

Monkwearmouth Academy



Mental Health – a whole school approach

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The right understanding will lead to transformative results for young people.



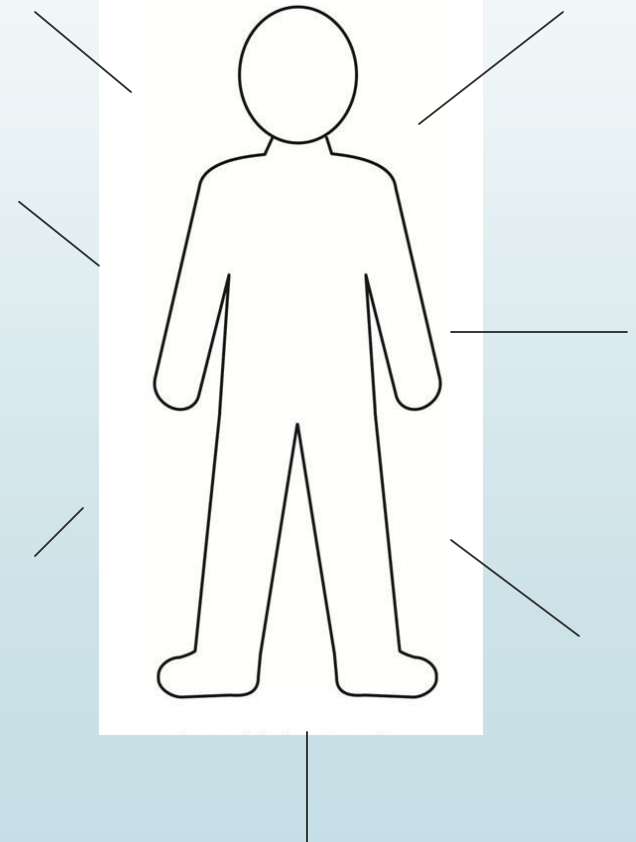
Gathering evidence – being honest!



Activity 1: Write a definition of Mental Health based on your understanding.

Activity 3: Did you know?
How do we address this as a school?

Activity 2: External influences versus internal issues/influences/concerns.

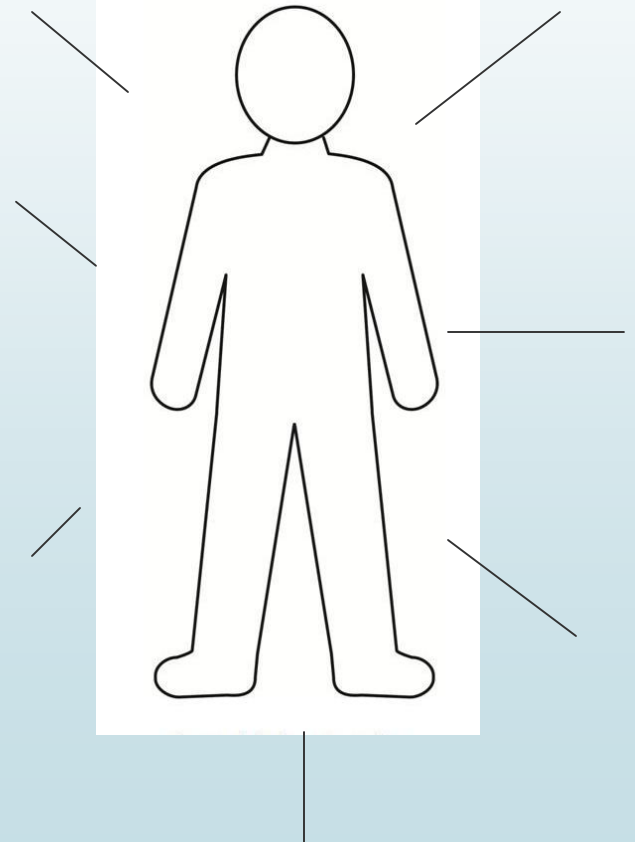




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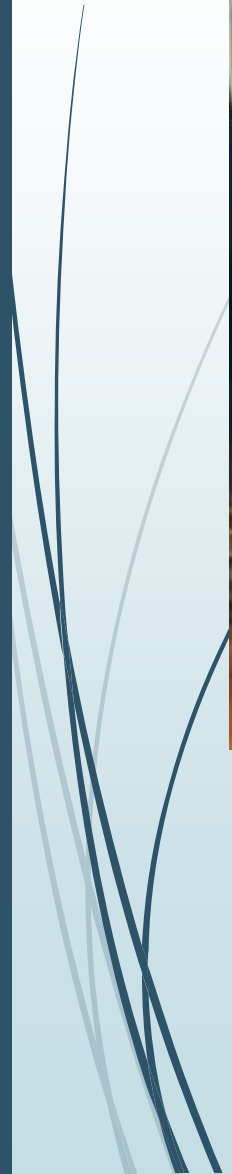
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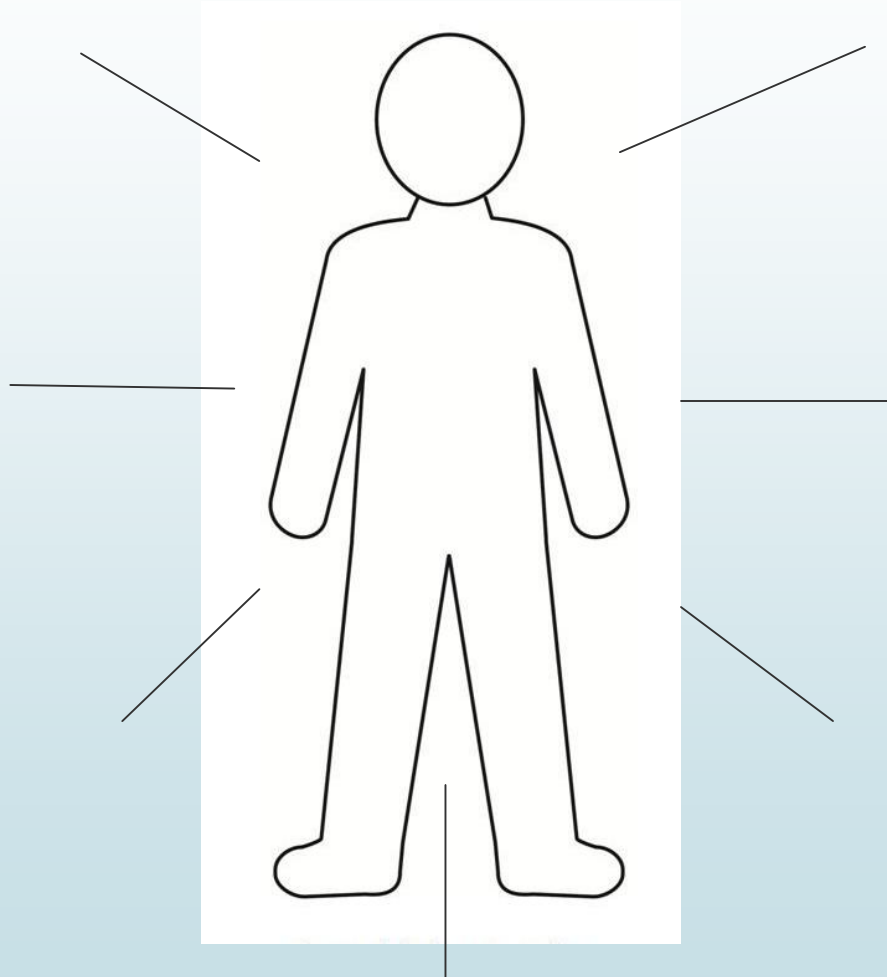


BBC


WHAT IS A MENTAL HEALTH PROBLEM?



Activity 2: External influences versus internal issues/influences/concerns.





A dark grey arrow points to the right from the left edge of the slide. Below it, several thin, curved lines in shades of blue and grey sweep upwards and to the right, creating a sense of movement and design.

Activity 3: Did you know?
How do we address this as a school?

Academic achievement is more accurately predicted by emotional skills than by IQ

Common mental health problems include depression, GAD, SAD, panic disorder, OCD and PTSD [NICE]



What effect do popular forms of social media harm young people's mental health?

Instagram Twitter Facebook
Snapchat Youtube

In an average Year 10 class of 30, 3 have a mental illness and 6 are self harming

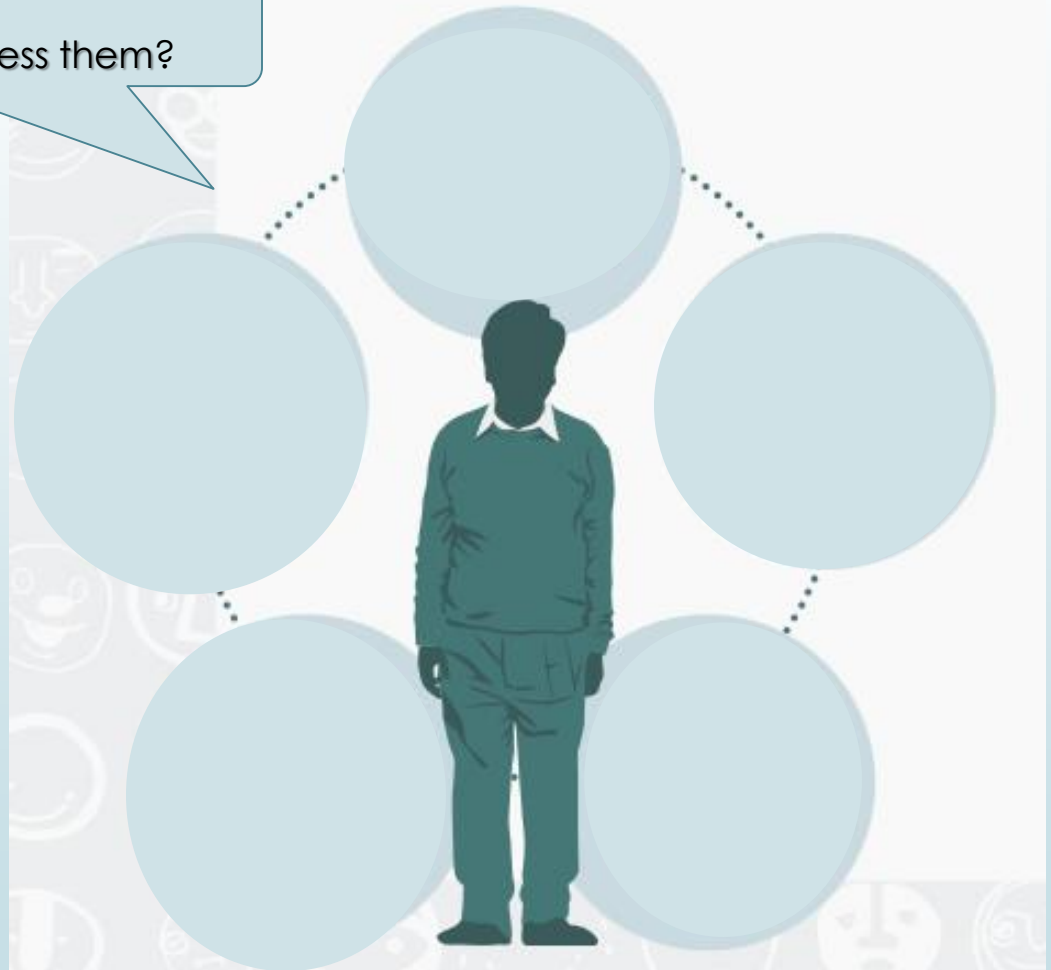
In Sunderland, 86% of children and young people in the PRU have SEMH as their primary need

There is a much greater prevalence of children on Statements/EHCPs with SEMH as a primary need in Sunderland than nationally

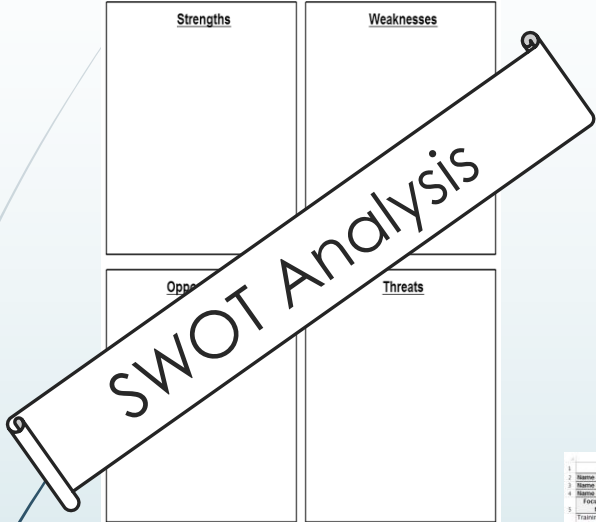
Suicide is the second most common cause of death in 15-24 year olds

A UK inquiry identified 5 key factors that affect the mental health and well being of individuals

Can you identify them?
How would your school address them?



What else?



ATTACHMENT AWARE SCHOOLS AND SETTINGS AUDIT

Name of school or setting: Monkwearmouth Academy
 Date of audit: 17th October 2016

Individuals - Knowledge - Do staff...
 1. Have up to date knowledge about how children's brains develop? 4
 2. Understand the effect of stress on the brain including their own? 4 1
 3. Know that their emotional state is the biggest influence on the emotional climate in their classroom? 4 1
 4. Know what attachment difficulty is? 4 1
 5. Identify young people affected by attachment difficulty? 4 1
 6. Know what trauma is and how it affects people? 4 1
 7. Identify young people affected by trauma? 4 1

Sub total for individuals - knowledge 28 6 7 8 8

ATTACHMENT AWARE SCHOOLS ACTION PLAN

Focus for attention in year 1 arising from audit, including project	Actions	By whom and when	Any additional costs?	What will be the key measures of impact?
(1) All staff training on attachment awareness, Emotion Coaching and strategies	(1) All staff training on attachment awareness, Emotion Coaching and strategies	NCA training and associates - Delivery to Lisa Lomas - October 2016, Feb 2017, March 2017	Total cost £3700 + VAT	Evaluations from staff to NCA, then completion of training
(2) Associate staff and teaching staff to complete 10 hours of ongoing training	(2) Associate staff and teaching staff to complete 10 hours of ongoing training	NCA training and associates - Delivery to Lisa Lomas - October 2016, Feb 2017, March 2017		Evaluations from staff to NCA, then completion of training
(4) Establishing a mental health lead group	NCA - application process, 10 people a cross section from across school. NCA consultancy training, initial of 4 hours for the group. 4 half termly meetings throughout the year.	Training time with Lisa Lomas - 4 hours. Meetings as part of the Monday night meeting schedule. Costs will be possible cover and staff time.		How do they work together as a group, accurate evaluations of mental health in school, what do they lead as individuals, input and impact in year 2.
(5) Student voice - collating information from students on mental health awareness and therapy choices.	NCA - to work with IT team to create a questionnaire. Students to complete in after Social Studies time in ICT lesson April 2017		No	Responses from students inform social studies programme, inform SLT and all stakeholders of progress by the school. Measured through student voice and attendance of students to school.

Next Steps: Parental involvement versus parental engagement



Student benefits

- Grades
- Attendance
- Attitude/behavior
- Homework completion
- State test results
- Ability to self-regulate
- Social skills

Family benefits

- Self-efficacy
- Empowerment

School benefits

- Communication
- Collaboration
- Ability to problem-solve
- Staff morale



Parent Engagement

Student effects

- Dropout rates
- Retentions
- Special-education placements

Family effects

- Reluctance to approach school for needs

School effects

- Feelings of "us" vs. "them"
- Need to find volunteers for school activities

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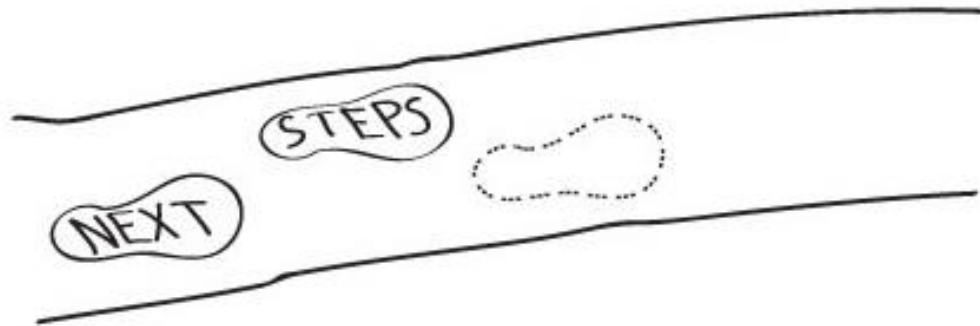


Associate
Staff CEL&T

All Staff
KCA

**Mental Health
Lead Team**

Further training



- Mental Health questionnaire analysis shared results / develop a bespoke curriculum for each year, including drop down days
- Stakeholders – parents, wider community
- Continued training – Emotional Intelligence, Growth Mindset, Mindfulness
- Development of the Lead team: focus on 3 key areas to drive forward the vision: Social, Physical, Emotional



Thank you

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