

Mental Health: The Newark Way

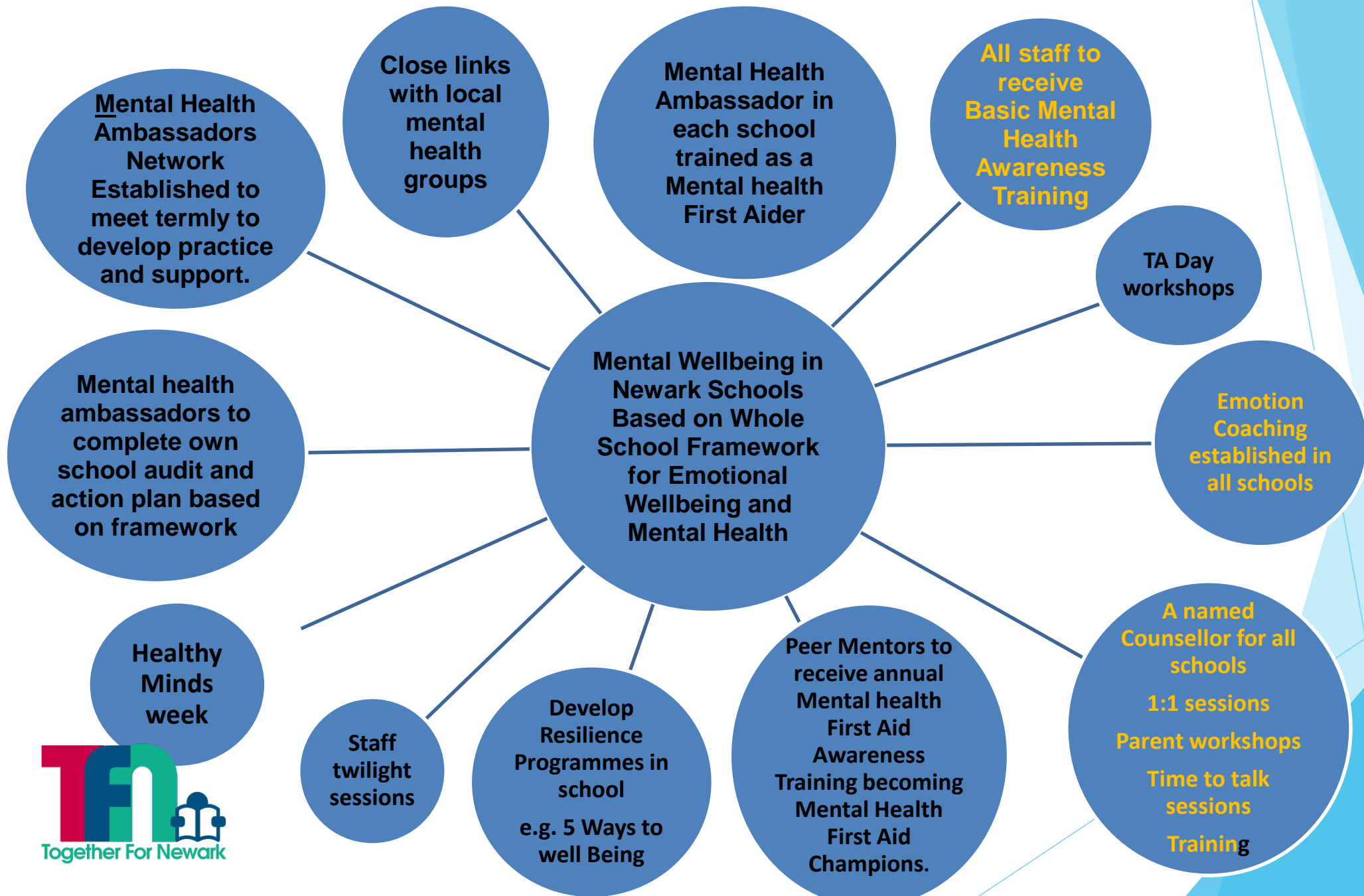
Jane Starbuck

Strategic Lead for Inclusion Newark



The Newark Mental Health Network

- ▶ 17 Schools in Newark Town
 - ▶ 2 Secondary Academies
 - ▶ 14 Primary schools
 - ▶ 1 Special School
 - ▶ Extended Schools Coordinators
- ▶ CASY Counselling
- ▶ Shaw Foundation
- ▶ CAMHs Primary Mental health Worker



School Commitment

- ▶ Nominate a Mental Health Ambassador
 - ▶ 2 days Mental health First Aid Training
 - ▶ Cascade learning to all staff and coordinate other training
 - ▶ Support peer mentors
 - ▶ Organise interventions and resources
 - ▶ To attend Mental Health Network
- ▶ Complete a school audit of current provision
- ▶ Produce an action plan
- ▶ Train peer mentors

School Audits

- ▶ To identify where schools are now
- ▶ To identify where they want to be
- ▶ To identify what they need to do to move toward goal

- ▶ The Audits provide an overview of all the current provision in Newark Schools that supports mental wellbeing.

- ▶ The network can identify area needs and link support to ensure value for money.

Individual School Audits

Emotional Well Being and Mental Health at Mount C of E Primary School

Prevention-

- Playing a role in supporting pupils to be resilient and mentally healthy
- Drawing on resources and guidance to help staff support good mental health and emotional well-being (from both local and national sources) including provision of school counselling services

What provision is in place?	Who is responsible?	Monitoring			Intended Outcome/impact	How is this evaluated?
		Who?	How?	When?		
1:1 school counselling as and when necessary for individual pupils			Discussion with staff and if suitable pupils afterwards	Same day that counselling took place	Pupils are given opportunities to discuss their issues and feel valued and listened to. Further support is accessed if necessary. Pupils feel emotional safe.	Class teachers discuss the observed impact with
Play mentors from Y5/6 trained in Positive Playgrounds and anti-bullying			Feedback from KS1 pupils	During school council	Peer support promotes emotional well-being by raising the issues with the mentors themselves and	Play mentors reflect on their training sessions and their experiences as

Area Mental Wellbeing Provision Map

- ▶ What support currently exists in Newark to support mental wellbeing?
- ▶ A Town overview
- ▶ Can we link together to support each other?
- ▶ Constantly needs to be updated

Emotions Coaching and Supporting Well Being

- ▶ It requires a self regulated adult to be able to support a child who needs to learn how to self regulate.
- ▶ Not all children understand or are able to name their emotions. Sometimes we need to teach this explicitly via Emotions Coaching.

Anna Freud Centre

- ▶ “Measuring and Monitoring Children and Young People’s Mental wellbeing: A Toolkit for Schools and Colleges.” (Anna Freud Centre)

Measuring Mental Wellbeing for Impact – A toolkit for schools and colleges

- ▶ Provides schools with a shared definition of what mental wellbeing means.
- ▶ Provides practical examples of practice from other schools.
- ▶ Provides student voice – via quotes from the young people involved in developing the toolkit.
- ▶ Provides an introduction and links to tools to measure mental wellbeing.
- ▶ Provides signposting to other resources and guidance.

What is mental wellbeing?

We define mental wellbeing as children and young people's happiness, life satisfaction and positive functioning.

Young advisors described this as:

“ Children and young people feeling good, feeling that their life is going well, and feeling able to get on with their daily lives. ”

“Measuring and Monitoring Children and Young People's Mental wellbeing:
A Toolkit for Schools and Colleges.” (Anna Fred Centre)

How can schools influence student mental wellbeing?

- ▶ Schools and colleges also play a key role both in providing onsite support through, for example, pastoral support systems, inclusion officers, school and college nurses and other school/college based health services, and in providing links and referrals to more specialist support for mental health and wellbeing available in the wider community.
- ▶ Evidence shows that interventions which take this multi-level, comprehensive **'whole organisation'** or **'whole system'** approach are more likely to have a positive impact in relation to outcomes.

Measuring Mental Wellbeing for Impact – A toolkit for schools and colleges

There are three key purposes for which schools and colleges might wish to measure mental wellbeing:

- ▶ **Snapshot:** to provide a survey snapshot of student mental wellbeing to inform planning evidence for Ofsted and whole-school/college practice
- ▶ **Identification:** to identify individual students who might benefit from early support to facilitate swifter access to the right specialist support
- ▶ **Evaluation:** to consider the impact of early support and targeted interventions

Introducing wellbeing instruments to students

- ▶ **Where?**
- ▶ **Who will support?**
- ▶ **Develop a script for introducing the measures and information to students.**

“You don’t want to set everyone out in the hall like an exam. Young people need to know this isn’t a test, that this is just a way of checking in about how people are feeling so the school can plan the right types of help. ”

Introducing wellbeing instruments to students

- ▶ Whether you are using wellbeing measures for a **snapshot, identification or evaluation**, in addition to the information you gain, the use of wellbeing measures can have important secondary benefits for students and can:
 - ▶ send an important message that wellbeing is being taken seriously;
 - ▶ open up conversations about wellbeing;
 - ▶ give students the language to talk about wellbeing;
 - ▶ enable students to have a broader understanding wellbeing.
- ▶ It is important to introduce the measures to students properly so that they understand why they are being asked to complete it and feel comfortable to answer the questions openly and honestly.

“ We need to know what it’s for, who will see it, and what difference it will make. ”

Emotional Health

Quality First Teaching

- Emotion Coaching
- Set aside time to talk to the child
- Speak to others that know child
- Refer to reasonable adjustments in SEN Class File
- Use emotional resilience resources in the classroom/PSHE lessons
- Work around transitions – Vulnerable Pupil Passport
- See line manager to raise at a Child Centred Talk Round
- Peer mentoring
- Children can access Support Listening Lunchtime Drop-In (TBA)



If it is a parental concern that is driving this forward then see Sam. If it is a school-based concern then check with Team Leader for advice.



*Tier One Activities

- Parents notified if anything of significance is raised in the Supported Listening Lunchtime Drop-In
- Draw and Talk
- Mood Diaries
- Anxiety/Worry workshop classroom session (Further classroom workshops to be developed)
- Online emotional resilience resources from MINDED
- Use games/activities from resource library (To be resourced and set up)



***Tier Two Activities – Referral to Sam required from parent or teacher – In school interventions/therapies – Parental consent required – referral form**

- Lego therapy group
- Self-esteem/Anxiety 6 week programme
- Play therapy
- Therapeutic writing group
- Creative art group
- 1:1 Counselling

Sharing Resources

- ▶ The Mental Health Memory Stick
 - ▶ Time to Talk
 - ▶ You're Never too young to Talk

Trialling Interventions

- ▶ Every Amazing Breath - Take 5
- ▶ Derby City Resource Pack
- ▶ Five Ways to Wellbeing (Herts)
- ▶ Shaw Foundation materials - shawmindfoundation.org
- ▶ Mind Ed - <https://www.minded.org.uk/>
- ▶ Young Minds - <https://youngminds.org.uk/>
- ▶ Kooth - Online counselling for 11+ <https://kooth.com>
- ▶ CAMHs offer training and resources

School Initiatives



**NEWARK
ACADEMY**

'Let's Talk'

Supportive Listening Sessions

In January 2017 Newark Academy are launching some break and lunchtime drop-in sessions for students to access. The focus will be to give students a safe space to discuss any concerns they have around a variety of issues:

- Informal and confidential (unless major concerns arise)
- Friendship / relationship issues
- Concerns at home
- Mental health query or concern
- Coping with stress
- Body image issues
- General worries or concerns
- Sexual identity issues
- Managing emotions / anger

Monday Lunchtime
School Nurse Drop-in
Room: Inclusion (2nd floor)


Wednesday Break and Lunchtime
Let's Talk Drop-in

Staff Wellbeing

- Well Being Boards sign posting to support Discussion about EHWPB
- Training on Mental Health and how to support
- No support & supervision



Working together to review our practice



Rectangul

Mental Health Review Tool

Name of school: _____ Date: _____

Completed by: _____

Ethos and Culture	Not Evident	Developing	Secure
• The school has a good understanding of mental health support services locally and ensures the integrated working of all partners, for example, external agencies and organisations			
• The provision for mental health is clearly articulated and understood by all			
• The curriculum offer contributes to awareness and positive discussions around mental health across the school and ensures that pupils have a clear understanding of mental health issues			
• Pupils understand how to seek help and/or self-refer in person or via correspondence/technology			
• Pupils have access to staff trained in counselling and/or therapy			
• There is a dedicated and protected space for pupils to meet with staff to discuss their problems			
• Pupils are aware of the risks surrounding online interactions and behaviour			
• There are familiar school and class routines that ensure a calm and industrious environment			
• Teaching/programmes/initiatives to promote diversity, tackle prejudice and remove the stigma around mental health are in evidence across the school			

Evidence of 'Outstanding' Practice:

- Leaders and governors have created a culture that enables pupils and staff to excel; they are committed unwaveringly to setting high expectations for the conduct of pupils and staff
- Relationships between staff and pupils are exemplary
- The school's open culture actively promotes all aspects of pupils' welfare
- Leaders, staff and pupils do not tolerate prejudiced behavior
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental wellbeing

Areas of strength for leadership: _____

Areas for development for leadership: _____

► Peer to peer review Review Tool

Where next?

- ▶ The ELSA Project
- ▶ Measuring success
- ▶ Peer Reviews and partnerships