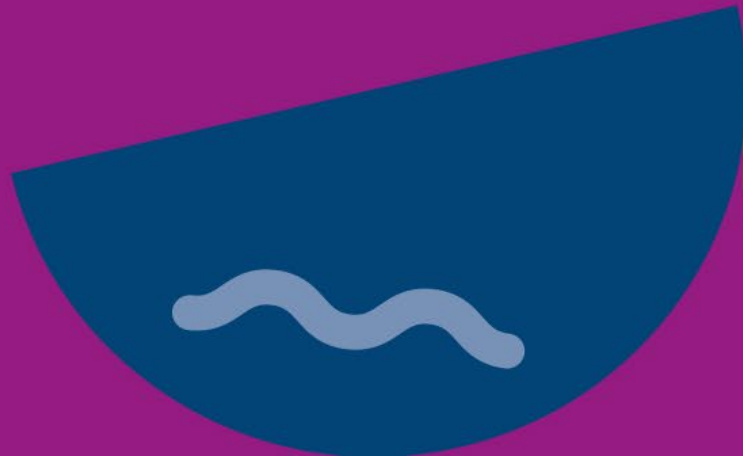


Improving Mental Health and Resilience in Schools & Colleges and Wellbeing for Education

November 2021



‘Everyone is an insider, there are no outsiders – whatever their beliefs, whatever their colour, gender or sexuality.’

Archbishop Desmond Tutu, February 2004

And of course, whatever their state of wellbeing and mental health

Golden Threads:

Tackling & Preventing Inequalities, &

Promoting Inclusion, Diversity & Equalities



The journey to today...



Southwark Context: There are many vulnerable groups of CYP with greater risk for developing poor mental health and wellbeing

<p>Looked-after children (LAC)</p> <ul style="list-style-type: none"> • There are approximately 500 LAC in Southwark; they are among the most vulnerable in our society • Almost 50% of child protection plans in Southwark were due to neglect and most LAC entered care during adolescence • LAC account for about a third of young people 	<p>Young carers</p> <ul style="list-style-type: none"> • Nearly 800 students in Southwark are estimated to be caring for someone at home; this is a risk factor for poor mental health that often goes unrecognised • Caring is stressful and carries stigma • Young carers are more likely to have a SEND and are more likely to be BAME 	<p>Black, Asian, and minority ethnic</p> <ul style="list-style-type: none"> • Forty percent of Southwark adolescents of Black ethnicity • BAME young people are more likely to be exposed to other risk factors for poor mental wellbeing • BAME are less likely to engage with mainstream services
<p>Teenage parents</p> <ul style="list-style-type: none"> • The number of teenage mothers in Southwark has reduced significantly but they remain a vulnerable cohort • Teenage pregnancy exposes parent and child to risk factors for poor mental wellbeing • Teenage mothers have higher rates of postpartum depression, affecting their ability to form secure attachments 	<p>Special educational needs and disabilities (SEND)</p> <ul style="list-style-type: none"> • Over 8000 children in Southwark have been identified as having SEND • Children and young people with SEND are more likely to have a mental health disorder than those without an intellectual disability • They are also more likely to be Black Caribbean and more deprived 	<p>LGBTQI+</p> <ul style="list-style-type: none"> • Ten percent of secondary students in Southwark report identifying as LGBTQI+ • Young LGBTQI+ are coming out an earlier age, which frequently coincides with adolescence – an intense developmental period • These young people are more likely to be bullied but few ever report their experience
<p>Not in education, employment, or training (NEET)</p> <ul style="list-style-type: none"> • The number of young people NEET in Southwark is similar to the England average • Young people NEET are more likely to suffer from depression and to engage in unhealthy behaviours such as substance misuse • One-in-five 16-18 year olds who are NEET is a teenage mother 	<p>Engaged with the youth offending service</p> <ul style="list-style-type: none"> • Southwark has a higher than average rate of first-time entrants to the youth justice system • Young people exposed to violence live with heightened fear and anxiety, and may be suffering from PTSD • Young people involved in violence are at increased risk of exploitation and abuse 	<p>Insecure housing</p> <ul style="list-style-type: none"> • Southwark has the sixth highest rate of family homelessness in London • Young people in care, of BAME ethnicity, and who identify as LGBTQI+ are more likely to be homeless • Poor mental health is one of the top three support needs reported by young people accessing homelessness services

Adverse childhood experiences are prevalent & have enduring effects on wellbeing & health

RISK GROUPS: EARLY YEARS AND SCHOOL AGE

ACEs are common and there is significant overlap between adverse experiences.^{1,2}

- Approximately half of all adults in England have experienced at least 1 ACE
- Nationally, about 1 in 10 CYP are estimated to have experienced 4 ACEs. This equates to about 9,500 people in Southwark under 25
- There is a dose-response relationship between ACE exposure and risk factors for poor health

Compared to CYP with no ACEs, those with 4 ACEs are:^{1,2}

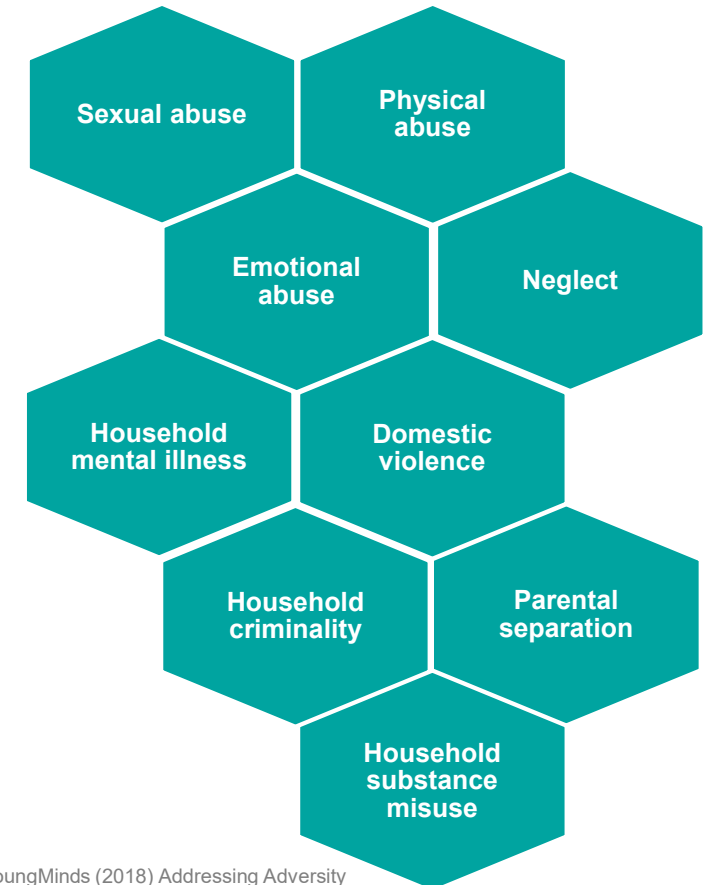
- 5x more likely to use illicit drugs
- 7x more likely to be involved in violence
- 4x more likely to have low levels of mental wellbeing
- 12x more likely to attempt suicide

Many children with ACEs will not present with a clinical mental illness and will not be identified as needing support or services.¹

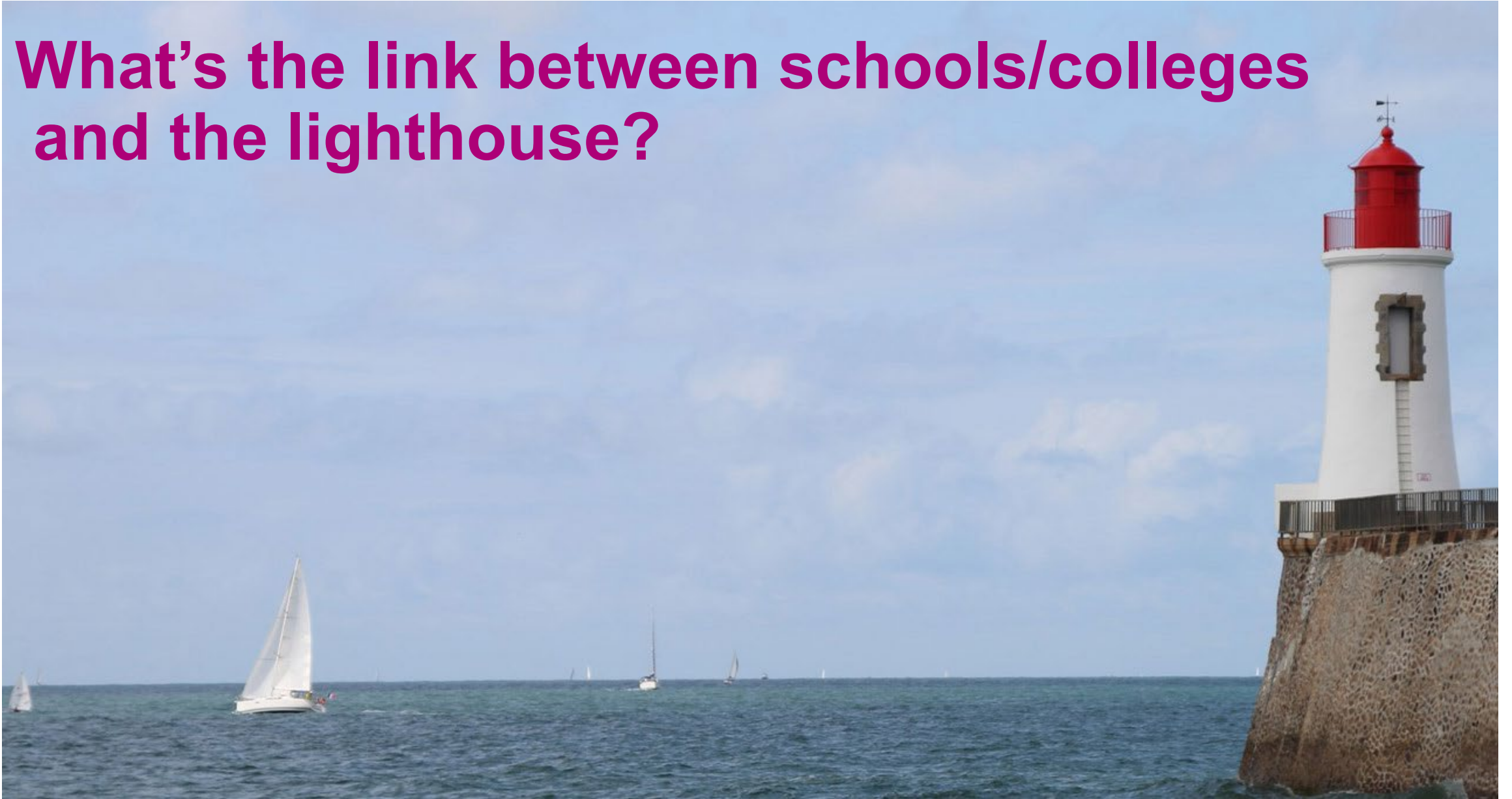
It is therefore a challenge to identify these children locally and to quantify their need.

1. Hughes K, Bellis MA, Hardcastle KA, *et al.* The effect of multiple adverse childhood experiences on health: a systematic review and meta-analysis. *Lancet* 2017;2(8):e356-e366. YoungMinds (2018) Addressing Adversity
2. Felitti VJ, Anda RF, Nordenberg D, *et al.* Relatioshio of childhood abuse and Household dysfunction to many of the leading causes of death in adults. The Adverse Childhood Experiences (ACE) Study. *Am J Prev Med* 1998;14(4):245-58
3. Public Health Wales. (2015). Welsh Adverse Childhood Experiences (ACE) Study
4. SAMHSA. Adverse childhood experiences. Available from: <https://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/adverse-childhood-experiences>

Adverse childhood experiences¹⁻⁵



What's the link between schools/colleges and the lighthouse?



Links

Before we start:

Many people will retain their wellbeing and resilience.

Some will need more support to recover.

A Whole School/College approach which:

- builds relationships and flexible coping as well as renews a sense of agency
- values emotional wellbeing
- and re-affirms safety and routines
- will maximise learning and growth

“
Schools and Colleges truly can be... guiding lighthouses and safe havens in a sea of uncertainty”



Successes to date...

- Wellbeing for Education (WER) and IMHARS funding



- MHFA training

- New school IMHARS films

<https://schools.southwark.gov.uk/pshe-healthy-schools/imhars>

- Healthy Schools London

<https://www.london.gov.uk/what-we-do/health/healthy-schools-london/awards/home>



IMHARS & HS Champions – successes to date...

- created new version 5 of the Primary PSHE & Wellbeing Curriculum Framework, Resource Bank and Reading Lists
- contributed to new school policy for “Emotional Wellbeing & Mental Health”, part of Healthy Schools Partnership
- attended conferences/events & shared learning/practice across schools
- delivered Champions training/CPD to school staff
- quality assured resources/docs and distributed, incl. from PSHE Association, SEAL Community, Anna Freud, Young Minds, etc
- participated in your own CPD/training, e.g. MHFA instructors training
- members of the IMHARS Funding Assessment Panel

IMHARS & HS Champions – successes to date...

- Launch of Southwark's new local resilience programme



Improving Mental Health
and Resilience in Schools

Looking after yourself

Just as you would on an aircraft, ensure that you put the oxygen mask on yourself, before trying to support everyone else.

If you are not emotionally well and resilient, you cannot look after anyone else.



Support

- Remember to use all the resources you already have from working with a wide range of professionals, locally and nationally.
- For now, for later, for the future – remember that these are here for you whenever you need them.



Happiness...

- Action for Happiness



Ten keys to happier living

CREATE DREAM

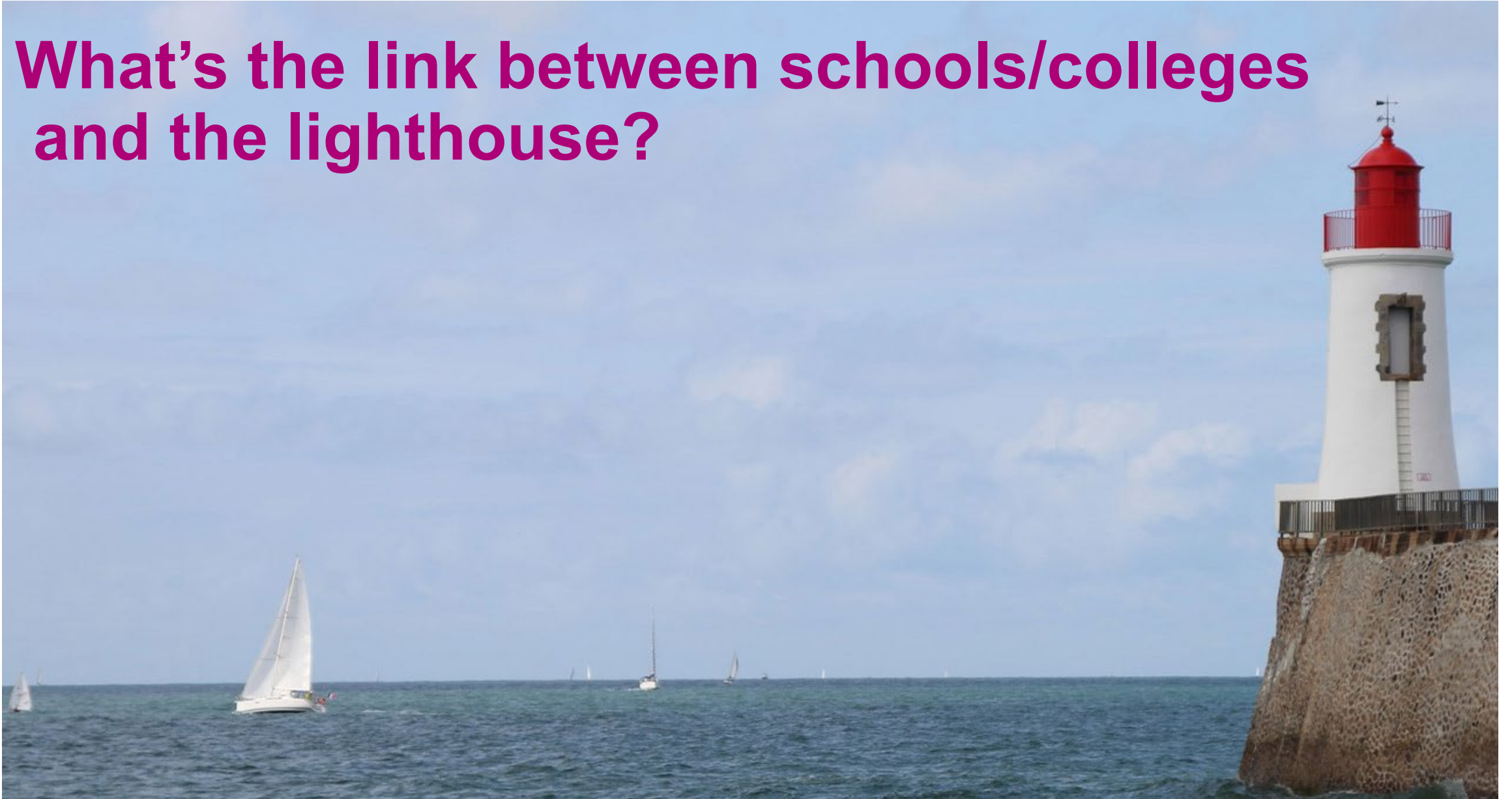
GIVING	 Do things for others	DIRECTION	 Have goals to look forward to
RELATING	 Connect with people	RESILIENCE	 Find ways to bounce back
EXERCISING	 Take care of your body	EMOTIONS	 Look for what's good
AWARENESS	 Live life mindfully	ACCEPTANCE	 Be comfortable with who you are
TRYING OUT	 Keep learning new things	MEANING	 Be part of something bigger

ACTION FOR HAPPINESS

Closing & Celebration



What's the link between schools/colleges and the lighthouse?



Schools/Colleges

“

Are guiding lighthouses
and offer safe harbours
...havens in a sea of
uncertainty

”

“

...are engines of
growth in time of
turmoil

”

“

Provide predictability,
consistency, availability,
shared identity and the
promise of change

”



Next steps and self-care

- Be kind to yourself
- Take time to reflect
- Share what you have learnt with others
- Cascade to your staff
- Contact us if you need to talk to someone



Support for staff

- <https://www.educationsupport.org.uk>

A screenshot of the Education Support website homepage. The header features the Education Support logo, a helpline number (08000 562 561), and buttons for 'GRANTS' and 'DONATE'. The navigation menu includes 'Coronavirus support', 'Helping you', 'Helping your staff', 'Helping others', 'About Us', and 'Search'. A teal banner below the navigation contains a 'Coronavirus update' and the main headline 'We are here for you'. The main content area features a woman sitting on a red mat in a playroom, with a 'CONTACT OUR HELPLINE' button below the headline.

Education Support

08000 562 561
HELPLINE

GRANTS DONATE

Coronavirus support Helping you Helping your staff Helping others About Us Search

Coronavirus update: We continue to be here to provide mental health and wellbeing support to all education staff.

We are here for you

We are the only UK charity dedicated to supporting the mental health and wellbeing of education staff in schools, colleges and universities.

CONTACT OUR HELPLINE



Ongoing priorities for 21/22

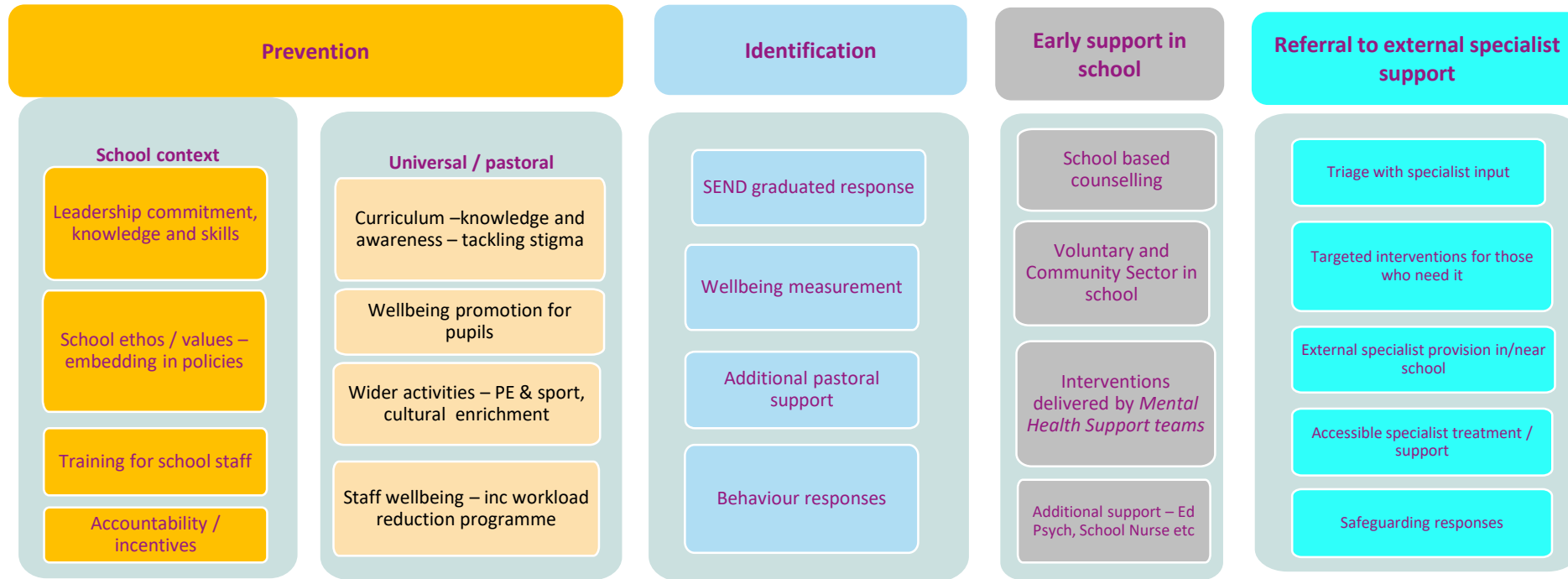
- Projects: Improving Mental Health & Resilience in Schools (IMHARS) & DfE's Wellbeing for Education Recovery (WER)
- Partnerships & Collaborations
- Standards & Outcomes
- **Golden threads:** “Tackling & Preventing Inequalities” and “Promoting Inclusion, Diversity & Equalities”

DfE's Children and Young People's Mental Health (CYPMH) Implementation Programme

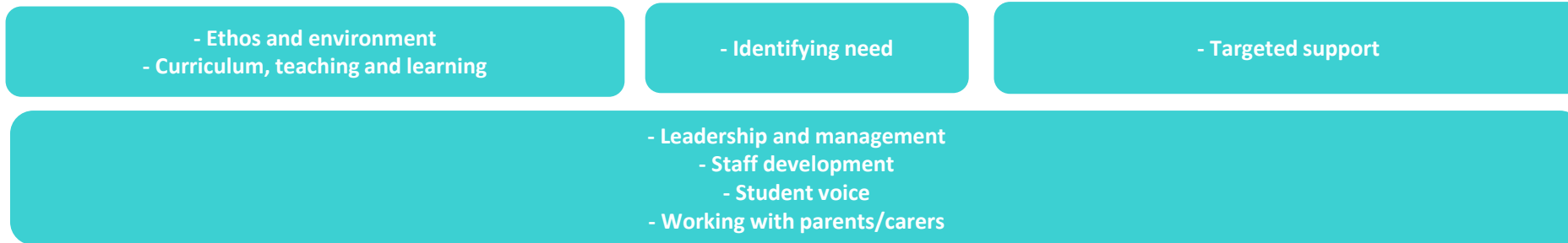
- £79m additional investment in **Mental Health Support Teams**, offering support to almost 3m pupils (35% of all pupils) by 2023.
- £9.5m to train up to 7,800 **senior mental health leads** in schools and colleges this financial year, as part of our commitment to offer training to all state schools and colleges by 2025.
- A new £7m ***Wellbeing for Education Recovery (WER)*** programme, which provides free expert training, support and resources for staff, building on the success of Wellbeing for Education Return.
- Investment in training to support improvements in partnership working between health and education through a reformed **Link Programme**.
- A range of shorter term actions, through the **Mental Health in Education Action Group**



DfE's objective is to encourage and support whole school or college approaches to mental health and wellbeing



PHE's eight principles to promote emotional health and wellbeing in schools and colleges:



The senior mental health lead role

A senior mental health lead is



- a strategic leadership role in a school or college, responsible for overseeing the settings whole school or college approach.
- often, a teacher, pastoral lead, SENCO, deputy head or head.



They're not

- a mental health professional, and should never be expected to diagnose mental health conditions, or deliver interventions.



We know

- >80% of settings reported having a mental health lead in 2018 (82% of schools, 91% of FE colleges), up from under a half in 2016 (49% of schools, 69% of colleges).
- there is significant variation in their role, how they are empowered and supported, and their skills & knowledge to develop or introduce an effective whole school or college approach.



Takeaways...

- “Wellbeing First” two-hr timeslot for a “support visit”, sign up on calendar (see Vilma)
- WER & IMHARS funding
- Collaborations, partnerships & networks
- Ongoing CPD & training offer
- New school IMHARS films (email Lee)
- All new “Wellbeing First” resources - <https://schools.southwark.gov.uk/pshe-healthy-schools/imhars>
- Your homework – one-hour of pure happiness



Celebration – Awards Ceremony



Healthy Schools Bronze Award



Healthy Schools Partnership
London Borough of Southwark

- Ilderton Primary
- Ivydale Primary



Healthy Schools Gold Award



Healthy Schools Partnership
London Borough of Southwark

Dulwich Hamlet Primary



Southwark's New Enhanced Wellbeing First Accreditation

Example "evaluation & planning tool"

Enhanced Healthy Schools

Achieving Southwark's Enhanced Healthy Schools Accreditation

This document includes both the "Planning Template Tool" and the "Reporting Template Tool".

- Your Plan must be for what your school is planning to do, with a focus on Wellbeing, perhaps related to your school's "Recovery approach" (cannot be retrospective)
- To apply for Enhanced accreditation, please complete both the Planning & Reporting Tools attached - the Report is to present the activities and interventions that your school completed and their outcome/results.

Planning Tool - Enhanced

A school will identify a main wellbeing & health priority for their pupils and devise new projects, practices and interventions to target the priority. Example wellbeing & health priorities might include emotional resilience, mental health, keeping safe, positive relationships, healthy weight, etc.

- In order to achieve the Enhanced Accreditation, a school should:
- Undertake a needs analysis of the unique wellbeing & health issues affecting your school, and identify and define group/s and number of pupils e.g. whole school or year group, any smaller targeted group.
 - Develop planned measurable outcomes and an action plan to achieve the wellbeing & health priority.
 - Show how it will monitor and evaluate the project to measure success and demonstrate improvements.
 - NOTE: Projects and interventions/activities undertaken as part of an Enhanced Plan should run over at least one term, or 3 months.

Reporting Tool - Enhanced

We recognise good practice in demonstrating, sustaining and learning from outcomes and impact in supporting children and young people to achieve and maintain good wellbeing & health.

- In order to achieve the Enhanced Accreditation, a school should:
- Have achieved the Healthy Schools Gold Award and completed the Planning Tool
 - Record results and outcomes.
 - Detail approach taken.
 - Provide analysis of results.
 - Explain how activity/intervention is being sustained.

SCHOOL DETAILS

Applying for accreditations.

Complete the three tables below when applying for Enhanced accreditation:

Name of School	Bethlem and Maudsley Hospital School	Borough	Southwark
Key contact	Dr John Hens	Job title	Executive Headteacher
Action Plan Start Date	01/12/21	Action Plan End Date	30/06/22

Date achieved HS Gold Award	
Consent to share Enhanced Plan	Yes <input checked="" type="checkbox"/> Plan can be used as an example of good practice to be shared with other schools and partners. No <input type="checkbox"/>
Headteacher sign off	Name and date: John Hens

Consent to share Enhanced Report	Yes <input checked="" type="checkbox"/> Report can be used as an example of good practice to be shared with other schools and partners. No <input type="checkbox"/> Report without photographs can be shared with other schools and partners.
Headteacher sign off	Name and date: John Hens

ACTIVITIES AND INTERVENTIONS (List the specific activities that you have planned for your pupils or parents to address your requirements, including any resources or partner services that will be providing support.)

ACTIVITIES AND INTERVENTIONS	TIMESCALES	LEADS
Survey staff confidence in integrating the Readiness for Reintegration Scale and using this data to set a meaningful Reintegration EP target.	November 2021	PL, DHT, MC (HS&I) & J (ET)
Short staff training session (using wellbeing / WGS) to update staff to identify from RSE this is a realistic target for the pupil EP.	November 2021	PL, DHT, MM (AHT), MC (HS)
Identify existing and/or new resources to be used to support pupil development based on EP target.	November 2021	PL, DHT, MM (AHT), MC (HS)
One member of staff per site to attend Bang Bang's Teaching Fights about their 'realistic' training.	December 2021	PL, DHT, MM (AHT), MC (HS)
Policy Development Emotional Wellbeing policy development	December 2021	PL, MC, J
Review RSE curriculum delivery to ensure that where appropriate students are receiving personalised and targeted support in relevant areas.	November 2021	PL, DHT, G (teacher), MC (HS)
Consider some mechanisms for capturing school's approach to embedding / teaching resilience in the classroom (refer to RSE Self-confidence and self-awareness scales) https://www.dorset.gov.uk/health-education/RES/1/	October 2021	PL, DHT, MM (AHT), MC (HS)
Ethos and Environment Surfacing the school's enabling ethos as a by-product of this pupil-covered project.	December 2021	Whole school
Reinforce classrooms to provide an environment where pupils feel safe to try out new approaches, practice group working skills and identify potential strategies that will support their successful reintegration.	December 2021	Whole school
Use the 'Charity project' and 'Review the week' or similar group activity for pupils to work together in a cooperative and supportive way that provides opportunities for positive interaction and communication.	December 2021	Whole school
Teaching and Learning Deliver Join the Dots to all pupils well enough to engage with the programme to help them build a 'reintegration toolbox' and self-identify what areas of school life they most need support with and also other approaches might help to minimise the anxiety / stress of reintegration.	December 2021	PL, DHT, MM (AHT), MC (HS), teaching staff
Review RSE curriculum delivery models and resources.	October 2021	PL, DHT, G (teacher), MC (HS)
Deliver activities promoting connectedness and resilience e.g. Join the Dots, Charity programme	December 2021 (and ongoing)	Teaching staff
Timetable 'key teacher time' with pupils to allow for writing of purposeful reintegration targets in pupils' EP and award monitoring.	December 2021	PL, DHT, MM (AHT), MC (HS), teaching staff
Targeted Support Review and update list of resources available to support reintegration planning.	October 2021	PL, DHT, MM (AHT), MC (HS)
Ensure staff are confident to set meaningful, realistic targets with pupils.	October 2021	PL, DHT, MM (AHT), MC (HS)



New Enhanced – First Step



Improving Mental Health
and Resilience in Schools

Bethlem & Maudsley
Hospital School

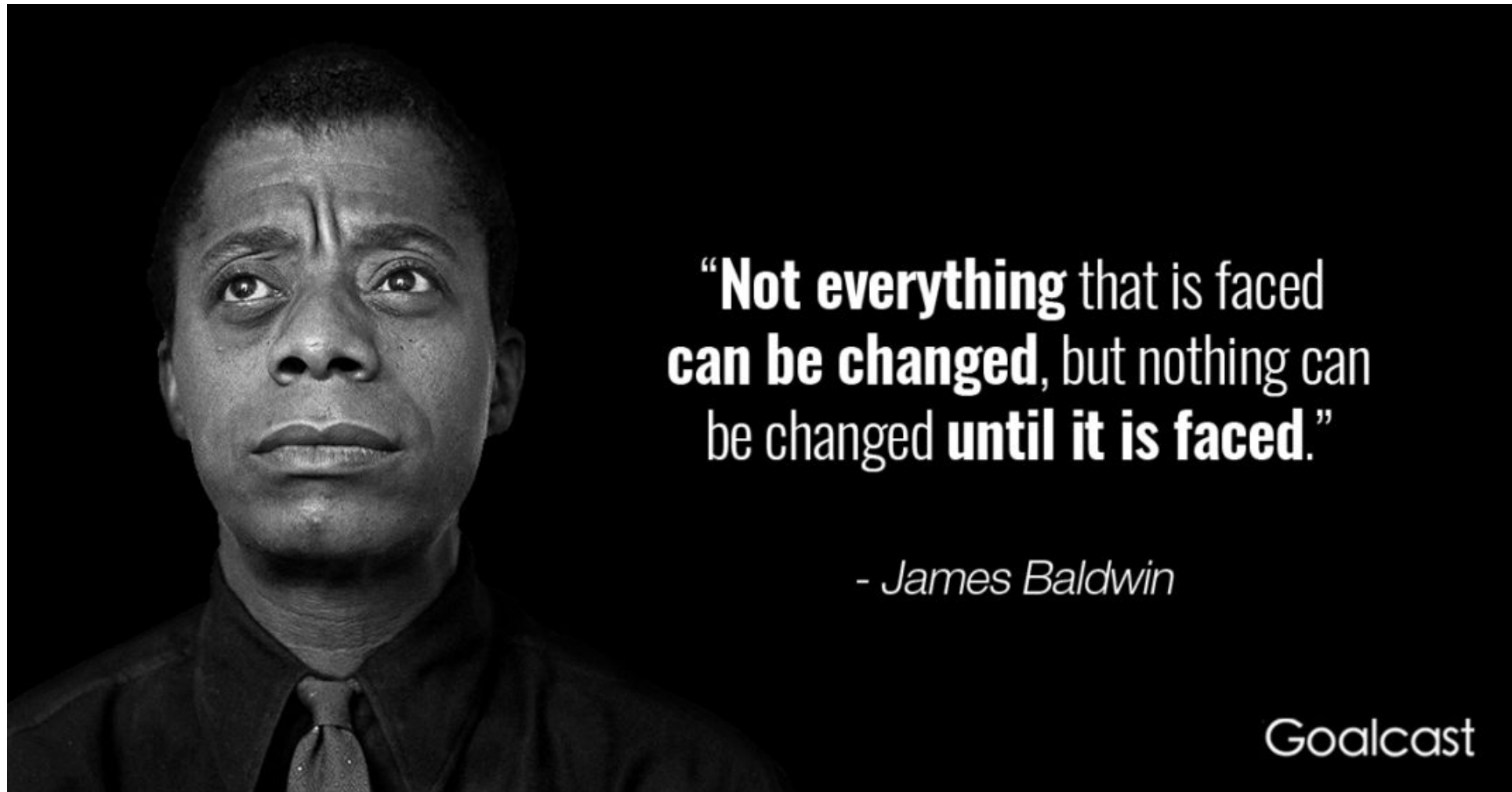
New Enhanced – First Step

Rotherhithe Primary



Improving Mental Health
and Resilience in Schools

Remain inspired..courtesy of James Baldwin



“Not everything that is faced
can be changed, but nothing can
be changed **until it is faced.**”

- *James Baldwin*

Goalcast