



Solihull November 2017

Who Am I?



A reality check

- ▶ 50 years ago it was assumed 1 in 50 people would suffer from mental illness in a lifetime – today that's 1 in 4.
- ▶ Most devastating and expensive of all illnesses
- ▶ Real costs are to do with housing, benefits, social services, police time, incarceration, physical poor health, alcoholism, obesity and smoking...not to mention lost opportunity
- ▶ 50% of mental illness emerges by age 14
- ▶ ...and 75% before 24
- ▶ Saving money and preventing wasted lives

Why is it so important

- ▶ **Pupils with better health, wellbeing and resilience are likely to achieve better academically:**
 - ▶ social and emotional competencies are a more significant determinant of academic attainment than IQ;
 - ▶ pupils who are confident about learning and have a 'growth mindset' persist when faced with challenges;
 - ▶ pupils who can set goals, manage stress and organise their school work achieve higher grades

From - The link between pupil health and wellbeing and attainment. (A briefing for head teachers, governors and staff in education settings). Public Health England. 2014

...it is changes in the environment that mean more to a child's resilience when risk is high.

Or in other words...

Why is it so important?

When we shape environments for our most vulnerable children, we make them much more likely to overcome adversity and continue his/her normal development and in turn, help all children.

Ungar,2014.

A Brief

School culture and ethos – Head/SLT engagement crucial
Universal Interventions – promoting resilience, mental health literacy, pedagogy

Identify and monitor risk (RAG rating!!)
Using variety of data and especially very early signs and symptoms

Interventions within school culture
Specific training, conversant with language of mental health

Stepped interventions – emerging/frank periods of mental health

Whole family intervention
Sharp edge

- ▶ Big Lottery Fund
3 stage approach
- ▶ Stage 3
 - ▶ Sustainable system
 - ▶ 'Funnel' and whole school
 - ▶ A comprehensive strategy

And now...

- ▶ **Unsuccessful – a contentious decision!!!**
- ▶ **Funding secured for 'NewStart' to continue with vastly reduced level of input via Transformation Board**
- ▶ **By Summer 2018, 40 secondary schools engaged.**
- ▶ **Using Young Minds' Academic Resilience Approach, an asset-building , to help school leaders develop sustainable, whole school and targeted systems that build resilience approaches to support pupils and staff and raise achievement over time in school.**
- ▶ **Working strategically with colleague across the city to continually improve young people's experience**

Across the city

SYSTEM CHANGE

Working strategically to create sustainable transformation and increase prevention

EARLY HELP

Intervening earlier to identify and respond to children's needs.

CONNECTING

Linking schools, social care, health, VCS to increase capacity, knowledge and expertise

SHARING

Training and sharing opportunities, sharing language, online resources

ENVIRONMENTS

Impacting on whole school culture, raising awareness of mental health, attachment, trauma and stigma

RESILIENCE

Mediating the relationship between emotional intelligence and psychological distress



Common features in each school

1. Support of strategic Lead: review school ethos, culture, systems and processes around emotional health and wellbeing. Coach key staff to understand the school's circumstances, the tools available and how to apply them to move learning into sustainable action.
2. Operational Lead in each school – based on research recommendations
3. Identification of vulnerability – step up support sooner through whole school and targeted approaches
4. Audit - Insight in to how it is around here
5. Staff training - on resilience, emotional wellbeing, aspects of mental health so as many people as possible understand the evidence and what they can do.
6. Pupil Voice - building resilience through engagement with young people
7. Continuous learning/embedding change - share practice with colleagues and professionals across the city via CoP
8. Link schools to external agencies and partners

Early intervention

'Pyramid of Need' – score and collate pupil data to map need e.g.

- Behaviour
- Attendance
- Safeguarding
- Special Educational Needs
- Looked After Children
- Free School Meals
- EAL

X no. High
risk (likely
known to
you already)

X no. Medium
risk (prevent
escalation)

X no. Risk indicated
(keep an eye on and
focus prevention activity
here)

Rest of the school (embed Fostering
Academic Resilience culture)

Interventions

High level intervention e.g. lead adult,
focusing on developing relationship and
sticking with them

Medium level intervention; e.g. step up to
more individual support, monitoring etc. –
raise awareness of others in school

Low level intervention e.g.
watchful teacher/mentor; develop
rapport and belonging

Curriculum opportunities.
Modelling the approach



Hall Green Secondary School

"Learning together, shaping the future" An Academy

- Screening identified additional students
- Pyramid of need displayed
- New category of student for staff to be aware of in their teaching groups - NewStart pupils which appeared as NS on set lists.
- Vulnerable students in Year 7 worked with extensively by KS3 Pastoral Lead - including the use of RCADs to assess the level of need.
- Whole staff had awareness raising training
- SIP – section dedicated to improving resilience and well being . NewStart was embedded in whole school approach
- Booklets for all Year 7 to complete on such topics as The Resilient Form
- Young Minds and New Start materials used in Form Time by Tutors
- Parental drop ins with PHMW for parents who had any concerns about the well being, mental health of their children.
- PSHE days for students in different year groups with input about Mental Health.
- Pupil Voice:
- YWBLs co ordinated getting materials out to Year 7 Forms and outlining the expectations around the activities.
- YWBLs created a Fresher's Wall advertising activities available to Year 7 students
- All Year 9 Plan Leaders received Young Leaders Training and supported Year 7 in Form time around self reflection, problem solving and confidence building.
- Took YWBLs into Primary
- Year 7 created Top Tips

Changing the way we work and think

- ▶ **Broader work across the system:**
 - ▶ FTB
 - ▶ Virtual Schools
 - ▶ WMAHSN
 - ▶ Anna Freud – Wellbeing Measurement framework
 - ▶ Responsive, bespoke training
 - ▶ Staff wellbeing
- ▶ **Psycho-Social impact of environment**
- ▶ **Responding naturally to the hostility**
- ▶ **Growth and resilience**
- ▶ **Knowing the causes of mental illness**

Next steps: Addressing adversity

- ▶ Early loss of parent(s)
- ▶ Divorce/separation
- ▶ Physical abuse
- ▶ Neglect
- ▶ Emotional Abuse and neglect
- ▶ Sexual abuse
- ▶ Witnessing DA
- ▶ Substance abuse in household
- ▶ Mental illness in household
- ▶ Incarceration

Felitti et al (1998)

“The growing evidence base from ACE’s research over the past 20 years ...should inform every element of a prevention strategy beginning with a dedicated education intervention for all key professionals involved in health education social care and emergency services. This approach has already begun in Birmingham and is currently being explored and applied in other areas of the UK. It is becoming one of the more universal elements of the rationale for a prevention model”

Getting it right first time – Prevention of Mental Illness

A report by the WMAHSN presented to the Mental Health System Strategy board
April 2017

“Beating the odds whilst changing the odds”



“I’m most fundamentally concerned about those children whose life jackets have been pierced, wrestled from them in the water, or even grabbed from them before they jumped ship. Neither [Character] or academic buoyancy concepts do as much for children in these circumstances as a resilience perspective that addresses systems and issues of social justice. So I’ll keep paddling with that.”

Angie Hart, 2016.