

A whole school approach to mental health: 8th November 2018



Mental health and emotional wellbeing



Why is mental health and wellbeing a priority for your school?

What can schools do?



**Prevention of
mental health
problems**



**Signposting to
early help**



**Access to specialist
support**

Building resilience

Resilience:

‘Overcoming adversity, whilst also potentially changing, or even dramatically transforming, (aspects of) that adversity.’

(Hart et al., 2016, p. 3)

Supportive families

Positive relationships

Aspirations

Ability to communicate

High self esteem and sense of belonging

Pupils' mental health and Ofsted

Pupils mental health and wellbeing is reported under the judgment –'personal development, behaviour and welfare'.

- Attendance
- Managing feelings and behaviour
- Keeping healthy and safe
- Promoting tolerance and respect
- Spiritual, moral, social and cultural education
- Fundamental British values



Pupils' mental health and Ofsted

“Ensuring the highest levels of care and welfare to promote the well-being of all pupils, regardless of their background, is at the heart of everything you and your staff do.”

“Inspectors found the school to have developed a wide range of provision aimed at promoting positive mental health and overall pupil well-being.”

“All staff give a high priority to providing pupils with skills that enhance their emotional well-being, so that they can learn well from the minute they begin their school day.”

Why have a whole school approach?



Embed wellbeing messages throughout the school



Increase academic achievement of pupils



Develop a resilient community

What is a whole school approach?



A whole-school approach means making child, staff and parent/carer mental health and wellbeing ‘everybody’s business’. It involves all parts of the school working together and being committed.

It needs partnership working between governors, senior leaders, teachers and all school staff as well as parents, carers and the wider community.

The role of a mental health lead

- Oversight of the **whole school approach** to mental health and wellbeing, including its reflection in behaviour and curriculum policies, how staff are supported and how pupils and parents are engaged.
- Supporting the **identification** of “at risk” children.
- Having knowledge and links with **local mental health services** and referring children to them when appropriate.
- Oversight of any **interventions** being delivered in the school.
- **Supporting staff** who are in contact with children with mental health needs.
- Overseeing the outcomes of **interventions** on children’s **education and wellbeing**.

Mental health and emotional wellbeing



What parts of a whole school approach are working well in your school?

What areas need more attention?

Curriculum and social emotional learning



PSHE lessons



Pupil voice and peer education



Prepare staff parents and pupils for the lessons

How to approach teaching and learning

1. Use data wisely

- School level (SurveyMonkey etc)
- HRBS survey
- CORC
- National level ([PHE fingertips](#))

2. Ask questions on perceptions of peer behaviour as well as their own.

- ‘How many of your peers do you think are...?’

3. Promote the positive behaviour – the one we want them to adopt!

- X% feel able to restore good mental health after feeling anxious
- X% of 15 year olds are not drinking alcohol weekly
- X% have never smoked cigarettes

Positive social norms



87% of under 15s across Brighton & Hove do not smoke

You don't need to smoke to be popular


Brighton & Hove
City Council

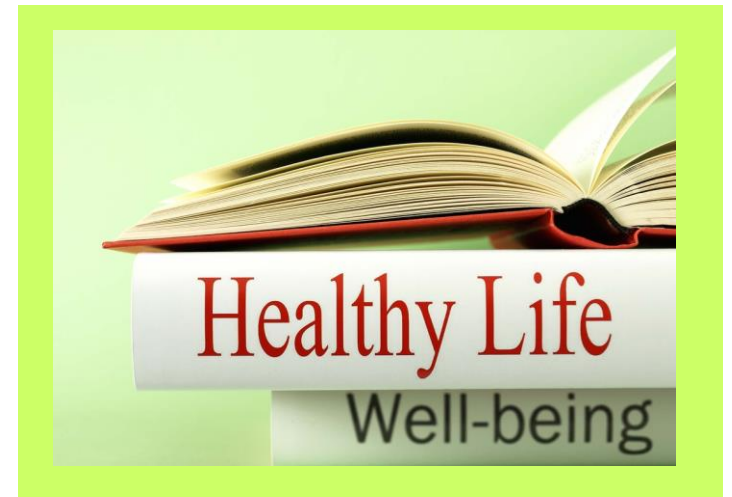
Staff development and wellbeing



**Wellbeing
performance
targets**



**Include all staff in
training and
support**



**Access to resources-
books, online support**

Measuring and monitoring



Build a baseline of current mental health provision

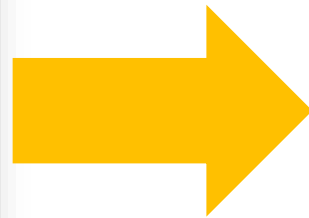


Track any changes with regular reviews/target setting

EVIDENCE

Show how you have made an impact

Resources- Mental health toolkit



step 1 Set up a mental health working group

step 2 Plan and prepare your policy and practice

step 3 Develop staff support and training

step 4 Develop support for parents and carers

step 5 Introduce mental health lessons into the curriculum

step 6 Provide targeted support for vulnerable pupils

step 7 Review, monitor and evaluate

Next steps



What action can you take when you return to school?

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- Mental health network meeting- 17th January
- Talking about health conference- 21st January
- Let's Talk: mental health, a conference for young people- 7th February

Our Time

Helping young people affected by parental
mental illness

Our Time

Helping young people affected by
parental mental illness

Who we are?

- A charity which develops **interventions to support children & young people whose parents have a mental illness (COPMI) based on:**
 - **increasing their resilience;**
 - **reducing their risk of developing mental health problems in later life.**
- **Advocates for these children** within public policy & funding frameworks.

What we do

KidsTime Workshops

- Multi-family workshops
- Monthly after school for 2.5 hours
- Open referral
- Trained local teams
- Manual and resources
- Mixed funding

Who Cares?

- Whole school approach
- Identify and support children of parents with a mental illness
- Awareness raising and training
- Resources – open source
- Mentoring – Teen Talk

Advocacy

The Current Context

3.4 million children and young people

in the UK live with a parent
with a mental health issue



8 children in every classroom

affected by parental mental illness

Our Time



Without help,

70% of these children could develop mental health problems too.

This could cost the UK government **£180 billion** by 2021.



Research into adverse childhood experiences ('ACEs')
identifies parental mental illness as
one of the ten most powerful sources of
toxic stress
in young people.

Yet, there is **no policy** in place which acknowledges these
children.

However, this intergenerational cycle

can be broken through

recognition, early support &

intervention

Our approach

3 key protective factors proven to build resilience:

- ✓ Knowing you are not alone
- ✓ Having a good explanation
- ✓ Having a trusted adult to talk to



Our Time's interventions harness these protective factors & have been shown to **increase understanding** of mental illness; **improve parent-child relationships**; **reduce feelings of fear, shame & isolation**; and **boost confidence**.

(Research by Anna Freud Centre for Children and Families)

These interventions are

simple & low-cost,

but can make a big difference to children &
young people's lives.

“At home you have to be an adult — look after mum, look after the house, give her medications — at Our Time’s workshops you’re having fun. You’re being looked after and you’re not looking after others.”

(KidsTime Workshop participant)

“The world is no longer such a dark and frightening place. I feel that Our Time has saved my life.”

(‘Who Cares?’ Programme participant)

Our Time has developed interventions based on **international research & best practice** to support affected families and their children.

KidsTime Workshops

Provide **clear explanations of mental illness and treatments.**

Through drama & other creative methods, **children are given freedom to talk about their concerns, have fun & foster positive relationships with their families.**

For **parents, it's a chance to learn how to communicate with their child about mental illness & to take pride in being a parent.**

Who Cares? Schools Work

Training and free resources for staff & students to increase understanding of mental illness, promote discussion, & reduce stigma.

- **Helps schools identify & support the children of parents with a mental illness.**
- **Enables staff to set up support systems & talk to young people, without having to assume the role of counsellors or therapists.**

Video

To find out more,
visit:
www.ourtime.org.uk

[www.surveymonkey.co.uk
/r/HITeval2018](http://www.surveymonkey.co.uk/r/HITeval2018)