your job? *(153 participants answered this question, with 2 missing)*

98% of participants answered 'Yes' in response to this question.

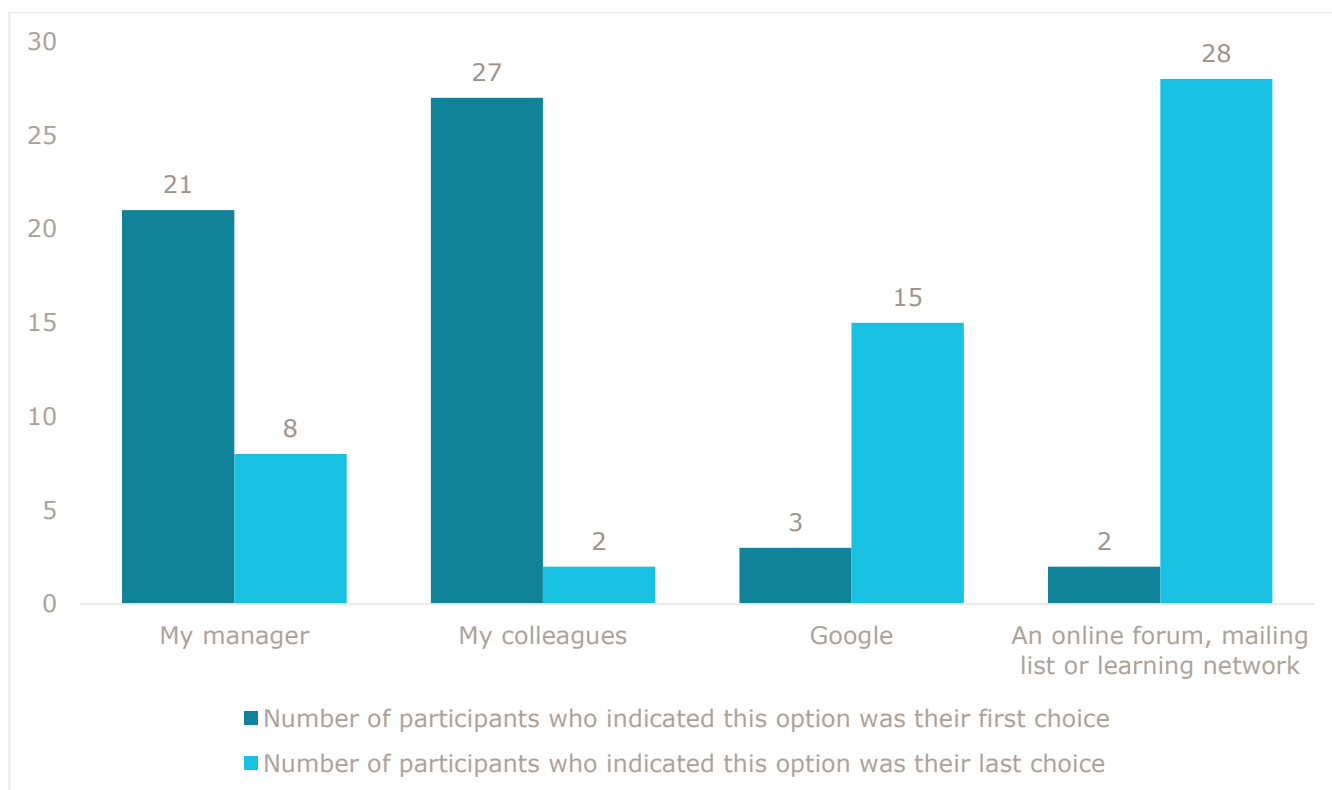
Examples of further detail given by participants:

- Developed understanding, animation and lesson plans will be great for me to pass on to teaching staff
- Now know about the resources available for Year 5 and 6
- A knowledge of the language for use with children in the context of mental health
- Have an overview of the materials available... still need to work on understanding the depth and application
- Great amount of information and support. The resources are excellent
- I have more confidence now to support children's mental health
- New language to use with children to explain mental health and wellbeing and a fab animation. Thank you
- Current research knowledge was helpful and knowing about resources available
- Ideas for talking with children about emotions
- I know more about the Schools in Mind project and resources. As I work in mental health the wellbeing information wasn't new to me
- Access to resources that I can use and also signpost other colleagues to
- Greater confidence in support schools with mental health issues
- Additional suggestions of how to address children's concerns in a whole school setting
- It's given me a starting block to explore the minds of the young and to understand mental health at a young age
- Very useful overview and what is actually happening with current research and where the gaps are
- Resources, networking, new ideas, confidence that there are many other people with similar ideas
- How to talk proactively and openly about mental health with children and young people - excellent video for younger children
- I know how to begin talking about mental health. I like the core vocabulary to be used by all

- We are currently reworking our PHSE curriculum to include a focus on mental health so the resources we have been given and shown today will be invaluable
- Sharing of resources. Access to online resources. Particularly interested in being able to stress this with parents in addition to colleagues and local schools
- Better qualified to know where to start, developing how to introduce mental health into school
- It was interesting, but I didn't really learn anything new. Still beneficial to collaborate and learn about the research projects

Question 6:

If I have a work problem or question, I would approach: (please rank the following from 1 to 4 in order of preference): (1) My manager (2) My colleagues (3) Google (4) An online forum, mailing list, or learning network (5) Other (please describe) (53 participants ranked all four choices, with 102 missing)³



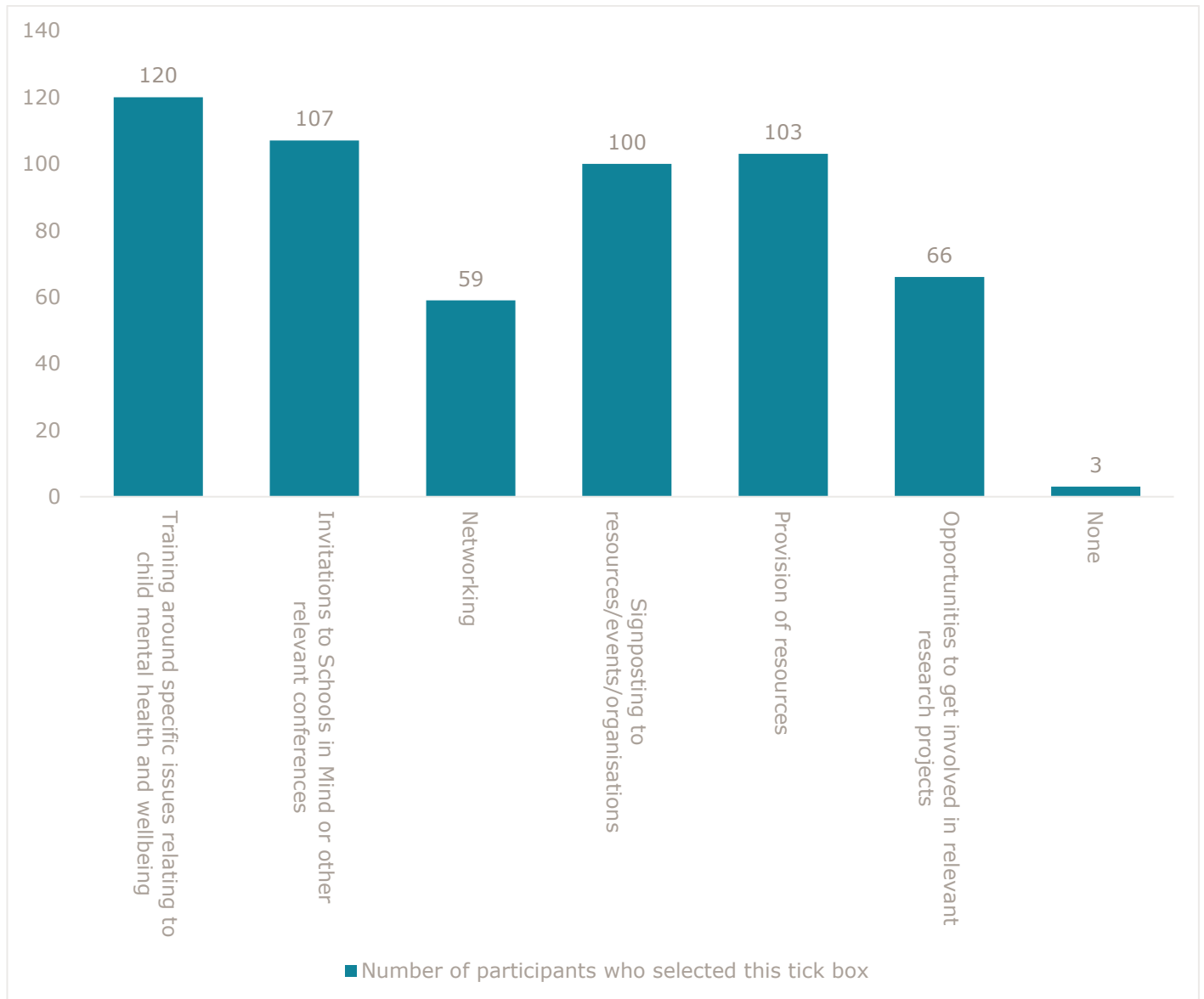
Examples of answers given by participants who selected “Other (please describe)”:

- University course peers
- Relative who is an experienced teacher specialising in SEN

³ This question was added to the survey after the London and Birmingham workshops.

Question 7:

The Schools in Mind Network offers a range of support for schools. Please indicate which type(s) of support you would be interested in receiving (tick as many that apply): (1) Training around specific issues relating to child mental health and wellbeing (2) Invitations to Schools in Mind or other relevant conferences (3) Networking (4) Signposting to resources/events/organisations (5) Provision of resources (6) Opportunities to get involved in relevant research projects (7) None (149 participants answered this question, with 6 missing)



Examples of answers given by participants who selected “Other (please specify)”:

- Training to use CBT and other therapies to support children
- Training/invitations to other events/signposting/provision of resources

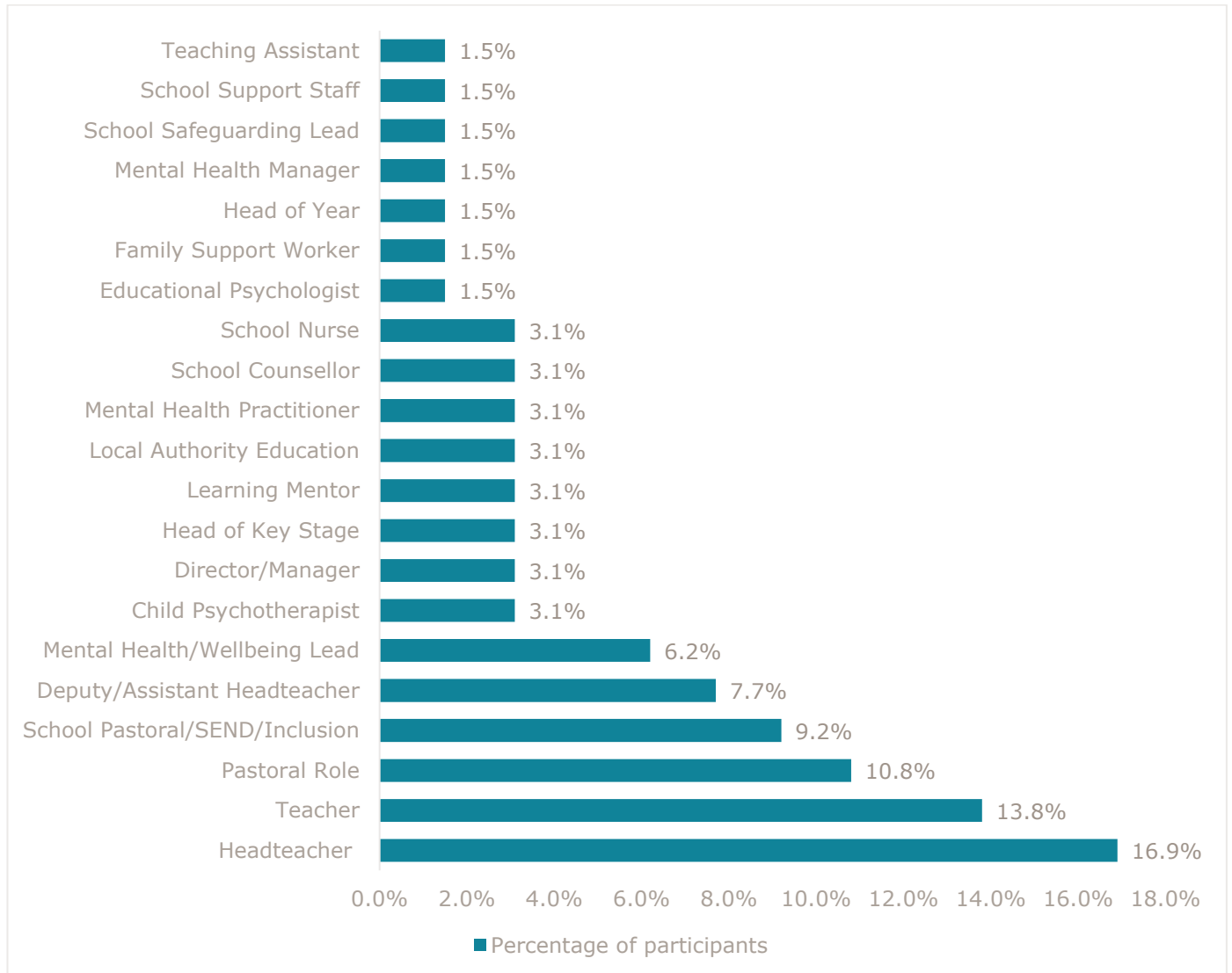
- I work with schools on meeting the challenges of helping particularly vulnerable children who are emotionally needy, also helping to evaluate approaches that assist practitioners to identify/talk to/support them
- Peer mentoring programme
- Access to resources for early years
- Training for our volunteers who work in schools
- Anything more for parents of SEND children
- Support in working with refugee pupils in schools (PTSD)
- Would like more information on how this can link to the work of Healthy Schools
- Particularly Early Years research

Survey findings - Usage of the Talking Mental Health resources

65 participants gave feedback about the Talking Mental Health resources that they had downloaded via an online survey.

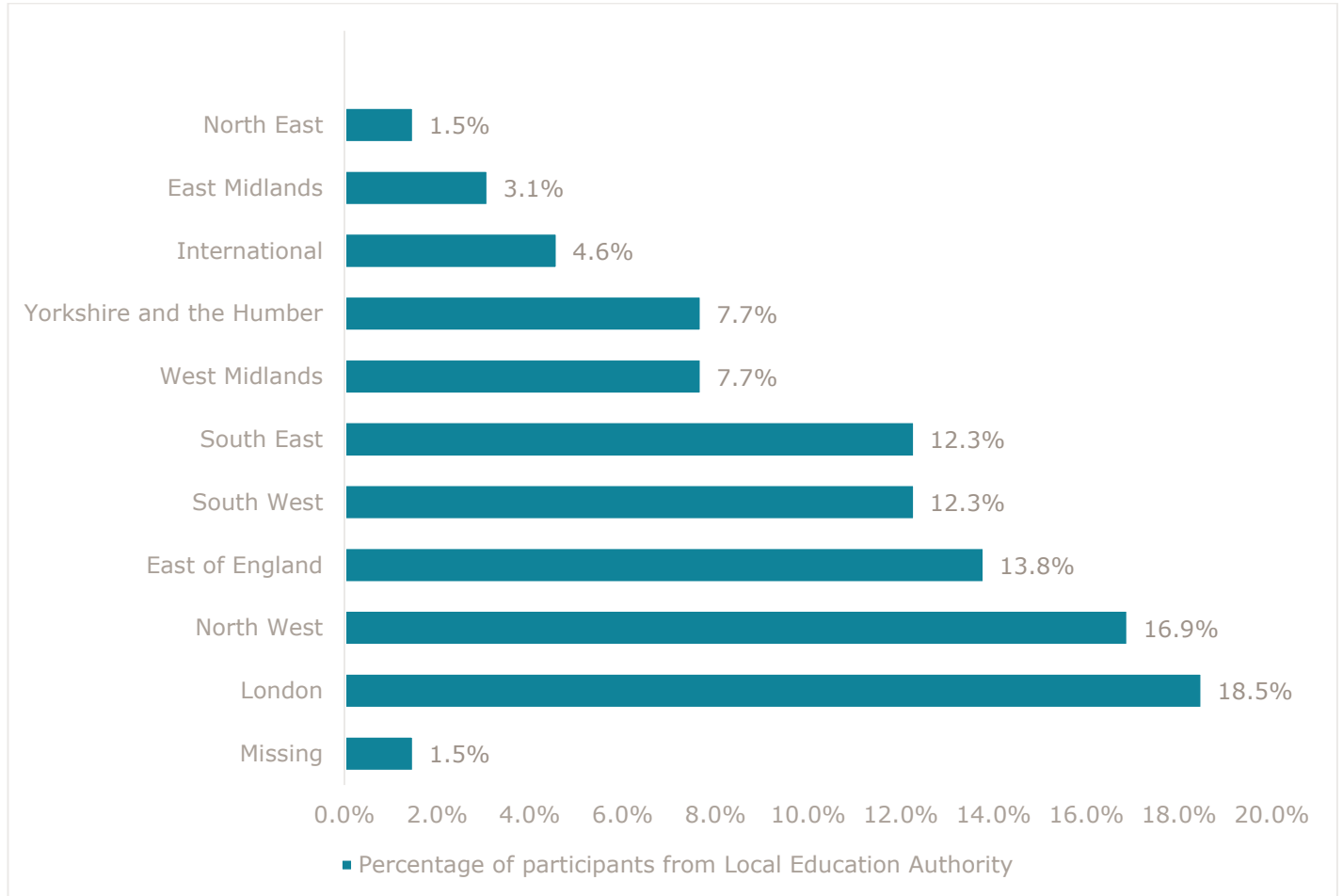
Question 1:

Job title (*All 65 participants answered this question*)



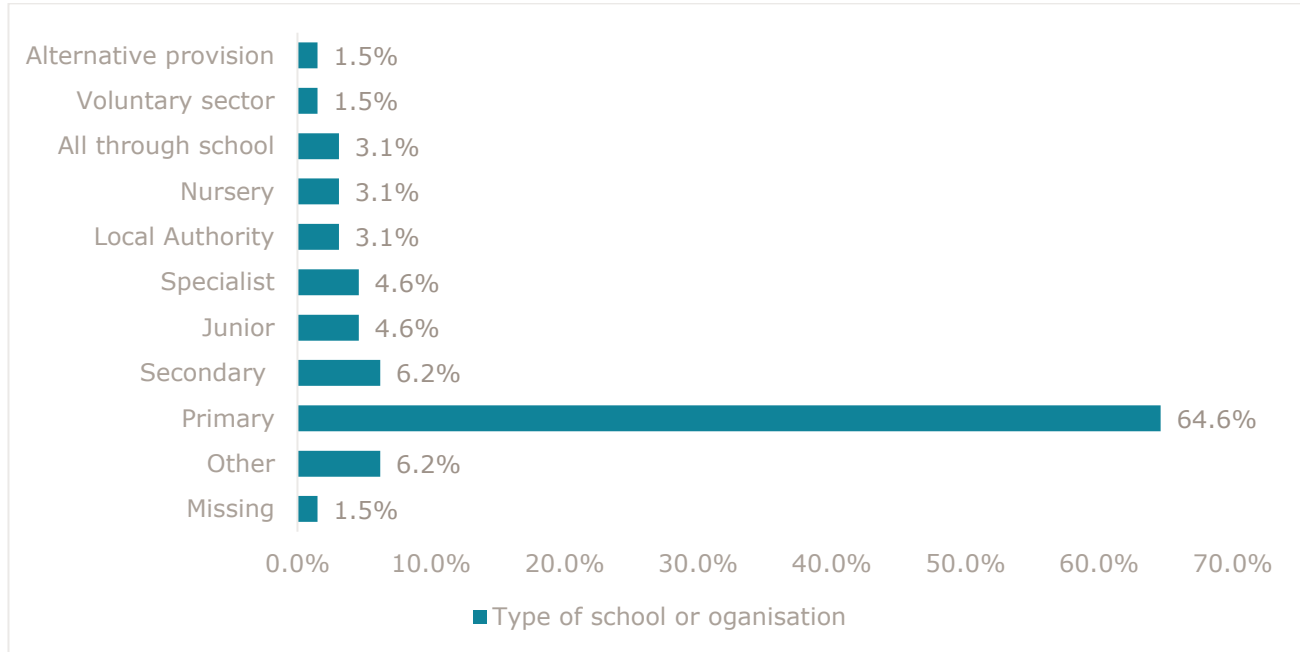
Question 2:

Local Education Authority (by region) (64 participants answered this question, with 1 missing)



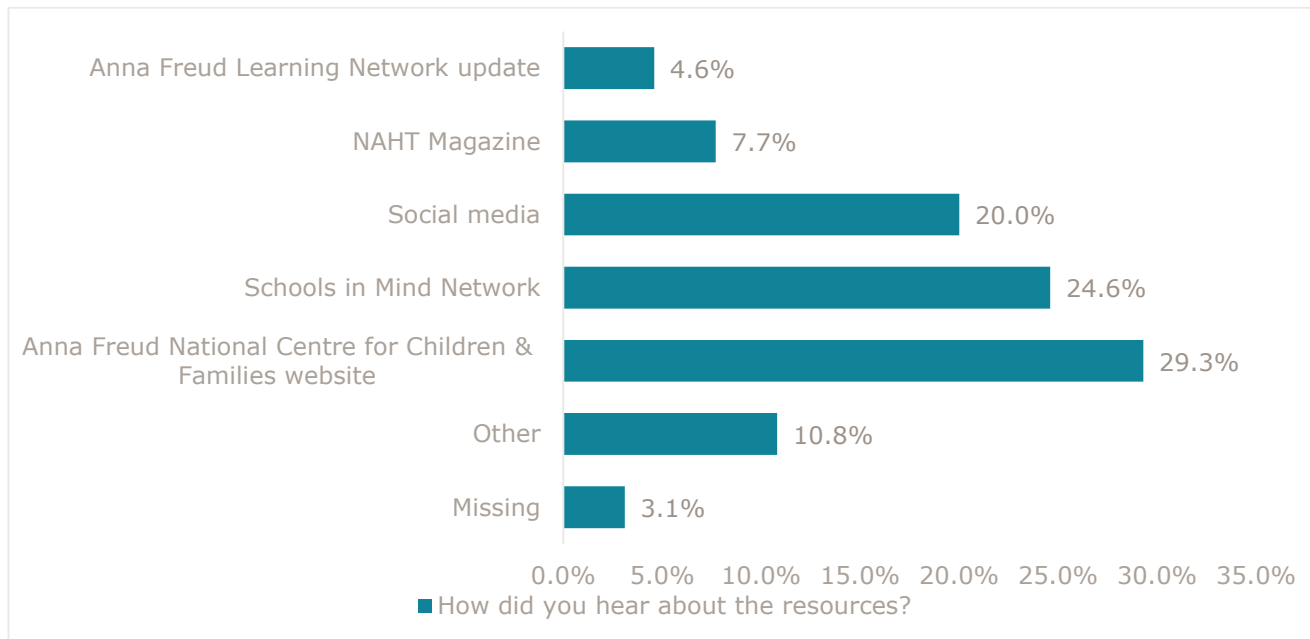
Question 3:

Type of school or organisation (64 participants answered this question, with 1 missing)



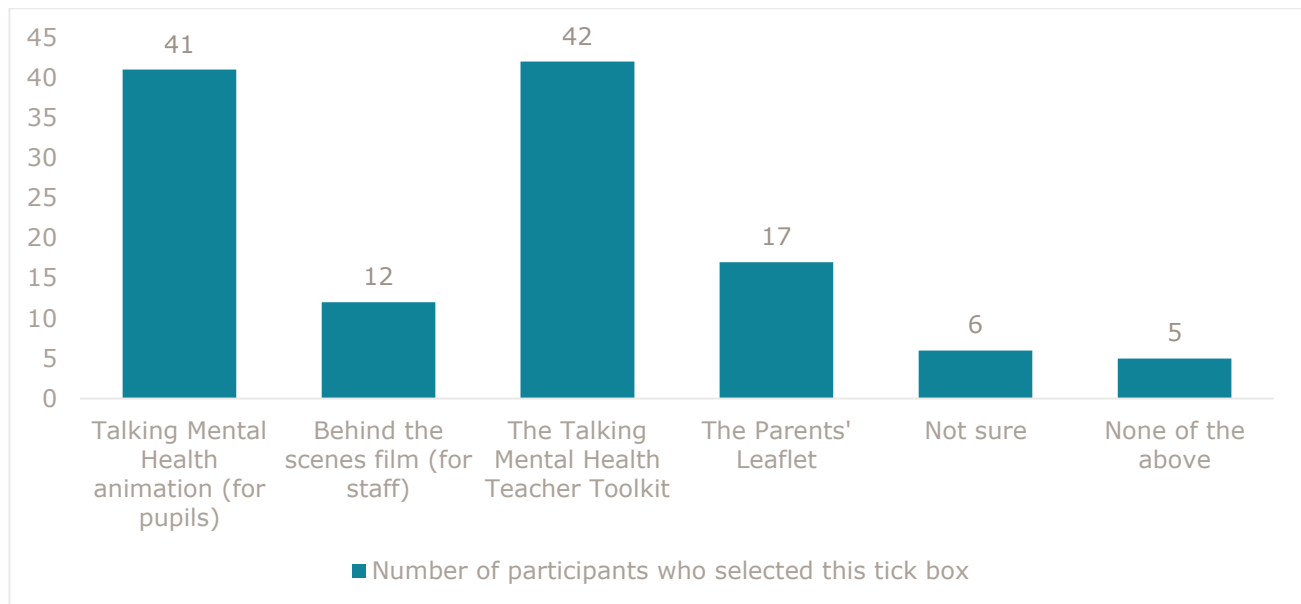
Question 4:

How did you hear about the resources? (63 participants answered this question, with 2 missing)



Question 5:

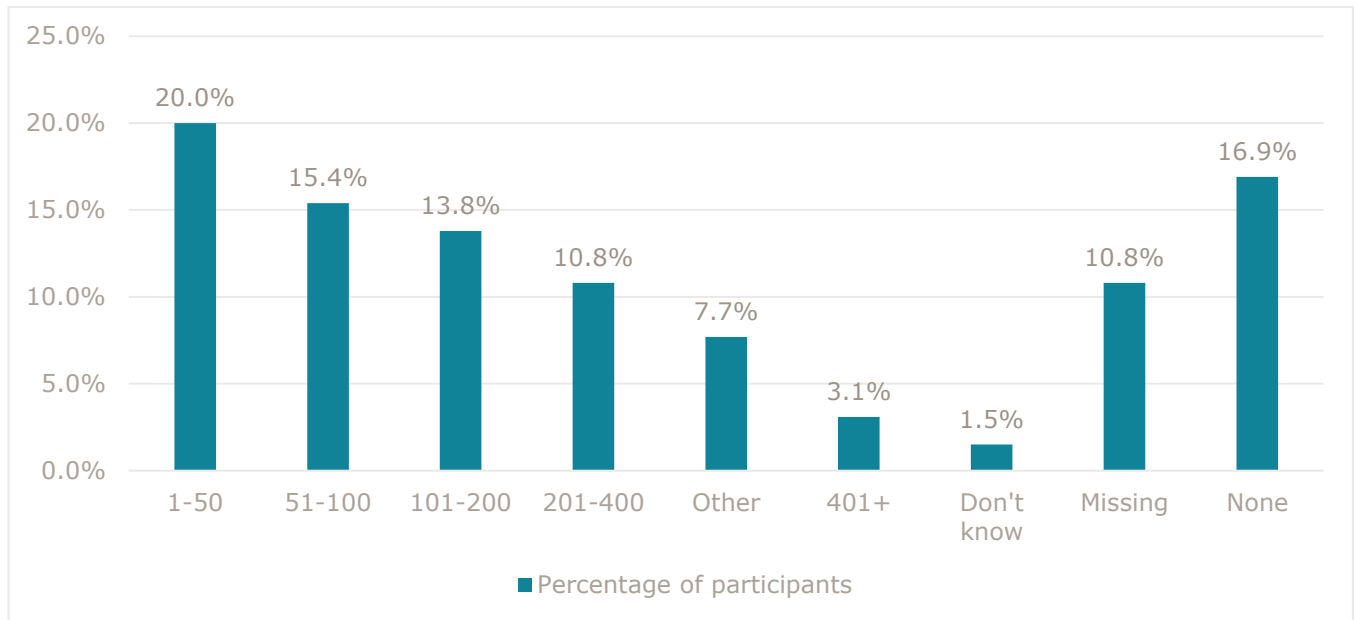
Which of the resources did you or your school/organisation use? (Please select all that apply) (64 participants answered all parts of this question, with 1 missing)



Question 6:

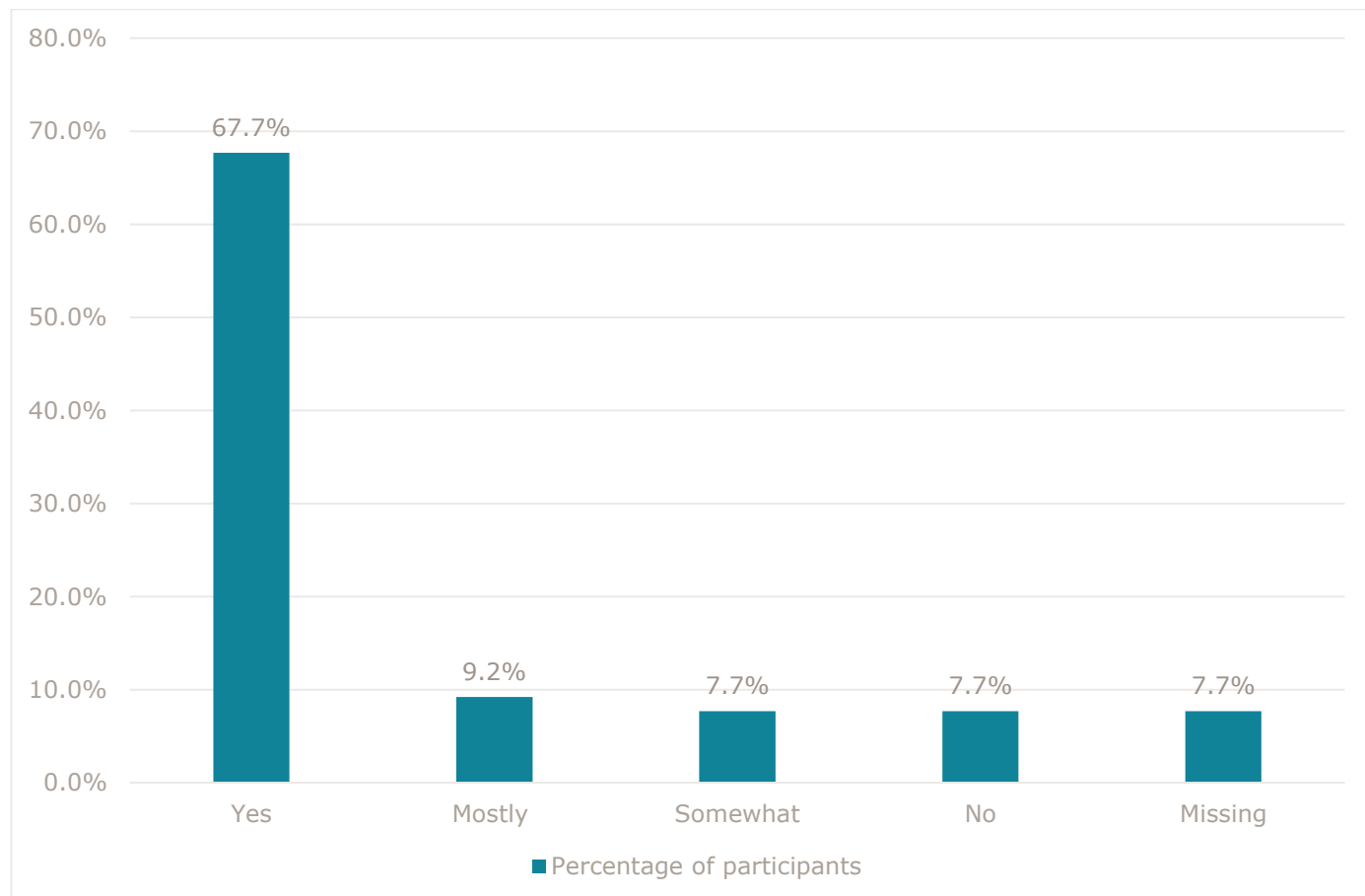
Approximately how many pupils in your school/organisation have accessed the resources? (e.g. taken part in lessons using the resources) (58 participants answered this question, with 7 missing)

The mean number of pupils who had accessed the resources, according to the 53 participants who gave a numerical figure in response to this question, was 110.62 ($SD = 157.41$).



Question 7:

The material covered in the resources has been relevant and useful for my school/organisation. (60 participants answered this question, with 5 missing)



Examples of further detail given by participants: (18 participants provided further detail)

- Haven't used them yet but we are talking mental health in schools
- It has been good to have [my] hands on resources for this specific subject area
- We have initially shared the pupil animations with staff to gather their opinions on whether we could use and/or how best to use the materials
- Our Y6 cohort has at least 6 children with complex emotional needs, 2 of whom are CLA. They have received play therapy for around 4 years but with the help of your resources, the teacher has been able to have a sound starting point for raising awareness with the whole class
- Whole school assembly on Mental Health Day
- Children with complex needs are not mentioned
- Highlighted what mental health is to children
- A great starting point for discussion between children and staff, peers and colleagues

- The animation was very engaging and the language used in the resources was very child-friendly. The activity ideas were fantastic and easily adaptable for different age groups
- It would be useful to have resources aimed at younger children
- Superb
- I have adapted some of the material for our younger pupils
- Just downloaded. Will circulate
- Great to not have to 'reinvent' the wheel and use some ready prepared resources
- Have only used the PowerPoint with the children and parents' leaflet and teacher leaflet

Question 8:

How will you or your school/organisation use the resources or your learning from this going forward? (54 participants answered this question, with 11 missing)

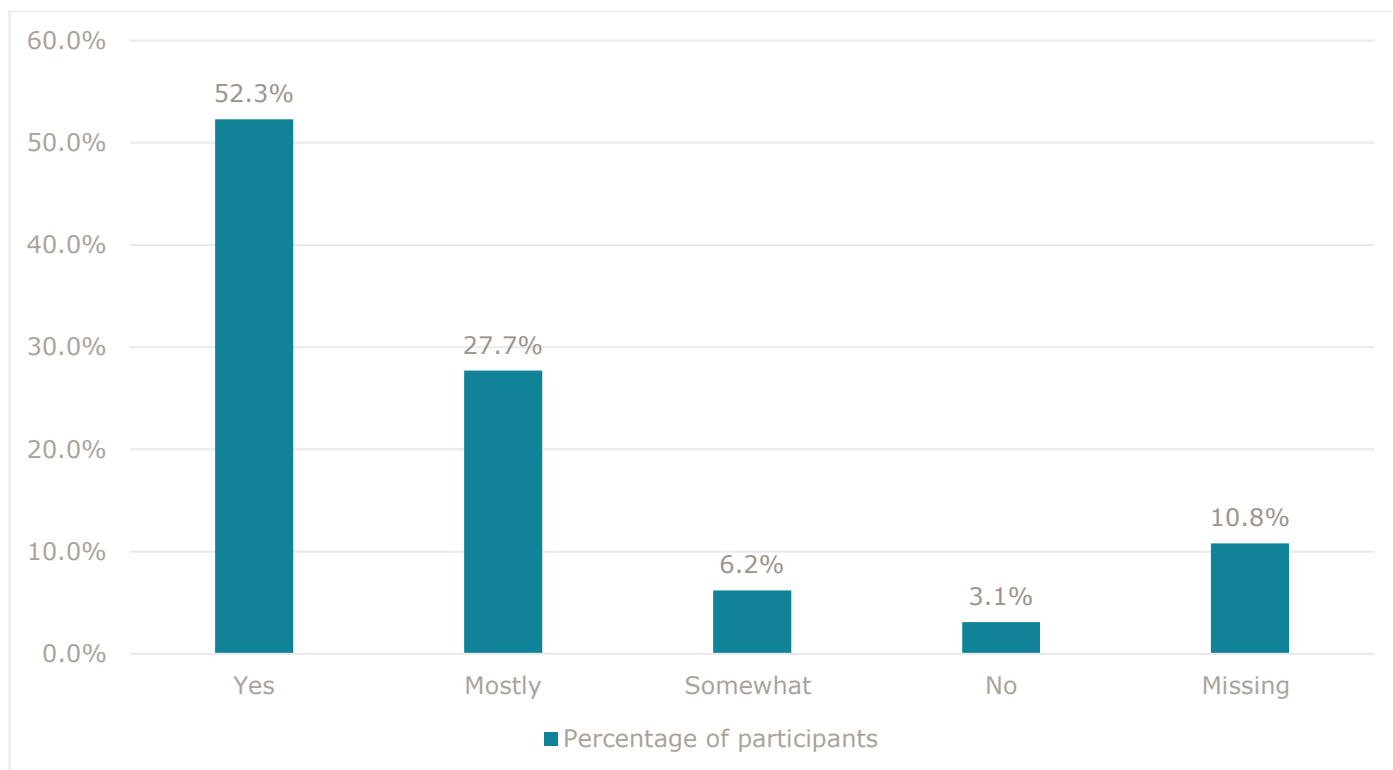
Examples of answers given by participants:

- To enable both children and adults to have a better understanding of mental health and how it affects us, how to be better prepared and have a deeper understanding of the issues raised by mental health issues
- Will incorporate into mentoring and training programmes in schools
- Regular review of pupil needs. Train our support staff further in this area
- Regular opportunities for parents/carers to access resources. Develop specialist support links as appropriate for children's needs. Align with our work on wellbeing and involvement in the early years
- We have watched the animation in assembly together and I will be offering whole class work based on the teacher toolkit resources
- Planned lessons on mental health will be rolled out and a whole school assembly in the near future
- I will look at using them with our KS4 students
- The materials and Schools in Mind will be flagged up to designated teachers for CLA during termly briefings. All of the advisors in the Virtual School Team will be aware of the materials and will promote their use where needed to support individual children
- Current thinking is that we will offer parent workshops to share the pupil animations as part of our PSHE curriculum offer and give parents an opt in/out for their children
- I will share with teachers and parents. The children will also use the website information
- Pastoral lessons and assembly time
- We are already a mental health focused school, and this will be used as part of our overall approach
- I will utilise it in sessions that I deliver around mental health, it [complements] my sessions really well

- We anticipate having a workshop for parents and further session throughout the school for all children
- Continuous Quality Improvement
- We will continue to plan opportunities for children to talk about their mental health, exploring big and small feelings through PHSE and emotional literacy lessons
- Plan to use the additional resources in the future - the animation was a very good starting point
- Assembly in KS2, then discuss with staff at staff meeting too. We are promoting the importance of mental health in school and this resource really worked. It engaged all the children and made them laugh but also think
- The posters are up in school and children are aware that we are talking about mental health and it is a priority in school
- We will continue to refer to the animation and resources and continue to use the language
- We will continue to use it for Yr 5-6 but also it has given staff confidence to explore other ways of imparting the same message
- To continue to use the Toolkit and promote in special assemblies such as World Mental Health Day
- Signposting to support services
- I will share and promote the resources to the independent schools in the City
- We will be using the resources to supplement and enhance our PSHE curriculum. Pupils have a weekly PSHE lesson
- We have made a display for the children and parents. We are now doing daily 'feel good' circle time sessions
- Share with staff and parents to raise awareness
- Mental health workshops - ongoing mental health assemblies - using the resources in 1:1 and small group work that I do in my pastoral mentoring role
- Putting resources for parents on our website in the future
- Incorporate into PSHE material to deliver to the whole school
- Leaflets will be disseminated to all parents to access, children will talk with teachers in classroom about updating/creating their safe network of support - discussed in staff meetings and info shared generally
- As part of current campaign to raise awareness of the importance of looking after your mental health

Question 9:

As a result of the resources, do you feel that your school/organisation is now better equipped to talk about mental health? (58 participants answered this question, with 7 missing)



Examples of further detail given by participants:

- We are on a journey and for some it has been an immediate recognition of pupil/parental and staff need, for other staff it is a growing acceptance and understanding of needs
- We have a high level of interest due to existing pupil and parental needs
- Having the posters displayed shows the children and staff that we are not afraid to use the term 'mental health' and being able to do an assembly to all the junior department (360 pupils) allows us to get the message across that it's ok to talk about our mental health

Question 10:

Is there anything else that you would have liked the resources to cover or any information that you think was missing? (43 participants answered this question, with 22 missing)

Examples of answers given by participants:

- More guidance of ongoing support for parents/carers

- I found that the sound quality on the animation was a little poor when used on the big screen in the hall. Not sure if that is down to the acoustics or the film itself
- Any other resources would be very welcome
- I think small business type cards with your website and phone number on it would be useful for parents
- Where else to go for help and information
- Resources were very comprehensive. Next time, would like to include Year 3 and 4 although they did view the animation during KS2 assembly
- Children with complex needs
- Leaflet for children to read
- We are looking forward to similar resources for KS1 and KS3
- More information on supporting the early years

Qualitative findings – Engagement with the Talking Mental Health agenda

Qualitative interviews were conducted over the telephone with 12 individuals who had either attended a Talking Mental Health workshop (see Appendix C for interview guide) or downloaded the Talking Mental Health resources online (see Appendix D for interview guide). Interviewees were recruited via an expression of interest form at the end of the Talking Mental Health workshops survey or the Talking Mental Health resources survey. Interviewees' roles included school senior leadership team staff, school pastoral care staff, therapists or counsellors working with young people and parents, and local authority staff. Interviewees' settings included special needs schools, primary schools, private clinical practices, and local authorities.

The themes presented in the following section derive from team discussion of the themes emerging from the interviews, the open-ended responses provided by respondents in the two surveys, and the open-ended responses provided by participants to a question in a live Mentimeter-facilitated survey⁴ during the workshops. These themes illustrate the factors that appear to influence engagement with the Talking Mental Health agenda.

Theme 1: 'Fit' with role and context

Participants described what they considered to be the degree of fit of the resources or the workshop content with their role or organisational context giving examples of how these aligned with their own roles in their organisations, activities, or personal beliefs.

⁴ 'After today, what actions are you going to take (if any)?'

"Just going to [the] workshop and listening to how it all came about and what the motivation was just really sort of recapped everything for me. [These are] useful tools and a project that I'm very passionate about" (Workshop Interviewee 3)

"I will utilise it in sessions that I deliver around mental health, it [complements] my sessions really well" (Resources Survey Response)

Participants also described how the resources and workshop content fit with the wider agenda at their organisation. Examples included an increasing emphasis on the importance of mental health, an existing or new school-wide focus on mental health and wellbeing, interest in trialling new mental health-related initiatives, a focus on expanding the existing PSHE curriculum, or current mental health-themed policies or initiatives in place (e.g. Mental Health Week, Future in Mind).

"I think at this point the resources are supporting our development plans, and they're providing a resource and information that we need to be able to support the curriculum" (Resources Interviewee 2)

"What was your route in getting to the point with the school where the lesson plans will be used? As children's mental health is becoming more and more prominent and the school is wanting to take a more active role, it was quite an easy conversation to have. [The deputy head was] quite happy to support it" (Workshop Interviewee 2)

Participants also voiced their perceptions that the resources and workshop content aligned well with their wider organisational context including helping to address the specific needs of the parents, young people, and staff in their school or catchment area.

"A lot of training is aimed at the older lot, secondary adolescent. I thought this was cracking 'cause it was actually geared towards primary school" (Workshop Interviewee 2)

"What was your rationale for attending the workshop? . . . I'm just noticing that a lot more children and parents are struggling with mental health issues, lately. So it was really to get a bit more of an idea of how to support the families that I work with, really" (Workshop Interviewee 6)

However, some participants identified aspects of the resources or workshop less relevant to their role or their organisational context. Reasons included a lack of fit

with existing lesson plans, and in particular, resources being less appropriate for children outside of mainstream provision or facing particular challenges:

*"I work in a primary special school. So quite a deprived area, so alongside the disability, and we're talking complex additional needs . . . really very vulnerable children that I work with. **Can you tell me about how the resources have been relevant or useful for your school?** Well that's the thing really. I think they're really useful for mainstream provision"* (Resources Interviewee 4)

"[The pupil's] dad's very anti anything to do with support, and very backed off because he's worried about social services and stuff like that. So I think, if I showed her that video, and mental health come up, it wouldn't surprise me if that backfired on her" (Workshop Interviewee 7)

Theme 2: Credibility

The credibility of the resources, the workshop content, and the Anna Freud National Centre for Children and Families (AFNCCF) as an organisation appeared to be an important driver in participants' use of the resources and learning from the workshops. In particular, they felt that the content presented was likely to be reliable given its research and clinical basis in association with the AFNCCF.

"I think, something coming from a charity, as I say, or an organisation that's as established as yours, but with that real rigorous clinical background as well, I think it gives it that grounding that makes it so much more valuable" (Workshop Interviewee 1)

". . . lots of research behind these, that, that they've been developed from, just kind of gives you a confidence" (Workshop Interviewee 4)

Participants also cited the importance of young people being involved in the development of the materials, which from their perspective added to the resources' credibility and impact for them as staff using the resources and for their pupils receiving the resources.

"I think that the animation is a great tool for that sort of age group to open up conversations and also to normalise it because they are their peers who are talking about it" (Workshop Interviewee 3)

"And I asked the children what did they like about the video, and they said it was because it was written by children, and the children's voices, and I thought that was key" (Resources Interviewee 3)

Theme 3: Accessibility and simplicity

Participants described how the resources and workshop content were easy to understand, access, and use. It was felt that this could save teachers valuable time when implementing the resources. Two participants also appreciated the fact that the resources were free to download and use.

"I wanted to use the words 'mental health', I wanted the children to start talking about it. And the stuff you provided was so good because it meant I didn't have to design it, I didn't have to plan it. I haven't got time to do that. So to have that readymade, so professional, with animation, it was just brilliant" (Resources Interviewee 3)

"What was it about the workshop that you found useful? I feel, 'cause it wasn't all facts and figures and it wasn't about trying [to] say this is how bad the situation is, it was more, it [was] a lot more practical, it was, this is how you can do it, this is how to actually help children" (Workshop Interviewee 2)

However, participants also explained that although they and their colleagues wanted to use or share the Talking Mental Health materials, lack of time and capacity to do so had hindered their (and others') ability to use the resources to the extent that they might have hoped.

"Some of the resources would be useful to the schools where therapists are based and give the schools opportunities to open the topic of mental health awareness. Difficult for schools who don't have a mental health professional/therapist working in their school - highlighting an issue [that] they cannot or don't have the resources to deal with" (Workshop Survey Response)

"Some of the teacher toolkit is great, but I'm struggling to pass it onto the teachers as a whole thing, because of all the other things they've got to do So I'm just trying to look at it myself and pass them on as and when they need them" (Workshop Interviewee 7)

One participant highlighted that due to their school taking on a number of initiatives related to mental health, there was little interest or capacity from their school senior leadership team's perspective in terms of accessing additional resources.

"I sent the video to the Headteacher and talked about the toolkit. I may have sent that as well. She did come back and say, if somebody asks, you can talk to them about it, but it's not going to be [a] whole school thing. We have got other stuff in school. So it's not that she's not open to it, it would've just been another

sort of thing that teachers had to deal with in their time” (Workshop Interviewee 7)

Theme 4: Projected or actual use of the material

Participants highlighted a number of ways in which they had used or planned to use the material from the workshops or the resources. One of these ways was adapting the material to fit their own context, such as based on the developmental needs or age group of the children at their school.

“The animation was very engaging for and the language used in the resources was very child-friendly. The activity ideas were fantastic and easily adaptable for different age groups” (Resources Survey Response)

*“I think we have to be sensitive to their needs and because we know our children well and we could contextualise what we know about them and the resources and how we would use them, I think that’s probably what we have been aware of more than you. **So you think it’s better done by people who know the student?** I think, well yes. It would always be better to know the students in our context” (Resources Interviewee 1)*

Another use related to sharing the resources with schools, colleagues, and staff, often with the goal of raising awareness or encouraging and supporting work and conversation around children and young people’s mental health in schools.

“We’ve handed the resources that we’ve taken away to teachers to start using within the classrooms, to give them a bit more knowledge. So if they see something or feel that [there’s] something going on, that they feel more confident as well about talking about it” (Workshop Interviewee 6)

“I’ve supplied [the] resources at this point and left it for the teachers to look at the resources and see how they could use them in a pastoral situation” (Resources Interviewee 1)

One participant also alluded to the utility of attending the workshop with a colleague.

***“Did you say you brought a colleague with you to have someone to bounce ideas off?”** Yeah, got a team behind me. Having another person in school, helps to ask what he’s thinking about things – thinking about doing this, what do you think? And he’ll have an idea what I’m talking about” (Workshop Interviewee 2)*

Participants indicated that the accessible information and support provided by the resources and the workshop had empowered staff and enhanced their confidence and knowledge in working with and talking openly about children's mental health and wellbeing.

"People are sort of feeling that they're at the front line of working with a lot of young people experiencing mental health difficulties, but not feeling equipped. And I think the workshop just really simplifies it, in that it's just about talking and listening" (Workshop Interviewee 3)

"So realising I suppose that you're not on your own. There are people out there that can help and support you, 'cause they did give us sort of websites and things to go on, which was good" (Workshop Interviewee 6)

They also described planning to or actually using the Talking Mental Health resources with young people and parents, including during 1:1 pastoral care or clinical work, in the classroom (such as through PSHE), in whole school assemblies, as part of a special mental-health-focused day or week in school, or in terms of disseminating information through leaflets, displays, and posters.

"But our Years 5 and 6, that video, the children are still talking about it now. They then made their own characters with their own feelings, their own emotions. So that's been the most powerful tool for us – the animation" (Resources Interviewee 2)

***"What happened after you went back to school after the workshop? Well we've spoken about it and we've spoken to our senior management and we've identified a couple of classes that are, that we're going to start doing some lesson plans with"** (Workshop Interviewee 2)*

The following vignettes further illustrate participants' usage of the resources.

"Our Y6 cohort has at least six children with complex emotional needs, two of whom are looked after children. They have received play therapy for around four years but with the help of your resources, the teacher has been able to have a sound starting point for raising awareness with the whole class"

(Resources Survey Response)

"And the other thing I did which I thought was really good was, you know the 'You're never too young to talk about mental health', you know that lovely poster? I made that up to A3, and I invited all the children to sign it, and then I laminated it for the class and took it back as a thank you. So each of those six classes now have proudly got that displayed in their class"

(Resources Interviewee 3)

I'm working with a very creative little girl, so in all of our sessions we've used fingerprint art . . . she thought it was very funny [in the animation] about the character in the bath and singing in the shower and with a bucket of KFC. So she's done her own fingerprint animation of things that she does to make herself feel better"

(Workshop Interviewee 3)

However, participants also indicated that to facilitate their or their colleagues' use of the material they would like to receive additional resources (such as a workbook for young people), or further training.

"It's quite difficult I think for individual teachers to pick up the resource without first sort of having sort of some time to, some sort of training from you" (Workshop Interviewee 5)

"I think it would be really lovely using all of those fantastic little graphics that you've got, you know the little sort of fingerprint people. Maybe to have some sort of workbook that the kids could use and sort of work in" (Resources Interviewee 5)

Moreover, participants indicated that to increase and facilitate usage, the materials could need to be more tailored or adapted to fit the needs of specific groups, such as young people with complex/special needs or profound learning disabilities, practitioners not based in schools, early years-aged children, and secondary school-aged children.

"[The resources] were excellent for the purpose that they've been created for. Like I say, those children in mainstream schools. And I can take from that and make it applicable. So it's a really good sort of starting point for me. It's all there. But I just feel that I shouldn't have to be doing that" (Resources Interviewee 4)

"It would be fantastic if there was some sort of resource that might be good around, you know, the whole sort of talking about mental health for, but sort of connecting into teenagers" (Resources Interviewee 5)

Finally, one participant highlighted that when they had presented the animation in their school, the sound quality was poor and it was difficult to hear.

"The sound quality on the animation wasn't great. We could hear it, but it was an effort and I needed to stop the video to check pupils had heard and understood" (Resources Survey Response)

Strengths and limitations

The strengths of these snapshots of our data are that they illustrate an enthusiasm for interventions of this type, alongside a willingness of participants to point to aspects of the resources or workshops that could be improved. Limitations include

response bias, in that those willing and able to attend workshops of this kind are likely to be sufficiently well-disposed towards both the topic and the AFNCCF to make time in their busy schedules for this and are unlikely to represent their professions as a whole. Moreover, in terms of the resource downloads, of the 2,419 people who, at the time of writing this report, had downloaded the resources and were invited to participate in the resources survey, only 65 did so – a not unusual response rate from people in exceptionally taxing posts who may in any case have downloaded the resources for future use and felt that responding would be nugatory.

Conclusions

Survey respondents and interviewees provided extensive positive feedback about the Talking Mental Health resources and workshop content, with many finding the materials empowering, useful, relevant, and helpful in encouraging and facilitating conversations about mental health in schools, with staff, with children and young people, and with parents. The main area for improvement discussed by participants related to their wish that there were more specific resources for the particular groups with which they worked, such as special schools or secondary schools.

Key factors driving individuals' engagement with the Talking Mental Health agenda appear to be their perceptions of the degree of fit of the content with their role and organisation, their perceptions of the credibility of the content, their perceptions of the accessibility and simplicity of the content, and their perceptions of how they could use the content in their role and organisation. Participants described a range of ways in which they were already using or planned to use the Talking Mental Health resources, including sharing the resources with staff, building the resources into school PSHE curriculums, assemblies, or other whole school approaches around mental health and wellbeing, and facilitating clinical work with young people.

Acknowledgments

Many thanks go to the survey respondents and interviewees who shared their opinions and experiences with us, and to Professor Helen Roberts, based at the UCL Great Ormond Street Institute of Child Health, acting as independent advisor for the evaluation.

Appendix A – Tables (Talking Mental Health workshops survey)

Question 2:

Prior to attending this event, were you aware of the Schools in Mind Network?

Answer options	Response percent	Response count
No	54.2%	84
Yes	45.8%	71

Question 3:

Is this your first time at a Schools in Mind event?

Answer options	Response percent	Response count
No	16.8%	26
Yes	82.6%	128
Missing	0.6%	1

Question 4:

Would you be interested in attending future Schools in Mind events?

Answer options	Response percent	Response count
No	0.0%	0
Yes	62.6%	97
Missing	37.4%	58

Question 5:

As a result of today's workshop, have you gained new skills, knowledge, or insight relevant to your job?

Answer options	Response percent	Response count
No	0.6%	1
Yes	98.1%	152
Missing	1.3%	2

Question 6:

If I have a work problem or question, or just want to learn more about something work-related, I would approach: (please rank the following from 1 to 4 in order of

preference): (1) My manager (2) My colleagues (3) Google (4) An online forum, mailing list, or learning network (5) Other (please describe)

Out of attendees who ranked all four of the options:

Answer options	Response percent	Response count
Participants who chose "My colleagues" first	17.4%	27
Participants who chose "My colleagues" last	1.3%	2
Participants who chose "My manager" first	13.5%	21
Participants who chose "My manager" last	5.2%	8
Participants who chose "Google" first	1.9%	3
Participants who chose "Google" last	9.7%	15
Participants who chose "An online forum, mailing list or learning network" first	1.3%	2
Participants who chose "An online forum, mailing list or learning network" last	18.1%	28
Missing	65.8%	102

Question 7:

The Schools in Mind Network offers a range of support for schools. Please indicate which type(s) of support you would be interested in receiving (tick as many that apply): (1) Training around specific issues relating to child mental health and wellbeing (2) Invitations to Schools in Mind or other relevant conferences (3) Networking (4) Signposting to resources/events/organisations (5) Provision of resources (6) Opportunities to get involved in relevant research projects (7) None

Support Type	Yes		No	
	Count	Percent	Count	Percent

Training around specific issues relating to child mental health and wellbeing	120	77.4%	29	18.7%
Invitations to Schools in Mind or other relevant conferences	107	69.0%	42	27.1%
Networking	59	38.1%	90	58.1%
Signposting to resources/events/organisations	109	65.2%	49	31.6%
Provision of resources	103	66.5%	46	29.7%
Opportunities to get involved in relevant research projects	66	42.6%	83	53.5%
None	3	1.9%	146	94.2%

Appendix B - Tables (Talking Mental Health resources survey)

Question 1:

Job title

Answer options	Response percent	Response count
Child Psychotherapist	3.1%	2
Deputy/Assistant Headteacher	7.7%	5
Director/Manager	3.1%	2
Educational Psychologist	1.5%	1
Family Support Worker	1.5%	1
Head of Key Stage	3.1%	2
Head of Year	1.5%	1
Headteacher	16.9%	11
Learning Mentor	3.1%	2
Local Authority Education	3.1%	2
Mental Health Practitioner	3.1%	2
Mental Health/Wellbeing Lead	6.2%	4
Mental Health Manager	1.5%	1
Pastoral Role	10.8%	7

School Counsellor	3.1%	2
School Nurse	3.1%	2
School Pastoral/SEND/Inclusion	9.2%	6
School Safeguarding Lead	1.5%	1
School Support Staff	1.5%	1
Teacher	13.8%	9
Teaching Assistant	1.5%	1

Question 2:

Local Education Authority (by region)

Answer options	Response percent	Response count
South East	12.3%	8
London	18.5%	12
North West	16.9%	11
East of England	13.8%	9
West Midlands	7.7%	5
South West	12.3%	8
Yorkshire and the Humber	7.7%	5
East Midlands	3.1%	2
North East	1.5%	1
International	4.6%	3
Missing	1.5%	1

Question 3:

Type of school or organisation

Answer options	Response percent	Response count
Primary	64.6%	42
Local Authority	3.1%	2
Secondary	6.2%	4
Junior	4.6%	3
All through school	3.1%	2

Alternative provision	1.5%	1
Voluntary sector	1.5%	1
Specialist	4.6%	3
Nursery	3.1%	2
Other	6.2%	4
Missing	1.5%	1

Question 4:

How did you hear about the resources?

Answer options	Response percent	Response count
Anna Freud National Centre for Children and Families website	29.3%	19
Anna Freud Learning Network Update	4.6%	3
Schools in Mind Network	24.6%	16
NAHT Magazine	7.7%	5
Social media	20.0%	13
Other	10.8%	7
Missing	3.1%	2

Question 5:

Which of the resources did you or your school/organisation use? *[Please select all that apply]*

Support Type	Yes		No	
	Count	Percent	Count	Percent
Talking Mental Health animation (for pupils)	41	63.1%	23	35.4%
Behind the scenes film (for staff)	12	18.5%	52	80.0%
The Talking Mental Health Teacher Toolkit	42	64.6%	22	33.8%

The Parents' Leaflet	18	26.2%	47	72.3%
Not sure	6	9.2%	59	89.2%
None of the above	5	7.7%	60	90.8%

Question 6:

Approximately how many pupils in your school/organisation have accessed the resources? (e.g. taken part in lessons administered using the resources)

Answer options	Response percent	Response count
None	16.9%	11
1-50	20.0%	13
51-100	15.4%	10
101-200	13.8%	9
201-400	10.8%	7
401+	3.1%	2
Other	7.7%	5
Don't know	1.5%	1
Missing	10.8%	7

Question 7:

The material covered in the resources has been relevant and useful for my school/organisation.

Answer options	Response percent	Response count
Yes	67.7%	44
Mostly	9.2%	6
Somewhat	7.7%	5
No	7.7%	5
Missing	7.7%	5

Question 9:

As a result of the resources, do you feel that your school/organisation is now better equipped to talk about mental health?

Answer options	Response percent	Response count
Yes	52.3%	34
Mostly	27.7%	18
Somewhat	6.2%	4
No	3.1%	2
Missing	10.8%	7

Appendix C – Interview guide (Talking Mental Health workshops)

Background:

1. Can you tell me about your role?

Experience of the workshop:

2. Can you tell me about your rationale for attending the workshop?
3. Can you tell me about your experience of the workshop that you attended?

Possible prompts:

- What did you find helpful or useful about the workshop? Why?
- What did you find less helpful or useful about the workshop? Why?
- How do you think that the workshop could have been improved?

Outcomes/impact of the workshop:

4. Are you doing anything differently in your role/your work as a result of attending the workshop?
 - *If yes, what? Why?*
 - *If no, can you tell me why not? Is this what you expected?*
5. Has anything changed in your organisation/organisations that you liaise with as a result of the workshop?
 - *If yes, what? Why?*
 - *If no, can you tell me why not?*

6. Possible prompts:

- Use of the resources?
- Use of the animation?
- Any additions/changes to whole school policies around mental health?
- Any additions/changes to teaching/content around mental health?
- Any staff training around mental health?
- Any work with young people and/or parents/carers around mental health?

Appendix D – Interview guide (Talking Mental Health resources)

Background:

1. Can you tell me about your role?

Experience of the resources:

2. Can you tell me about how the resources have been relevant or useful for your school/organisation?
 - Were any of the resources not relevant or useful for your school/organisation? Can you tell me why not?
 - What do you think has worked well in terms of your school's/organisation's use of the resources?
 - What do you think has worked less well in terms of your school's/organisation's use of the resources?
 - [Ask for concrete examples]
3. How do you think the resources could be improved?

Future of the resources:

4. Are you doing anything differently as a school/organisation as a result of these resources?
 - Do the resources form part of a wider programme in your school around mental health? If so, how?
 - Have there been any additions/changes to whole school policies around mental health since you accessed the resources?

- Have there been any additions/changes to teaching/content around mental health since you accessed the resources?
5. Can you tell me about how you plan to make use of these resources going forward? [I.e. what next? – ask for concrete examples]
6. Possible prompts:
- Use of the resources?
 - Use of the animation?
 - Any staff training around mental health?
 - Any work with young people and/or parents/carers around mental health?