

Our schools; our well-being

Healthy MindED

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Aims

- To provide an update on the “Future In Mind” School Pilot undertaken with secondary schools.
- How we developed the role of the “school champion”
- To share with you key findings and recommendations for schools, local authorities and NHS Commissioners.
- To highlight some of the interventions shared on building pupil resilience.

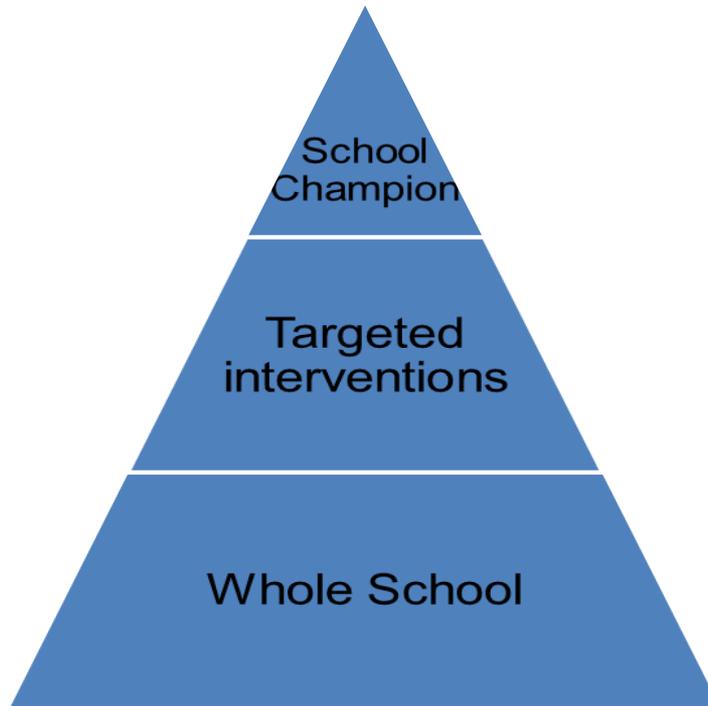


What are the issues?

- 1 in 10 children have a diagnosable mental health disorder – that's roughly 3 children in every classroom
- 1 in 5 young adults have a diagnosable mental health disorder
- Half of all mental health problems manifest by the age of 14, with 75% by age 24
- Almost 1 in 4 children and young people show some evidence of mental ill health (including anxiety and depression)
- Suicide is the most common cause of death for boys aged between 5-19 years, and the second most common for girls of this age
- 1 in 12 young people self-harm at some point in their lives, though there is evidence that this could be a lot higher. Girls are more likely to self-harm than boys.



Learning model for the pilot



1. Expert within the school, extended training on specific conditions/presentations, link to CAMHS.
2. A cohort of staff trained to deliver resilience focused interventions .
3. Universal adoption of a resilience approach- through increasing knowledge and skills and busting myths. Allowing identification of any trends/needs developing within school and requiring an intervention



Delivered Training for Pilot Schools

Module

Resilience

Developing active listening skills

Eating disorders & body image

Anxiety & depression

Self Harm and Risky Behaviour

Coping with Loss

Managing strong emotions/re-thinking challenging behaviour

Learning sets (x4)



Role of School Champion

A School Champion is a person responsible for developing, in conjunction with SLT, improved standards and quality of emotional wellbeing and mental health provision for children and young people as part of the “Future in Mind” transformation programme. A School Champion is nominated to creatively promote/champion emotional wellbeing within all areas of the school community life.

School champions were supported in developing their skills around an inter-related set of cognitive, affective and behavioural competences as well as gaining the relevant knowledge to enable them to be highly effective in undertaking their role:

- Self awareness
- Self management & regulation of emotions
- Social awareness & confidence
- Building and maintaining relationships
- Leadership & responsible decision making



Learning Sets for School Champions

This facilitated learning set will introduce participants to the supporting competences that will be developed to enable you to carry out your roles. It will provide you with an opportunity to learn as a group and to develop supporting relationships. The learning sets will help build confidence in your skills around mental health & well being.

Learning Set One - Session Aims:

- To have an opportunity to hear how the training is being perceived so far and help us shape the training with schools going forward.
- To review the overall competences for the role.
- To review competency 1 (self-awareness) and 2. (self-management)
- To devise practical ways of goal setting as a group; what do we want to achieve.

Format:

- 4 learning sets supporting the programme.
- Ran after every 2-3 learning sessions.
- Average 10-12 participants.

Skills & behavioural competencies for school champions

In developing and supporting the role of school champions there is an inter-related set of cognitive, affective and behavioural competences. School champions will be supported in developing their skills sets around these areas as well as gaining the relevant knowledge to enable them to be highly effective in undertaking their role

Competence related to self-awareness

As a school champion you should be able to recognise your own emotions, thoughts and their influence on your behaviour and that of others. You should know your strengths and limitations and possess an evidenced based level of confidence.

Skills question 1: When was the last time you assessed your strengths? How did you do this and how has feedback from others helped you develop and shape positive behaviours?

Skills question 2: What do you see as your limitations? How will you use your role as school champion to improve your confidence in those areas?

Skills question 3: What does 'self-care' mean when working with young people? Why does self-care matter in professional work?



Competence around leadership and responsible decision making

As a school champion you will show clear leadership within the role and will be trusted by others within the leadership team to make constructive and respected choices about personal behaviours and social interactions. Decisions you take will be based upon sound judgement and will take into account wider safety concerns and the well-being and safety of others.

Skills question 8: What two or three tips would you give a colleague if they had to have a conversation with a student they were concerned about.

Skills question 9: How can these tips be translated to your staffroom?

Skills question 10: How will you share this information/learning with your colleagues?



Person specification for a School Champion

Criteria	Essential	Desirable
Training & Qualifications	<ul style="list-style-type: none"> • Leadership qualities • Interest in mental health and how it impacts on young people's lives (including academic success) 	<ul style="list-style-type: none"> • Mental Health First Aid Training (or willingness to undertake the MHFA training) • Commitment to undertake training programme for School Champions • Senior Leadership responsibilities
Experience	<ul style="list-style-type: none"> • Interest in emotional wellbeing and mental health related issues • Good knowledge of how schools work • Experience of working with young people 	<ul style="list-style-type: none"> • Commitment to set a good example
Communication and relationship skills	<ul style="list-style-type: none"> • Ability to communicate emotional wellbeing messages effectively and influence all levels of school staff, governors, children and young people and parents and carers • Friendly and approachable manner • Engage with staff; actively listens to needs, views, and ideas on improving wellbeing at work • Good motivator • Resilience • Confidence in challenging SLT • Confident & competent in safeguarding issues 	<ul style="list-style-type: none"> • Willing to assist with the design and implementation of communication campaigns (oral/print/email/web etc)



What early outcomes did we see?

Whole school planning approach being adopted and learning being incorporated into the school calendar; curriculum; policy development and school action plans aimed to improve emotional health and well being.

- Quality of learning and facilitation being reported as very good to excellent.
- Reported improvement in the level of skills and confidence of the school champions.
- Reported increase in the willingness and ability of the school champions to train and mentor others; implementation of change being reported across the schools.
- Leadership qualities of the school champion and their ability to influence SLT is critical to success.



Implementation – Conyers School Yarm

- 2 leadership positions created to focus on the Physical Health and Mental Health of students (and staff) in school. (Conyers Health Club, Book Club, annual staff meeting on MHWB)
- Mental Health and Anti Bullying Champions group. Student voice group which meets half termly, all students know who these students are and they can approach them.
- Mental Health and Resilience ‘Focus Day’. Specialist agencies engaged and each year group developed learning in key areas, age appropriate & progressive content.
- MHWB section created in the library.
- Assembly themes cover key topics from the training to raise awareness and normalise emotions.
- Peer mentors trained to support younger students
- Weekly Pastoral bulletin for each year group. Sharing of key information on students to all staff



Children's Commissioner report on NHS mental health spend

- 38% of NHS spending on children's mental health goes on providing in patient mental health care. This is accessed by 0.0001% of children aged 5 - 17.
- 46% of NHS spending goes on providing CAMHS community services, these are accessed by 2.6% of children aged 5 -17.
- 16% goes on providing a universal service. This needs to support the 1 in 10 children who are thought to have a clinically significant mental health condition but are not accessing NHS CAMHS services. It also has to support a currently unknown number of children with lower level needs, who would be less likely to develop a more serious mental health condition if they were provided with timely support.



Cost of early interventions

This is despite the fact that early interventions is much cheaper to deliver:

- £5.08 per student; the cost of delivering an emotional resilience programme in schools
- £229 per child - the cost of delivering six counselling sessions or group CBT sessions in a school. The Department of Health estimate that this delivers an average lifetime benefit of £7,252; a cost: benefit ratio of 32-1.
- £2,338 – the average cost of a referral to a community CAMHS service.
- £61,000 – the average cost of an admission to an in-patient CAMHS unit.



Key findings/Recommendations

The learning programme for School Champions has increased their confidence in dealing with the mental health and well-being issues faced by students.

There is evidence that implementation of changes to policies, curricula and learning across the schools is having a positive impact on pupil and staff resilience and well-being.

There is early and anecdotal evidence that the learning is starting to have an impact on reducing CAMHS referrals and/or making referrals more appropriate.

The whole school approach model to learning was well received and is something that should now be rolled out to all schools.



Key findings/Recommendations

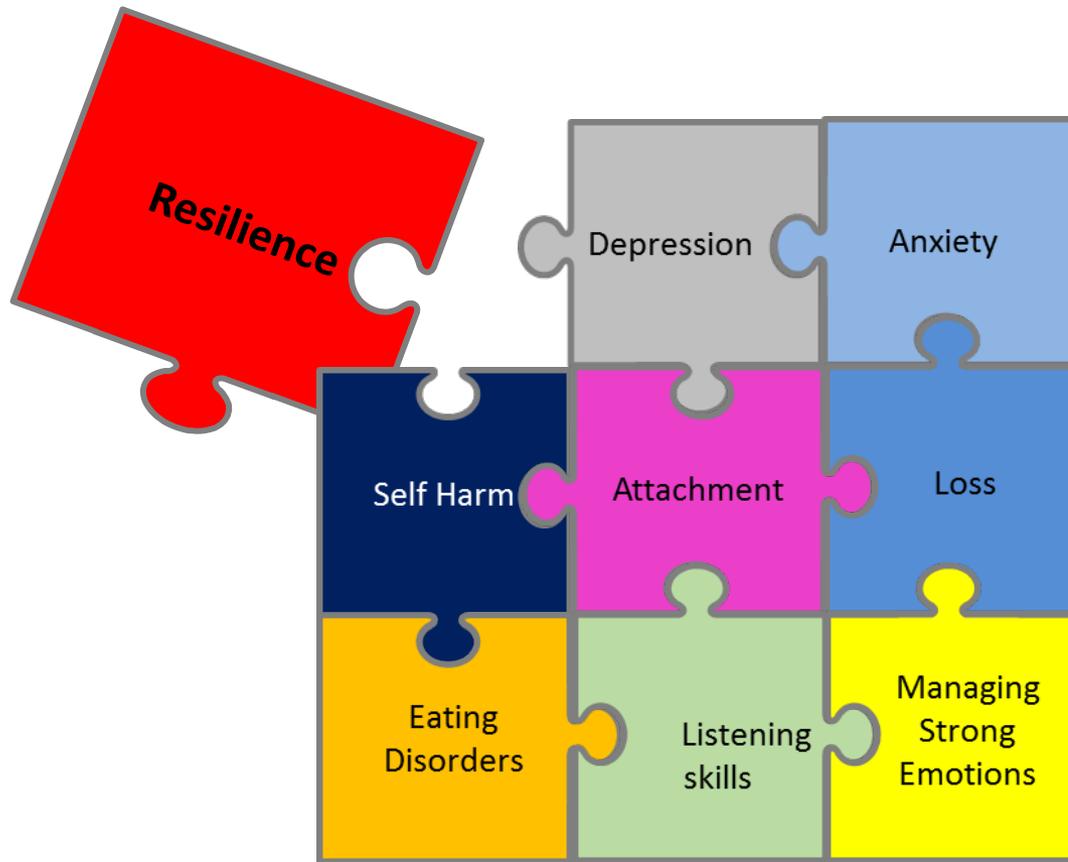
Schools need to ensure they have a voice in the commissioning process, particularly in relation to low intensity/early intervention programmes for their pupils.

Every school and college should have a designated lead in mental health. The designated lead will be a trained member of staff who is responsible for the school's approach to mental health. We should look to implement this quicker than then the Government target set in the Green Paper (by 2025)

Low level mental health issues amongst children should be a clear priority for local authorities and public health funding should be used to support early intervention for those children and young people with emerging mental health needs.

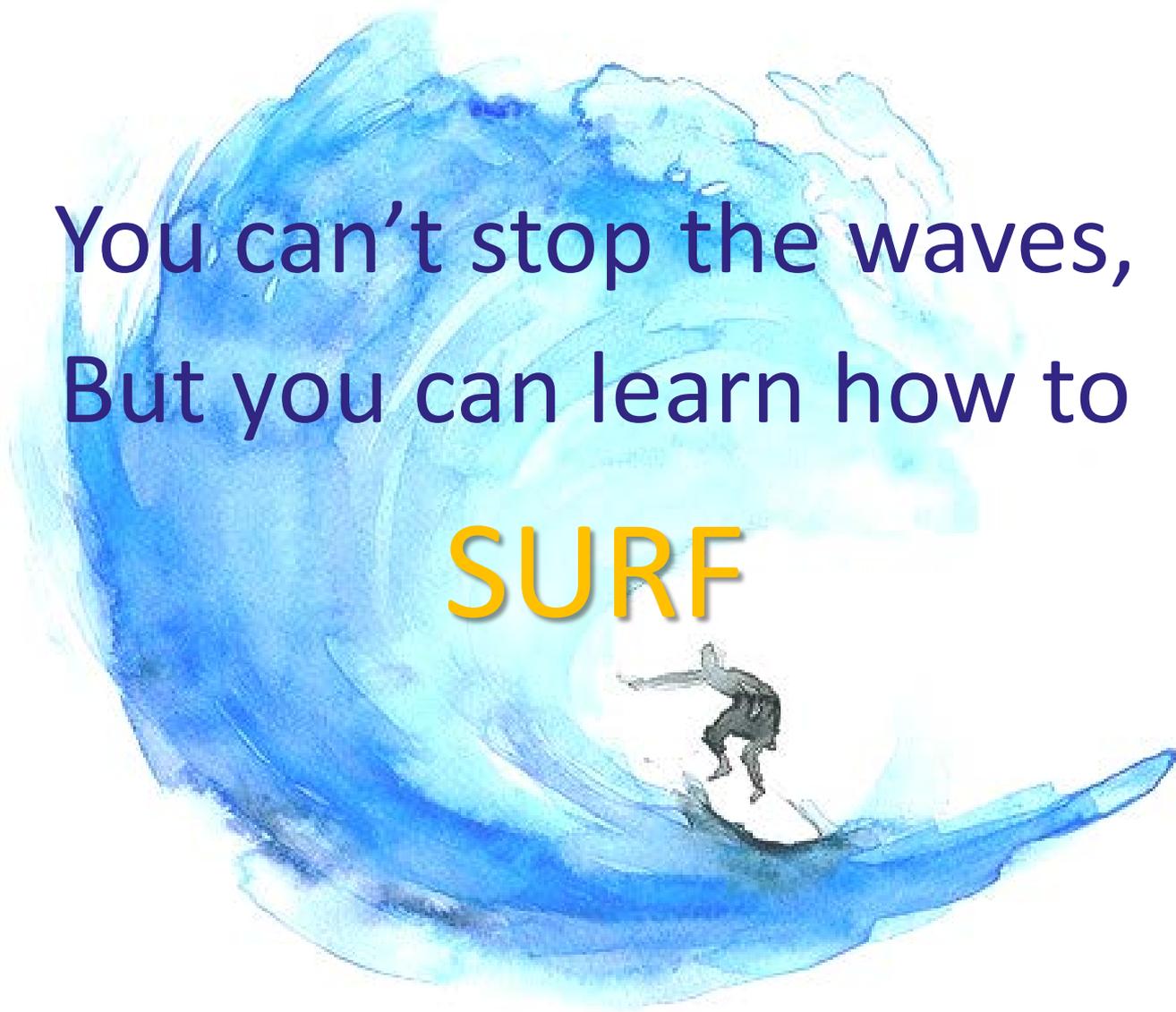
All CCGs should be required to identify 'beacon schools', selected according to their pupils' ability to access high-quality mental health provision



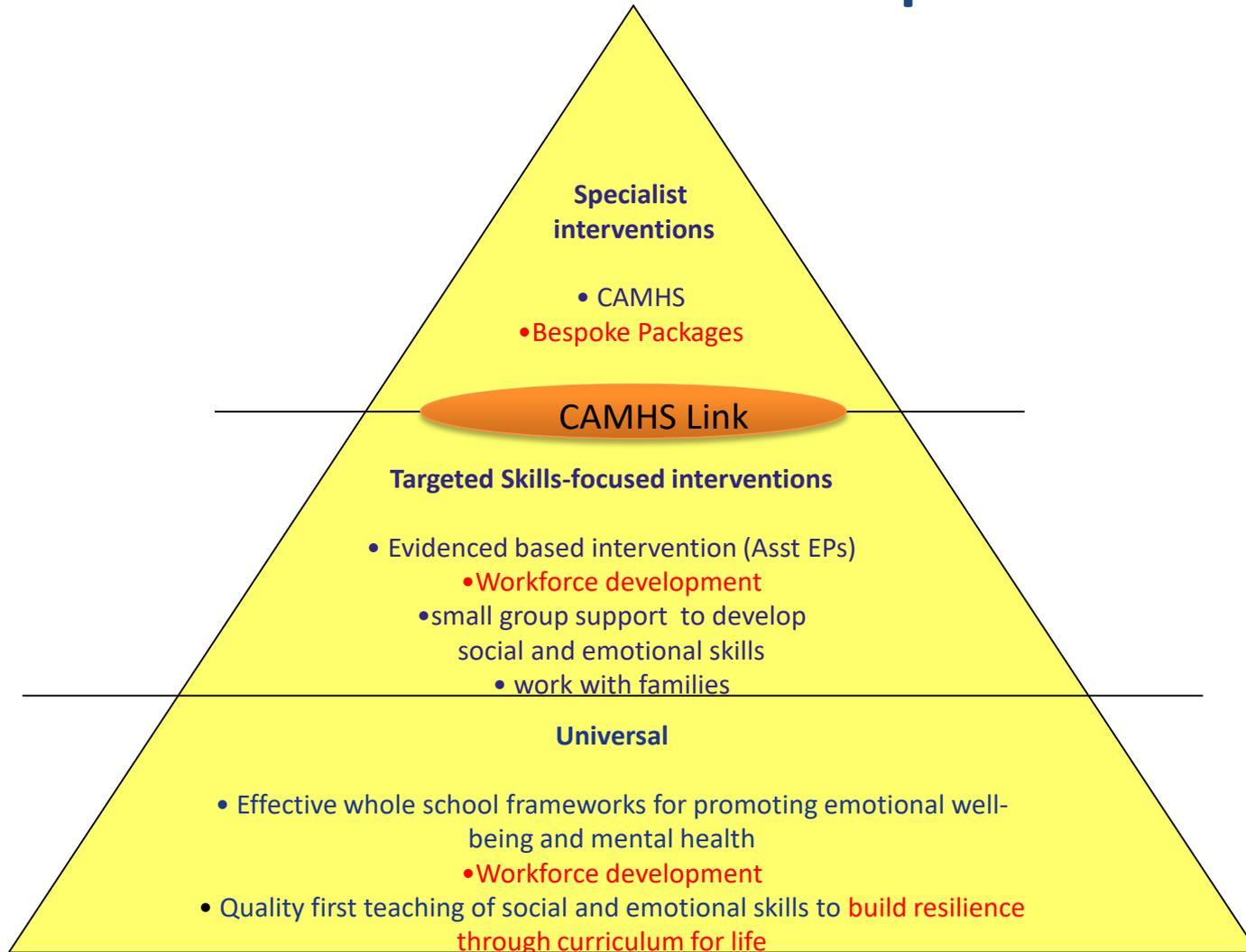


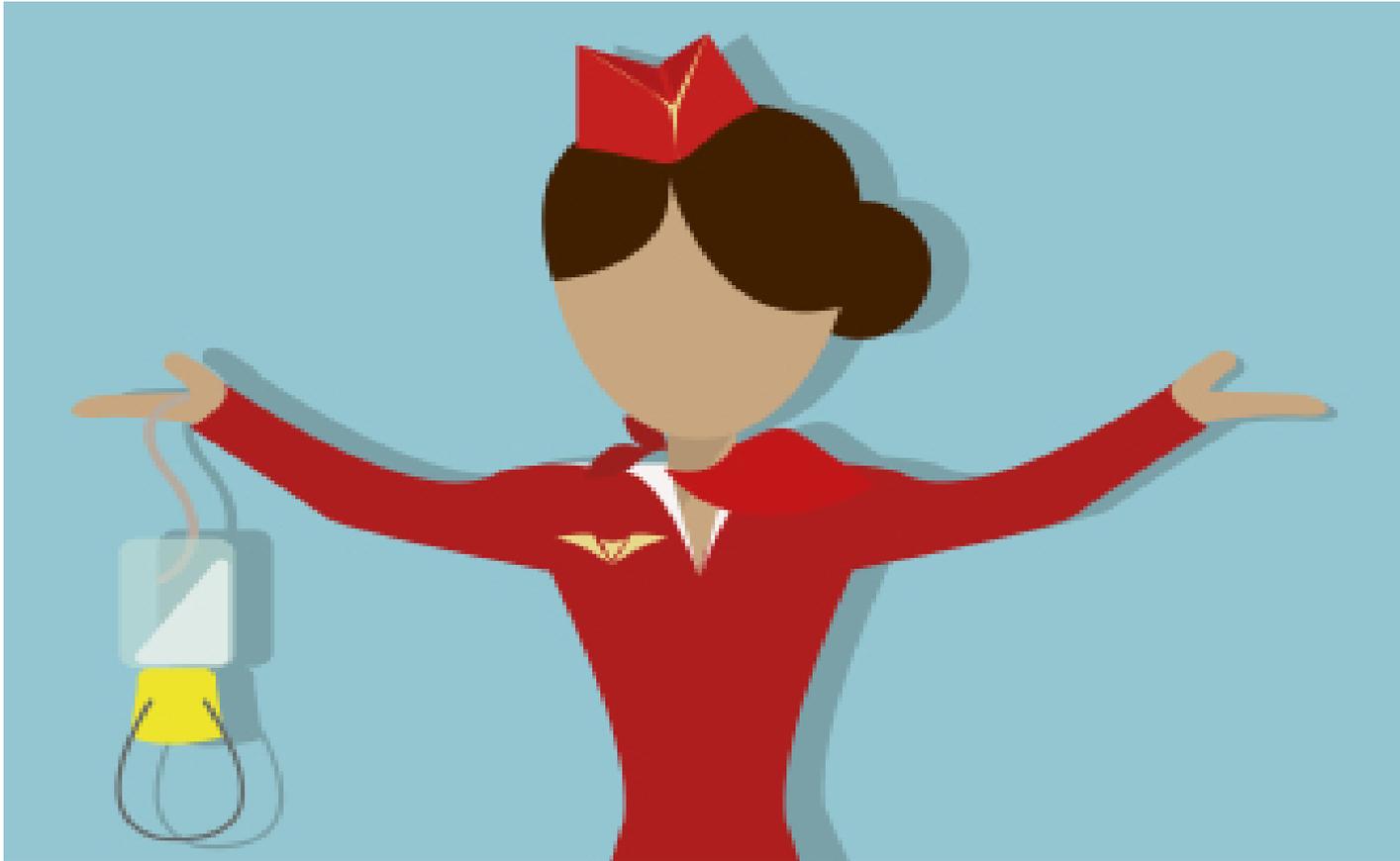
You can't stop the waves,
But you can learn how to

SURF



A Graduated Response





Put your own oxygen mask on first



“Life is what happens to you while you’re busy making other plans.”





MIND THE GAP

GREAT DREAM

Ten keys to happier living

GIVING



Do things for others

RELATING



Connect with people

EXERCISING



Take care of your body

APPRECIATING



Notice the world around

TRYING OUT



Keep learning new things

DIRECTION



Have goals to look forward to

RESILIENCE



Find ways to bounce back

EMOTION



Take a positive approach

ACCEPTANCE



Be comfortable with who you are

MEANING



Be part of something bigger

ACTION FOR HAPPINESS

www.actionforhappiness.org



ACTION CALENDAR: MEANINGFUL MAY 2018



MONDAY



TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

1 Take the Afl pledge: to create more happiness in the world

2 Do something meaningful for someone you really care about

3 Share photos of 3 things you find meaningful or memorable today

4 Take interest in people who are older, younger or different to you

5 Get outside. Look at the sky & feel connected to the natural world

6 Choose one of your life goals and take a step towards it

7 What are your most important values? Use them today

8 Go on a kindness mission. Give your time to help others today

9 Tell someone about why your favourite music means a lot to you

10 Pay special attention today to the people you cherish most

11 Find out about the values and traditions of another culture

12 Do something to help a project or charity you care about

13 Visit a location that you find inspiring and meaningful

14 Find a way to craft your work activity to give it more meaning

15 Recall three things you've done that you are really proud of

16 Look for opportunities to be a good citizen of the world today

17 Share an inspiring quote with someone that matters to you

18 Gaze up at the stars and see that we are part of something bigger

19 Connect with people who matter to you (face-to-face if possible)

20 Today do something that makes your soul sing

21 Think about how your actions make a difference in the world

22 Ask a loved one or colleague what matters most to them in life

23 Support a cause that stands for something you believe in

24 Reflect on what makes you feel really valued and appreciated

25 Notice all the amazing wonders in the world around you today

26 Find out how to get involved in a group in your local community

27 Do something special today, revisit it in memory

28 Link today's choices and decisions to your values

29 Today do something that makes you proud

30 Tell someone how you feel about them

"Act as if what you do makes a difference. It does" - William James

www.actionforhappiness.org/1



TOP TIPS: WAYS TO BE RESILIENT

Many of the activities in this book can help us be resilient. When you face difficulties, use the activities in this book and remember these top tips:

Put things in perspective and think about the bigger picture. Are you making a mountain out of a molehill?

IF YOU FEEL ANGRY, UPSET, ANXIOUS OR STRESSED... pause and take a few deep, slow breaths, in and out, focussing on your breath. This can help you feel calmer and help you choose what to do next in response.

GET ACTIVE and go for a walk or a run.

HAPPY FACT
Psychologists call resilience 'ordinary magic' because we all have resilience and we can all develop more of it!

PLEASE HELP!

FIND A SAFE ADULT or a good friend to talk to.

TAKE YOUR MIND OFF IT by doing something you enjoy or are good at, or by helping someone else.

Targeted interventions

- Smart Moves
- We Eat Elephants
- FRIENDS for Life
- Talk About
- Socially Speaking
- Resilient Therapy
- Dealing with exam stress
- Peer Mediation
- Keys to Happier Living
- Chimp Paradox
- Seeing Red
- Mindfulness
- ELSA training

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**Happy to answer your
questions**

Thank You

