Psychological Handwashing -
The Power of Everyday Interactions

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Making a Difference:
Enabling Positive Change Through
Listening, Optimism and Insight

What is Mental Health?

"Children's mental health is the strength and capacity of children's mind to grow and develop with confidence and enjoyment. It consists of the capacity to learn from experience and to overcome difficulty and adversity.

It is about physical and emotional wellbeing, the ability to live a full and creative life, and the flexibility to give and take in friendships and relationships .

Children who are mentally healthy are not the saints or models of perfection but ordinary children making the most of their abilities and opportunities ."

Young Minds 2006

"A state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community."

"Health is a state of complete **physical, mental and social well-being** and not merely the absence of disease or infirmity."

World Health Organisation (WHO), 2001

What does it look like?

- Pupils?

- Staff?

- Our school?

Barriers/obstacles (NCB - 2016)

- **'I am not qualified'** - mental health has tended to be seen as the domain of experts and as such outside of the school's remit

- **'Hard to spot'** - issues that relate to the mental health and wellbeing of individuals and groups may be hard to spot

- **'Not our core business'** - wellbeing and mental health support are not high profile or seen as core business for everyone in schools

The problem

The solution

Step 3:

Scrub thoroughly for 20 seconds

Cleaning your hands is the single most important factor in helping to reduce healthcare associated infections

1. Universal approaches

Universal approaches which support good mental health for pupils and staff *and* which support youngsters who may be experiencing mental distress

Key outcomes of DEPS research

1. A positive whole school ethos and teamwork
2. Clear, consistently applied behaviour policies that reflect strong partnership work with parents
3. Quality of interactions with students
4. A flexible, graduated response for students with the most complex SENDs
5. Developing staff skills and well-being
6. Partnership working between schools
7. Reviewing the nature of interventions
8. Pupil Voice in decision making

Ethos and Environment

- How does the school ethos promote a sense of belonging and respect?
  - Embracing diversity and difference
  - Welcoming visitors and newcomers
  - Friendship
  - Feeling safe
  - Responding to ill health
  - Stories
  - Active promotion of belonging

Two Schools

School A:

- Hierarchical structure.

- High levels of control / conformity

- Limited opportunities for participation/consultation

- Emphasis on academic success / winning

- Low tolerance of difficult behaviours.

- Focus on getting rid of problems

- Promotes itself as a good school with excellent results

School B:

- Focus on the quality of relationships throughout

- Emphasis on the value of the whole

- child

- Has high expectations for all

- Values diversity and inclusion – and creativity

- Structures opportunities for participation

- Focuses on strengths not deficits

- Promotes itself as a caring school

- Which school would you rather work in?
- Which school would you prefer your own children to attend?
- Which is more likely to have better behaviour?
- Which is more likely to promote mental health and wellbeing?
- Which school is likely to have more engaged students
- Which is (therefore) more likely to achieve better academic outcomes for everyone?

Interactions

- Everyday magic – daily supporting relationships
- What makes a difference? What does that look like?
  - Listening
  - A way out
  - Fun
  - Noticing strengths
  - Understanding and empathy
  - Remembering
  - Holding in mind

Pupils' voices

Hearing children and young people's voices: "listening so that people talk"

- Influence of staff interpersonal styles:
  - What shuts down pupils' voices?
  - What enables pupils' voices?

- Quiet, listening conversations…
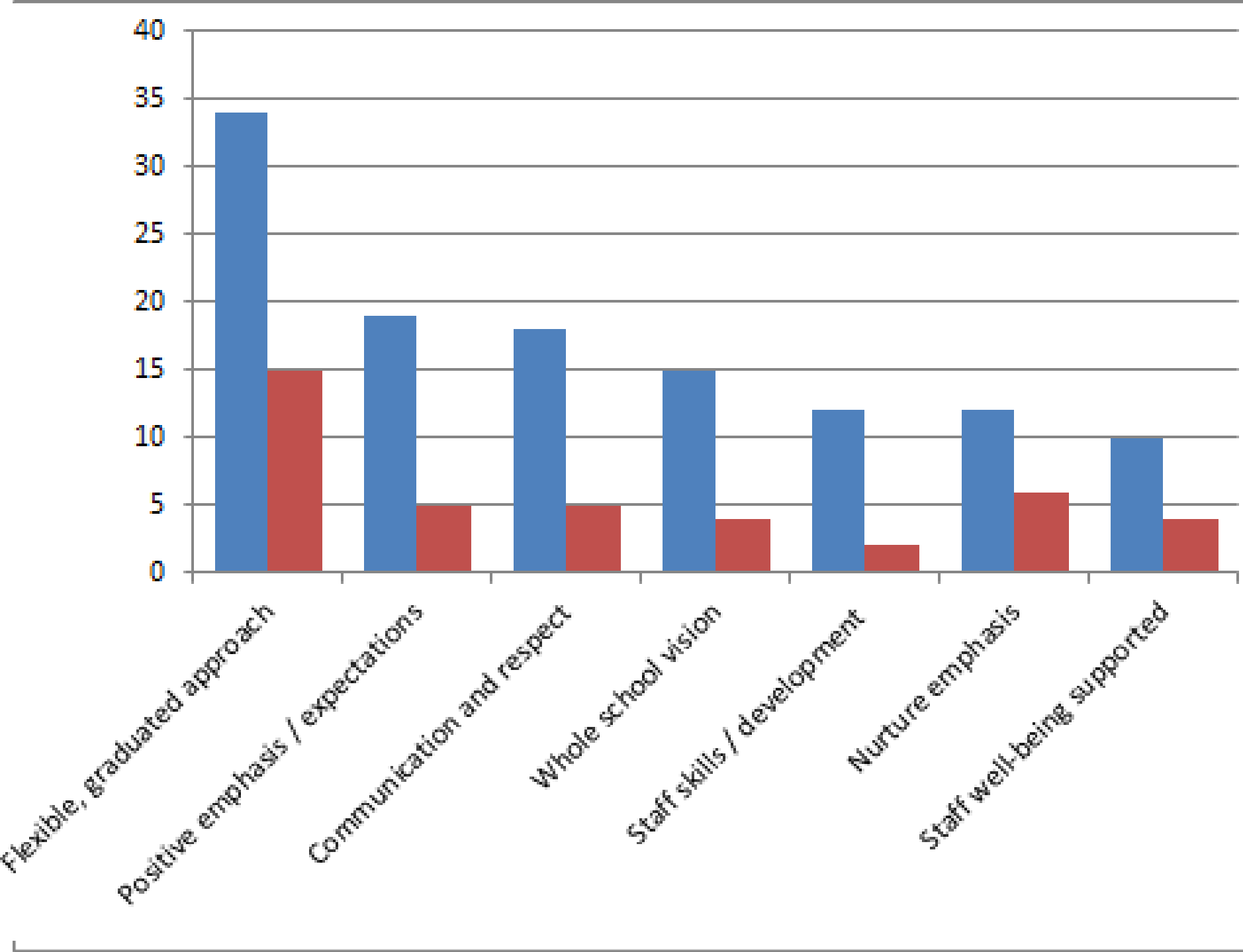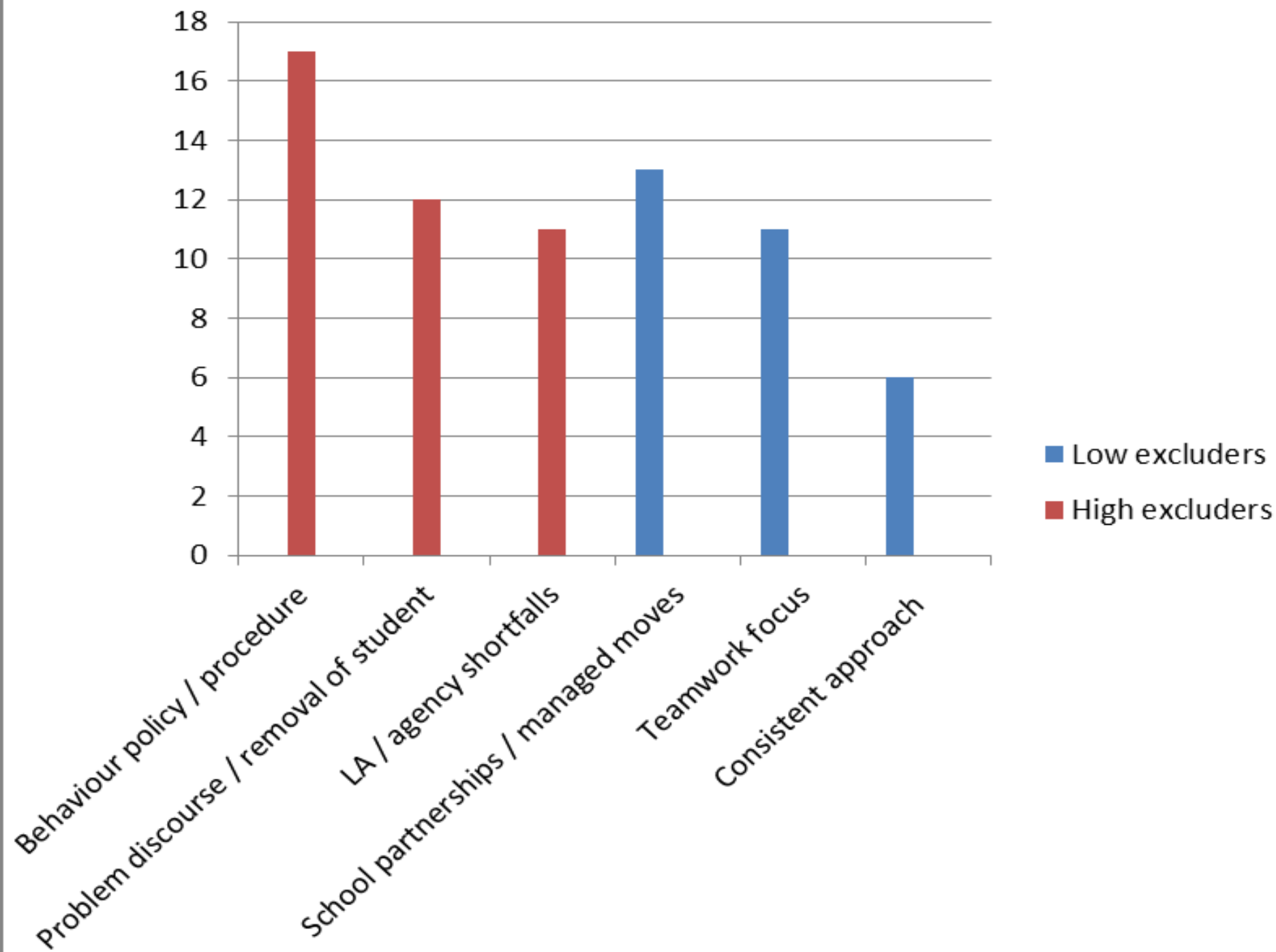
Student interviews – themes

- Talking with adults, having time to tell their story - _**low excluding schools only**_

- Having time out/calm space - _**high excluding schools only**_

- Staff reminding students of the rules emerged for both, but was _**four times greater in frequency**_ in high excluding school student interviews

Positive interactions

Of all the things that calm me down, talking to me helps. (Infant, student interview).

*The strong attitude here is that the small things they do day to day to maintain a positive with a student that counts, rather than a type of intervention. (*Primary, staff interview).

Staff have lots of fun, with the students (discos, sleep overs for charity, dressing up, skipping, tennis etc). (Junior, staff interview).

Little things are often big things to students, so we invite them to sit down with us…the students know that they can believe in us because we care. (Secondary, staff interview)

It's important that schools maintain an ethos of developing a positive relationship with students, to focus on respect, repair and moving on …hearing everyone's perspective. (Secondary, staff interview)
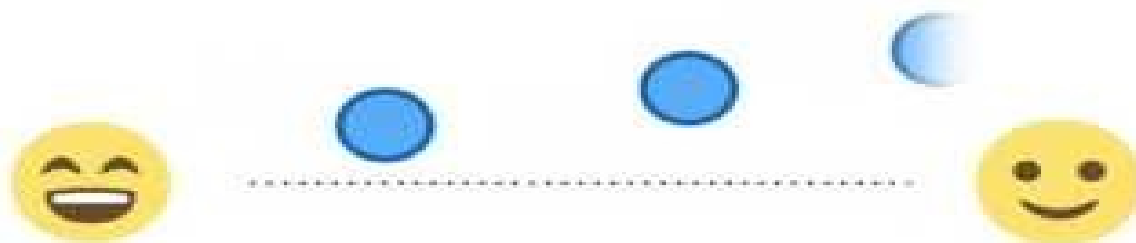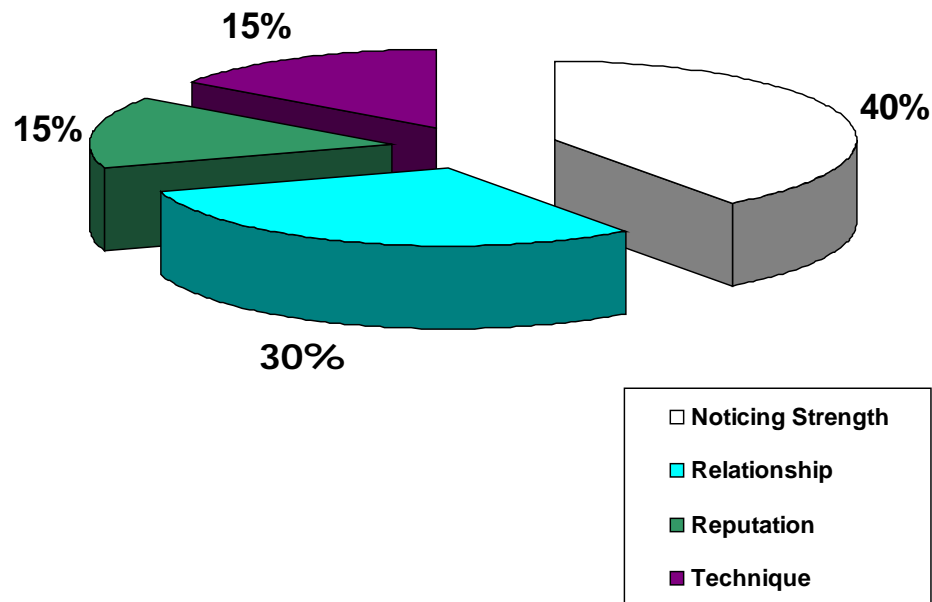
- Nodding and making eye contact with students while they're talking
- Making sure to call on students of different abilities, races and genders equally
- Referring to every student by their name
- Using inclusive language — for instance, talk about "families" instead of "parents"
- Openly giving (specific) praise for a *wide range* of actions, from answering a question right to sitting still during a lesson
- Staying enthusiastic when interacting with students

What makes a difference?

- 15% (purple) — Technique
- 15% (green) — Reputation
- 30% (cyan) — Relationship
- 40% (white/grey) — Noticing Strength

Legend:
- ☐ Noticing Strength
- ■ Relationship
- ■ Reputation
- ■ Technique

Lambert, meta analysis

Research into action

- Ethos
- Curriculum
- Interactions
- Belong
- Body
- Brave
- Be

Resilience Framework (Adults) – Copyright Hart, Blincow & Cameron (adapted from original) www.boingboing.org.uk

SPECIFIC APPROACHES	BASICS	BELONGING	LEARNING	COPING	CORE SELF
	Good enough housing	Find somewhere to belong	Make work & learning as successful as possible	Understanding boundaries and keeping within them	Instil a sense of hope
	Enough money to live	Help understand place in the world, & that others may face similar situations		Being brave	
		Tap into good influences (eg peer support)	Engage mentors	Identifying & solving problems (reduce self blame and guilt)	Promote understanding of others
	Being safe	Keep relationships going (eg educator /support partners/carers/family)			
	Access & transport	The more healthy relationships the better	Map out career or life plan	Putting on rose-tinted glasses (reframing/reappraising)	Help the person to know her/himself
		Take what you can from relationships where there is some hope		Fostering their interests	
	Healthy diet	Get together people the person can count on	Help self-organisation	Calming down & self-soothing (support reflection, not feeling overwhelmed by illness)	Help the person take responsibility for her/himself (self-advocacy)
	Exercise and fresh air	Responsibilities & obligations			
		Focus on good times and places	Highlight achievements	Remember tomorrow is another day	Foster talents
	Enough sleep	Make sense of where the person has come from		Lean on others when necessary	
	Leisure & work occupations	Predict a good experience of someone or something new	Develop life skills		There are tried and tested treatments for specific problems, use them
		Make friends and mix		Have a laugh	

NOBLE TRUTHS

ACCEPTING	CONSERVING	COMMITMENT	ENLISTING
Interpersonal skills, empathy	Interpersonal skills, trust	Ongoing support issues	Self (eg not passive), family, friends, mental health professionals, GP

School impact

Year	FTEs (days)	No CYP	No PEx
2014/15	117.5	18	2
2015/16	85.5	8	1
2016/17	47.5	7	1
2017/18	10.5	3	0

Shift in school ethos, attitudes, values and interactions with children

Increase in staff confidence, understanding of challenging behaviour and culture change

Back to Handwashing! How to keep doing it

- I think a good general rule of thumb is you should wash your hands any time you feel that they might be dirty" (Schaffner Prof. Food Sci). In other words, seize the opportunity when you're near a sink.

- He said he's not "super paranoid" about making sure his own hands are always squeaky clean, but some of his favourite times of day to wash up are after walking the dog, working in the dirt, or handling raw meat.

- Even a quick "splash 'n dash"…of rinsing with water but no soap, can help fight off *some* bacteria that cause infections.

Handwashing study

- Hand washing "compliance" reduced from 43% during the first hour of a shift to 35% in the last hour of a 12 hour shift

- Increasingly frequent interactions with patients …reduced hand washing compliance

- The researchers suggest that the reduced compliance…is due to depleted "mental reserves". However, the study did not look at how any interventions might improve the compliance.

NHS, March 19

Engage with staff to develop systems and processes that lead to sustainable and reliable improvements [in handwashing]

2. Targeted Interactions

- What about the CYP where we do already have concerns?

- How to manage those difficult conversations

- Agenda setting

- OARS

- Targeted interventions

The most difficult conversation:
Embrace the Awkward

The Power of Human Interactions

- Everyday…and rarer conversations

- What has stuck in your mind?

- What might make it not fall out of your mind? Your 'Rule of Thumb'

- What action might follow?