

Education, Education, Mental Health

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Aim

- To provide an update on the “Future In Mind” School Pilot undertaken with secondary schools
- To share with you key findings and recommendations for schools, local authorities and NHS Commissioners

What are our concerns?

Stockton-On-Tees Borough Council: Children's Services Strategy 2017-2020 highlighted the importance of emotional health and well-being:

“this is a major issue for our young people and we know we have problems around their ability to access support. Self-harm rates are too high and our schools report increasing levels of anxiety, low mood and depression as well as more complex mental health issues. We also know that the emotional health and well-being of children is a major concern for our parents and schools.”

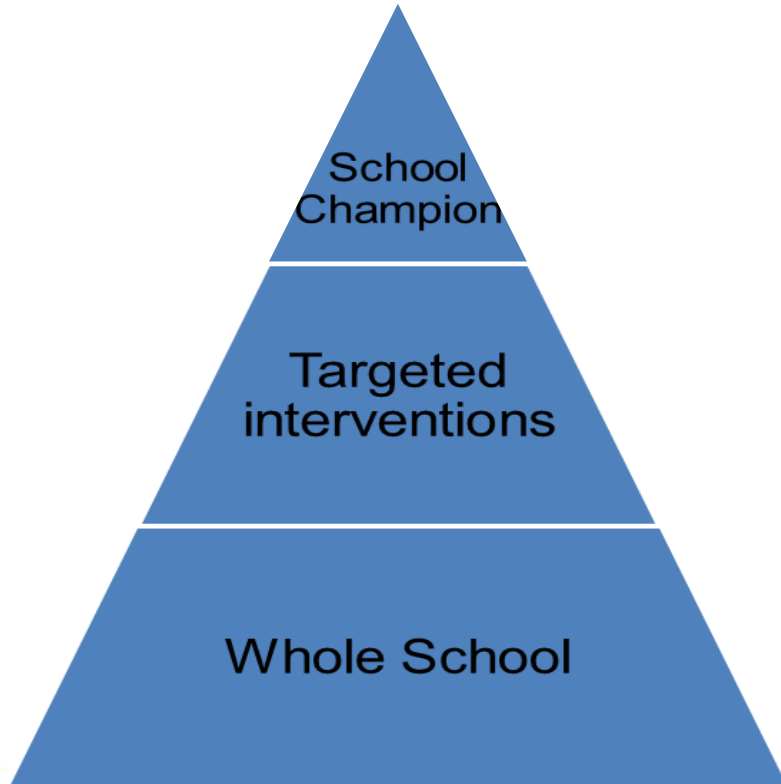
What are the issues?

Young Mind's mental health statistics (2018 report) show the following:-

- 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.



Proposed Model for 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



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.**

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.**

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 40 primary schools have expressed an interest with this approach.**

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**

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**We would be happy to answer
your questions now**

Thank You