

Future in Mind – Building capacity across secondary education

Introduction

In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy. There are a variety of things that schools can do, for all their pupils and for those with particular problems, to offer that support in an effective way.

Certain individuals and groups are more at risk of developing mental health problems than others. These risks can relate to the child themselves, to their family, or to their community or life events. Risk factors are cumulative. Children exposed to multiple risks such as social disadvantage, family adversity and cognitive or attention problems are much more likely to develop behavioural problems.

Some children exposed to significant risk factors develop into competent, confident and caring adults. An important key to promoting children's mental health is therefore an understanding of the protective factors that enable children to be resilient when they encounter problems and challenges.

Background

A project plan was agreed to take forward a pilot to look at capacity building across schools in both Hartlepool & Stockton on Tees. A cohort of 10 schools across Stockton on Tees has taken part in the pilot. The schools participating are as follows:

1. Horizons Academies Trust Abbey Hill
2. Horizon Academies Trust - Westlands Academy)
3. Conyers School
4. Egglecliffe Academy
5. Ian Ramsey CoE Academy
6. Grangefield Academy
7. Out wood Academy (Bishopsgarth)
8. Our Lady & St Bede's Academy
9. Northfield School & Sports College
10. Yarm Independent School

The pilot supports an educational development model that sees the understanding of and building of resilience as one of the core cultural change required. A report from the Department of Education, "Mental health and behaviour in schools; Departmental advice for school staff" (March 2016), emphasised the important role schools and their staff can play in supporting children's mental health and well-being.

There is currently a great deal of variation in both the availability and quality of school-based early intervention provision. The aim of the pilot is to:

- Develop a whole school approach to fostering a culture that builds resilience and enhances the emotional wellbeing of children and young people

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- Increase the knowledge and skills of the school community, in order to support early identification of need and access to appropriate intervention
- Create 'school champions' within schools and learning support networks across clusters, with close effective working with CAMHS (TEWV) - see competences in Appendix A
- Develop a training program which could be built upon over time, embedded into the PDP process and be supported through network action learning sets.

Emotional Health & Wellbeing Model



Eight principles to promoting a whole school and college approach to emotional health and wellbeing



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Emotional Health & Wellbeing Model

Anticipated Benefits

There are a number of benefits that would hope to be realised through the pilot. This would include:

- Schools would have at their disposal a suite of targeted evidenced based interventions.
- Targeted training would help with the early identification of conduct disorders and through this a decrease in behavioural difficulties in the classroom.
- Targeted training would help with the identification of attachment issues; mood disorders (anxiety and depression) & pervasive development disorders for children and young people such as autism, ADHD.
- A whole school approach to early help intervention and support would have a positive impact on supporting improvements in school attendance.

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- A positive impact on school attendance would have a direct impact on improving academic attainment which would improve OFSTED outcomes.
- OFSTED outcomes in relation to welfare; health & well-being and safety would also be improved.
- Early help and intervention would support the safeguarding agenda for vulnerable children and young people.
- Stronger links with external agencies through the school champions and learning around mental health and well-being would be formed and sustained.
- Champions would help reduce the level of inappropriate demand for specialist services and increase access through close working with CAMHS for the most vulnerable children and young people.
- Spend on external organisations for specific support on mental health well-being would be targeted more appropriately and is likely to be significantly reduced once internal capacity and capability is realised. Internal sustainability would be an achievable and realistic outcome.
- Increased knowledge and awareness and the positive benefits noted above are likely to also impact on the staff themselves helping to improved their own self-awareness of mental health & well wellbeing; improve attendance and impact on agency spend for schools. This would also have a positive benefit in overall school performance.
- Increased knowledge would improve staff confidence in dealing early and appropriately with mental health & well-being issues

The training programme.

The training programme commenced in March 2017 and covers the fundamentals of supporting young people's emotional wellbeing, resilience and behaviour within an inclusion triangle framework, and will focus on:

- Skills and knowledge - developing different and new understandings of emotional wellbeing as well as a reflection on existing theories.
- Understanding what well-being means in daily life/work (knowledge) and knowing some ways to promote and develop it (skills).
- Resources and environment - developing practical approaches to supporting emotional wellbeing from day to day.
- Using what's available positively and purposefully.
- Hearts and minds - adopting and nurturing a whole school ethos to wellbeing.
- Developing a positive attitude & a desire to nurture the wellbeing of every person within a school community. Having a genuine belief that this is worthwhile.

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In addition learning sets will be supported through the duration of the pilot to enhance the learning and help further build on the skills sets of those individuals taking part.

Module	Length
Self-harm & risky behaviour	21 March (0930 - 1630)
Resilience/staff well being	05 April (0900 - 1230)
Learning Set 1 – Consolidation & skills development	25 April (1500 - 1700)
Anxiety & Depression	27 April (0930 - 1630)
Coping with Loss	18 May (0900 - 1230)
Learning Set 2	25 May (1500 - 1700)
Managing strong emotions/re-thinking challenging behaviour	27 September (0930 - 1630)
Learning Set 3	04 October (1500 - 1700)
Attachment	17 October (0900 - 1230)
Eating Disorders and Body Image & ASD	31 October (0900 - 1630)
Learning Set 4 & review	08 November (1400 - 1700)

The pilot and the learning within the pilot are being formally evaluated and will be reported on by the end of March 2018. The formal evaluation proposal is available on request.

On- going developments within the programme are reported through a bi- monthly newsletter an example of which can be seen at Appendix B

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