Children & Young People's Mental Health Coalition

Schools Led Approach to Mental Health Support

Prof Dame Sue Bailey, Chair, Children & Young People's Mental Health Coalition

Conflicts of interest /loyalty

Chair, Academy of Medical Royal Colleges
Senior Clinical Advisor to Health Education England For Mental Health
External Advisor to Minister of Health and Social Care - Review of CAMHS Wales

The Children & Young People's Mental Health Coalition

We work with over 100 organisations to campaign and influence policy, with and on behalf of children and young people in relation to their mental health and wellbeing.

We are hosted by the Mental Health Foundation.

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Supported by:

Paul Hamlyn Foundation

Steering Group Members

What is Mental Health?

- Mental health is defined as a state of well-being in which every individual realises 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. WHO (2014)

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Why Mental Health is An Issue for Schools

In an average class of 30 15-year-old pupils:

- 3 could have a mental disorder
- ten are likely to have witnessed their parents separate
- one could have experienced the death of a parent
- seven are likely to have been bullied
- 9 girls and 3 boys may be self-harming

Economics

- Mental health related costs £1,778 per year
- 90% of this costs incurred by education = £1,564 – covers both frontline education, and special educational resources (Knapp, et al., 2016)

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Prevalence – Vulnerable Groups

Prevalence higher in some groups

- 36% of CYP with a learning disability also have mental health problems (Emerson & Hatton, 2007)
- 71% of children with autism have a mental health problem (NAS, 2010)
- About 60% of children and young people in care have a mental disorder (NICE, 2010)
- CYP with Traumatic brain injury - twice as likely to have mental disorder in adulthood (Parsonage, 2016)

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How Promoting Mental Health and Wellbeing helps Schools

- Improves:
  - mental health & wellbeing – good outcome in own right
  - Attainment
  - Attendance
  - Behaviour
  - Help promote staff's wellbeing
  - Outcomes in adulthood

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Attainment

- Social & Emotional Learning (SEL) linked to 11% increase in standardised achievement tests
- Whole school approaches to SEL for all pupils strongly correlate with higher attainment.
- Better attention skills = more progress across the four key stages
- Empathic teachers helps pupils engage in their own learning – sustains motivation for academic attainment

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Attendance

Pupils with high levels of wellbeing & lower levels of mental health problems (Weare, 2015):

- Better attendance
- Drop out less often

Improving Behaviour

- Reduces Exclusions (Weare, 2015)

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Behaviour

- Disruptive behaviour in classroom impacts on attainment
- Bullying reduces attainment
- Bullying impacts on mental health & wellbeing
- When pupils feel safe attainment improves (Brooks, 2015)

Social & Emotional Learning Programmes:

- 10% decrease in classroom misbehaviour (Weare, 2015)

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Promoting Staff Wellbeing

Helps reduce:

- Stress
- Sickness and absence
- improved teaching ability and performance (Weare, 2015)

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Outcomes in Adulthood

Young people with mental health problems are more likely to:

- Drop out of full time education by age 15
- Not be in education, employment or training
- Have lower earnings
- Be in contact with justice system
- Have marital problems

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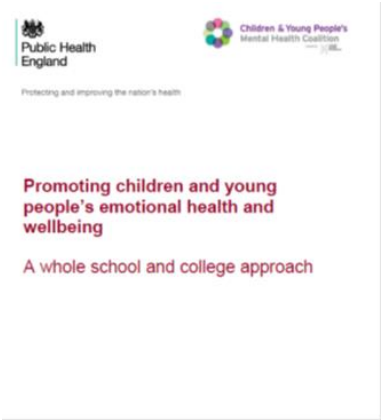
Our Work Around Schools

- Resilience and Results – guidance on why mental health and wellbeing is important for schools
- Schools Competition to highlight good practice
- Commissioned by Public Health England to develop a framework to help schools implement a whole school approach



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Whole School Approach Framework

- Based on Healthy Schools framework – not new to schools
- Worked with schools to establish the 8 key principles
- Developed briefing with Public Health England
- Used real examples to illustrate how it could be implemented

https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing

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Whole School Approach

Definition:

Whole systems approach - goes beyond learning and teaching in the classroom to pervade all aspects of the life of a school including, importantly, the school's ethos and environment and its partnerships with parents/carers and the wider community.

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8 Key Principles of Whole School Approach

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8 Key Principles

- Leadership & Management
- School Ethos & Environment
- Curriculum, Teaching & Learning
- Student Voice
- Staff Development, Health & Wellbeing
- Identify Need & Monitoring Impact
- Working with Parents/Carers
- Targeted Support

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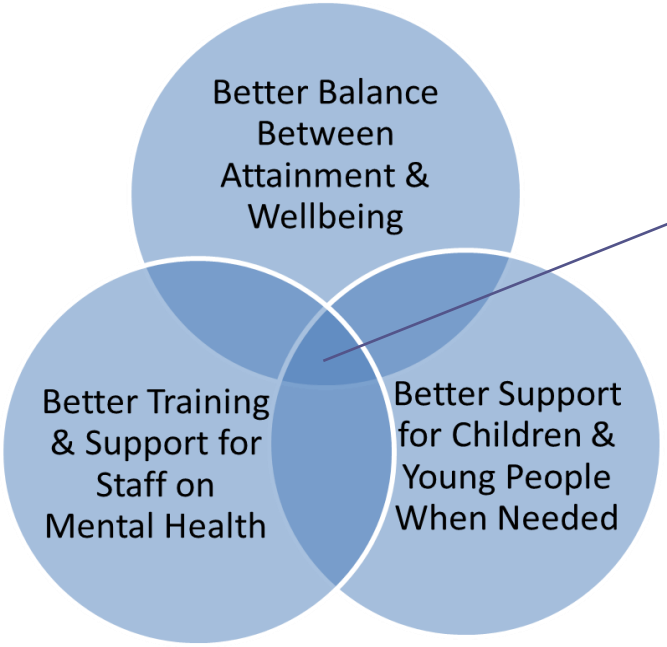
3 Key Principles that Need to be in Place



Better Mental Health & Wellbeing

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3 Key Principles – Better Balance

Better Balance between attainment and wellbeing

- Within the curriculum – learn about mental health & wellbeing
- Virtuous circle – social & emotional wellbeing progs. improve attainment & vice versa
- Schools rewarded for promoting mental health and wellbeing

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3 Key Principles – Training & Support

Better Training & Support

- Good quality initial and ongoing training/CPD in child development & mental health wellbeing for school staff
  - More confident about what they can do
  - Able to identify mental health problems
- Better support for teachers' mental health & wellbeing
  - Be less stressed
  - Model good mental health

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3 Key Principles – Better Support

Better Support for Pupils when Needed

- School staff better able to identify & signpost mental health problems
  - Able to refer on to relevant services
  - Agree referral pathway to CAMHS

- Easier access to services either within school or in community – statutory or vol. sector organisations

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Whole System Approach

- Schools/Colleges have a role to play, but needs to be part of the wider CYP Mental Health System
- Schools know how to run schools – interventions need to be school led – not imposed on them
- Important to ensure teachers who are trained in MHFA aren't overwhelmed
- Need better pathways into CAMHS – schools/CAMHS Link pilots show promise
- Need sufficient mental heath provision in an area to meet needs of local population – should be based on JSNA not historical arrangements

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Values Based Commission

Key findings:
Schools/education sector are key component of CAMH System, but they feel disconnected from it

Values based Approach Important – Key Values identified

- Equal Partnership– everyone has an equal voice
- Whole System and how they work together - we all have responsibility for CYP mental health

https://www.rcpsych.ac.uk/pdf/Values%20Based%20CAMHS%20summary%20document.pdf

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Healthy MindED

Schools-led Commission by Schools NorthEast – Co-Chair

- Values Based
- Evidence Based
- Involves young people
- Aim to develop approaches that schools in the North East can adopt
- These approaches may be appropriate for other schools

http://schoolsnortheast.org/news-and-events/article/first-school-led-mental-health-commission-launches-in-north-east/

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More Information

Find more information on our website - http://www.cypmhc.org.uk/schools

Or contact our Coordinator – Paula Lavis – plavis@mentalhealth.org.uk

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Useful Resources

- MindEd – free elearning resource - https://www.minded.org.uk/
- Future in Mind - http://bit.ly/1wUwiQx - Government policy document
- PSHE Association guidance to help teach mental health – http://bit.ly/1laI6tf Aimed at all ages, but some of the principles may be useful.
- Public Health England & Children & Young People's Mental Health Coalition's briefing on the Whole School Approach - http://bit.ly/18OboaD - aimed at schools, but the framework may be useful.
- NICE guidance on Social and Emotional Wellbeing: Early Years https://www.nice.org.uk/guidance/ph40/resources/social-and-emotional-wellbeing-early-years-pdf-1996351221445
- Schools NorthEast – HealthyMindED - http://schoolsnortheast.org/news-and-events/article/first-school-led-mental-health-commission-launches-in-north-east/

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