

29th April 2021

5 Steps to Mental Health and Wellbeing: Working Together

This seminar will begin shortly

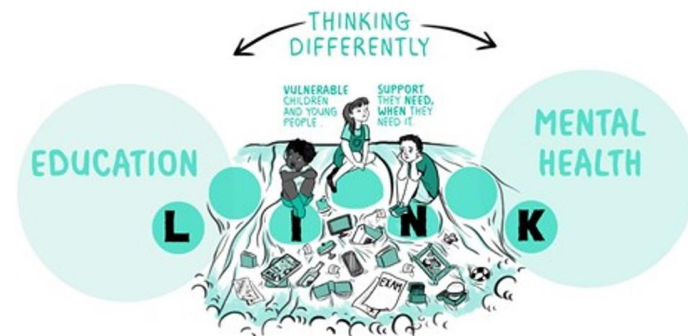


Anna Freud
National Centre for
Children and Families

#5steps
@AFNCCF

Forthcoming events

- **Link Programme: working together for children and young people's mental health** - Free online event: 25 May 2021, 2pm-5pm
- **Schools in Mind with the UK Trauma Council - Traumatic Bereavement** – Free online seminar: 15th June 2021, 4:30-6pm



The seminar will begin shortly

Programme

Time	Details
16:30 - 16:35	Introduction – Jaime Smith , Programme Director – Schools Division
16.35 - 16.55	Presentation - Hannah Stolton , CEO, Governors for Schools
16:55 - 17.10	Presentation – Andy Cooke , Service Delivery Manager, Telford & Wrekin Council
17.10 - 17:30	Presentation – Stephen Taylor , Founding Headteacher of Pears Family School
17.30 – 18.00	Q&A for the panel, chaired by Jaime Smith
18:00	Closing remarks from Jaime Smith

Our work at the Anna Freud Centre

- We carry out research
- We run the DfE-funded LINK programme
- We have almost 30,000 members of our free School in Mind network
- We run a range of training offers to support mental health in schools and FE colleges
- We run our Mentally Healthy Schools site
- We also founded the Pears Family School for young children who have been excluded or at risk of exclusion.
- And finally we take a leading role in the development of policy and practice in the UK and beyond

5 Steps to Mental Health and Wellbeing: Working Together

If you are tweeting, please tag us @**AFNCCF** and use the hashtag **#5Steps**



Share your thoughts with us

schoolsinmind@annafreud.org

@AFNCCF

#5steps

5 Steps to Mental Health and Wellbeing: Working Together

Hannah Stolton
CEO, Governors for Schools



Anna Freud
National Centre for
Children and Families



Anna Freud Centre
The role of governors in mentally healthy schools

Agenda

- Why should governors be involved?
- Why wellbeing should be on the agenda
- The role of the wellbeing governor
- What can you do as governors to support schools

Why should governors be involved?



Strategy

Putting wellbeing at the heart of the school's ethos and values



Creating robust accountability

Through evidence seeing actions not just words



Financial management

Allocating and ring-fencing budgets

Our starting point

Children will need further help with mental health despite return of schools, study warns

Lockdown has seen a significant rise in emotional and behavioural issues among primary school pupils which will 'take some time to mend'

Teaching industry will experience high levels of stress and burnout this January

There are ways to reduce stress and anxiety in the workplace

Schools in England need post-Covid fund to tackle mental health decline, says report

and self-esteem among
c will exacerbate trend

Girls suffer stark drop wellbeing during teen finds

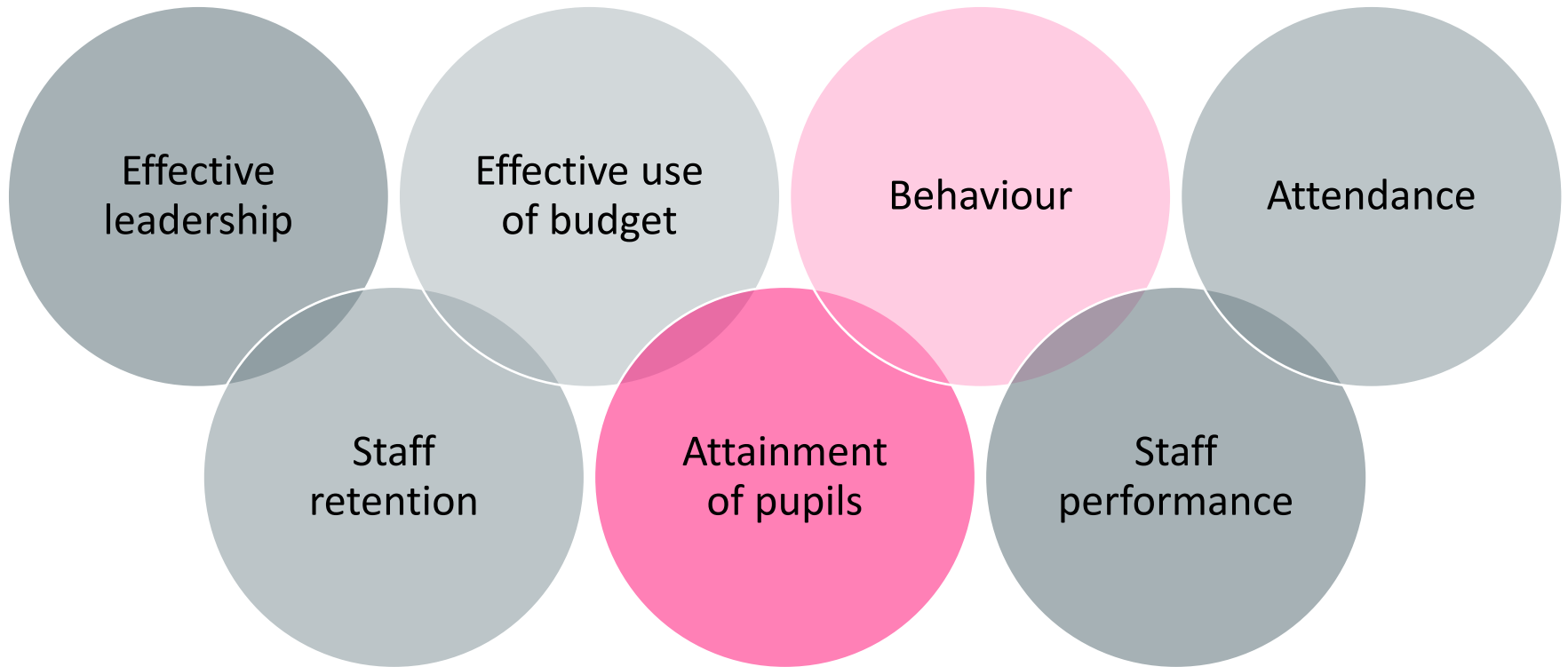
'Young people are among the hardest hit by the pandemic, so access support with their mental health during this critical time'



CRISIS IN THE CLASSROOM: 350% SPIKE IN DEMAND FOR TEACHER MENTAL HEALTH SUPPORT CAUSED BY PANDEMIC

Children's mental health: it's time to put wellbeing on the curriculum

Why should wellbeing be on governors' agenda?



The role of the wellbeing governor

Embed MH&WB in whole school provision

Asks the questions - and keeps asking

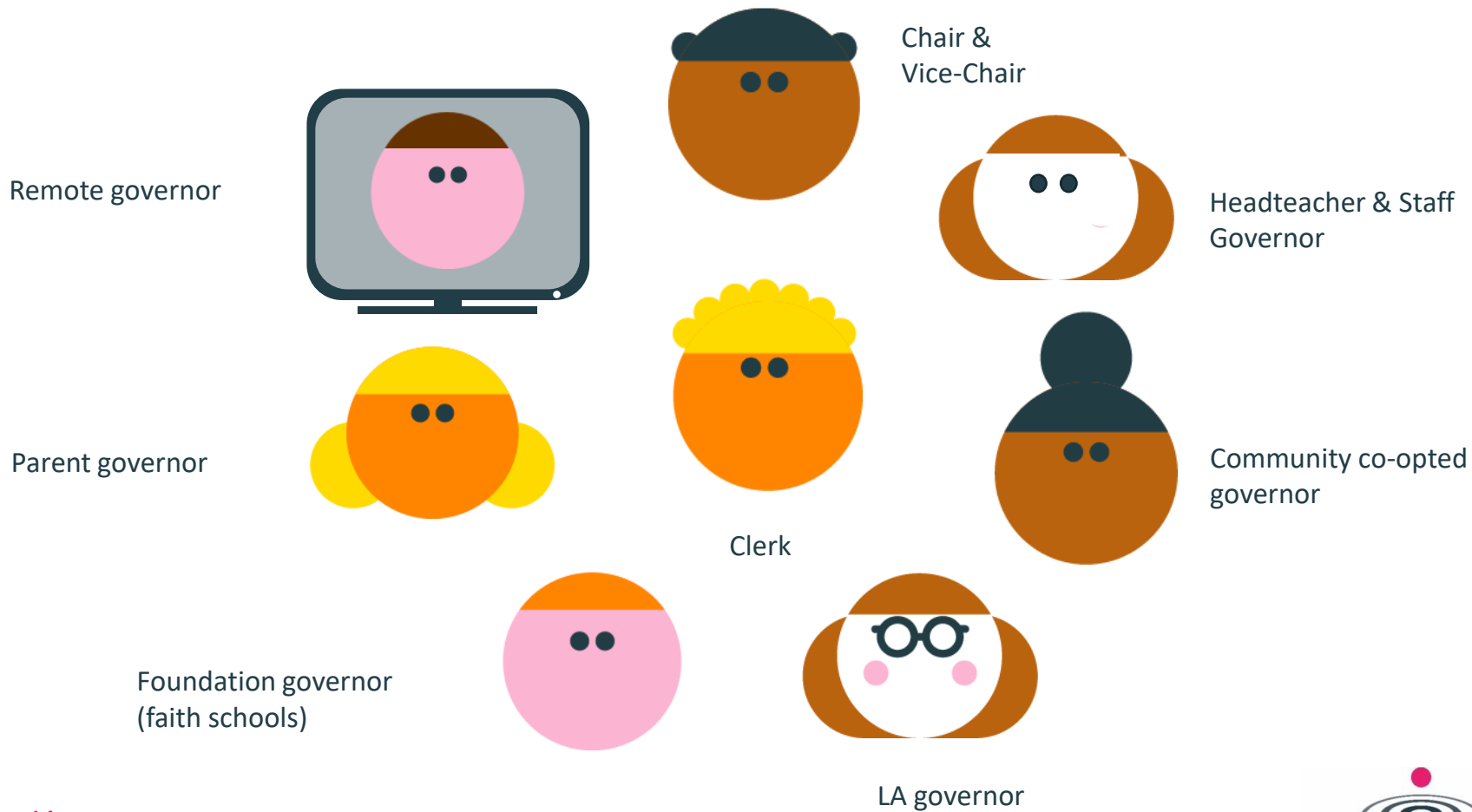
Hold the board to account

Audit and survey

Challenge, guide and champion

Meet with staff lead for wellbeing

Collective experiences and knowledge



What can you do?

Start each meeting with the question of how staff are doing

Support and challenge SLT

Review Policy

Keep it on the agenda

Survey staff / pupils / parents / community

Develop strong relationships

Listen

Work with external providers

The role of the wellbeing governor in your setting

Do you currently have a wellbeing governor / committee?

What steps are your governing board currently taking to enable your school to be mentally healthy?

What next steps would you like to implement?





Hannah Stolton

Hannah.Stolton@governorsforschools.org.uk

www.governorsforschools.org.uk

5 Steps to Mental Health and Wellbeing: Working Together

Andy Cooke

Service Delivery Manager, Telford & Wrekin Council



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Anna Freud – 5 Steps: Working Together Lessons Learned in Telford and Wrekin

Andy Cooke, Service Delivery Manager
– Pupil Support Services

April 2021



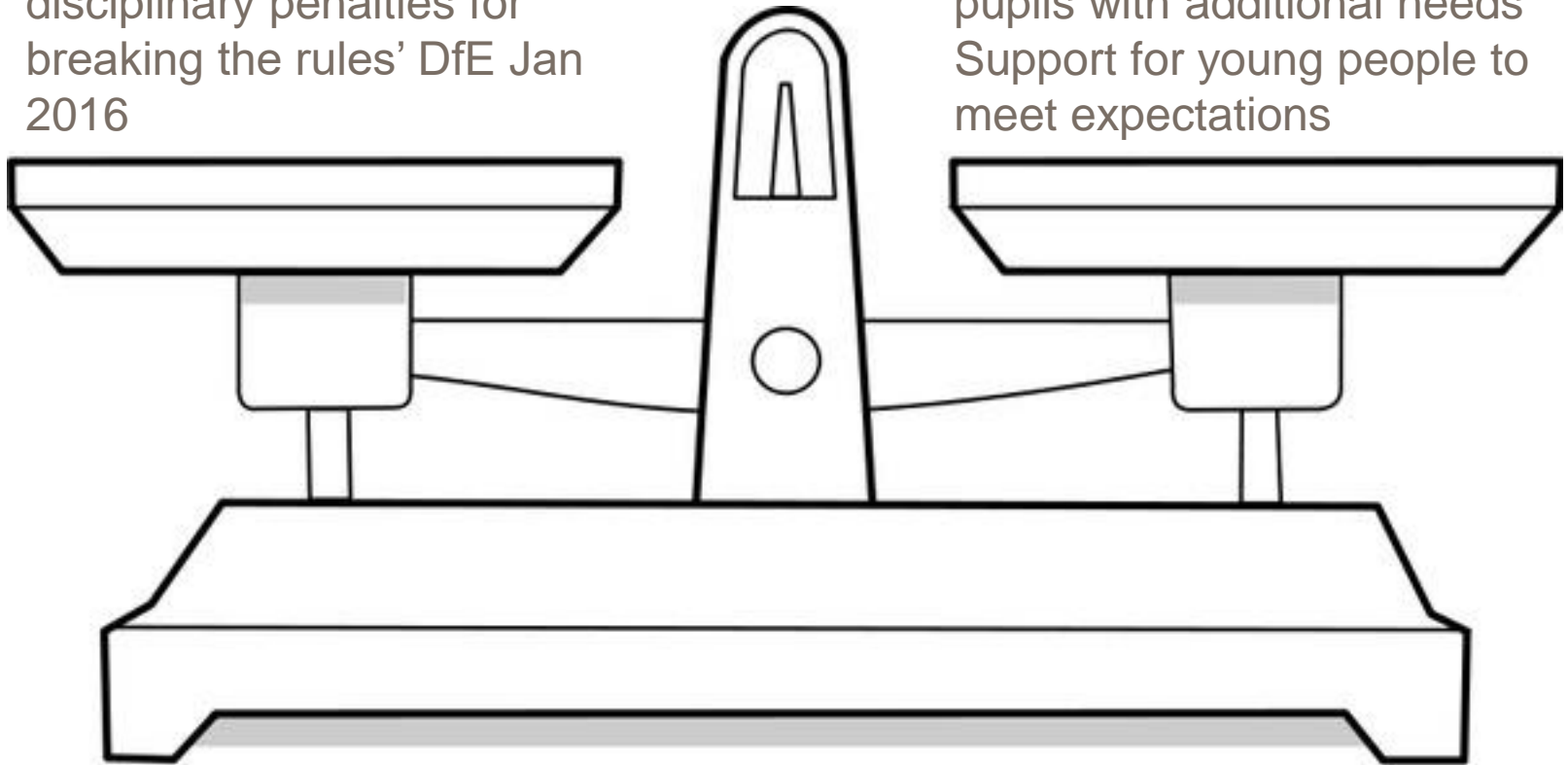
Mental Health as part of whole school strategic approach

- The Anna Freud Link Programme provided the catalyst for working together. Better understanding of the role of services and making vital contacts.
- Starting point in school; the school ethos, sense of belonging (link to 1. Leading Change)
- Whole school strategy to deliver the ethos.
 - Peeling back the layers to get to the heart of the needs of the young person.
 - Needs to incorporate or speak to the Behaviour Policy
 - Mental Health needs as key element of this

Behaviour in Balance

Behaviour Policy:
'School rules and any
disciplinary penalties for
breaking the rules' DfE Jan
2016

Values and Ethos:
Not discriminating against
pupils with additional needs
Support for young people to
meet expectations



Belonging Strategy

Telford and Wrekin Belonging Strategy

April 2019

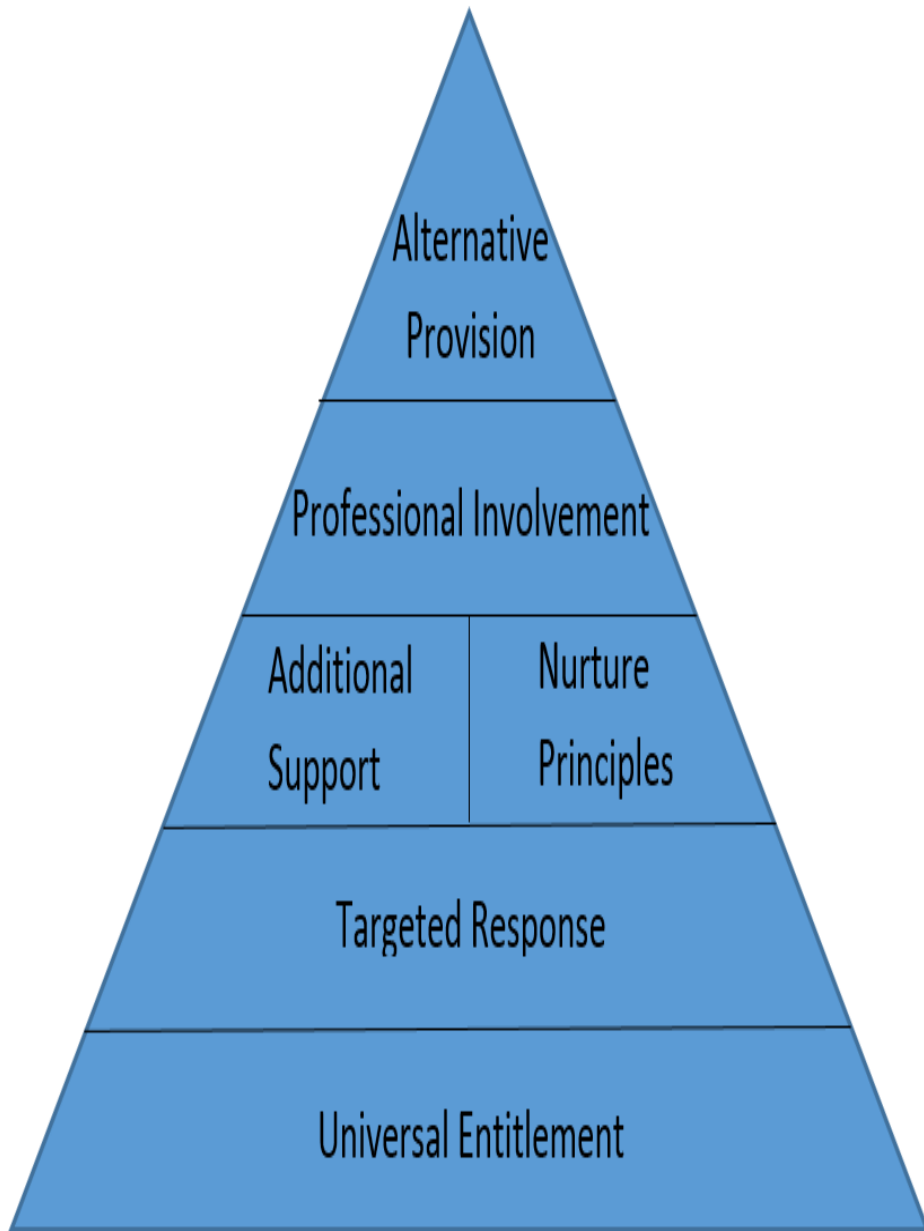
'Belonging' is that sense of being somewhere where you can be confident that you will fit in, and feel safe in your identity. As schools are one of the few shared social institutions which can create a sense of belonging or exclusion, it's vital that they are places of welcome and belonging.

A school is just a building. What happens in any school is down to the people in and around it: the children, their families, the staff - and the leaders. How leaders think, decide, act and reflect, and draw on their knowledge to create a roadmap of possibilities is critical to the well-being of children and adults.

Kathryn Riley, Professor of Urban Education, UCL Institute of Education (IOE)

BS Priority 2 - To support the wellbeing and social, emotional and mental health needs of all young people ...

- Introduce a Youth Mental Health First Aid programme.
- Develop a programme of 'Emotionally Friendly Schools'.
- Emotion Coaching and Co-regulation programmes for schools.
- Promote the 'Calmbrain' approach in schools.
- Develop a programme of Attachment Awareness and Attachment Friendly Schools.
- Promote the Autism Education Trust programme of Autism Awareness in schools. (Delivered by the SEND Team)



Mental Health Interventions

Alternative Provision

House 1

Specialist CAMHS Services

Professional Involvement

BeeU Specialist; Kooth; Healios; Educational Psychology

Emotional Health and Wellbeing Panel

Including feedback on 'no' to assess and signpost other support

Additional Support

Mental Health Support Team

School / cluster Mental Health Worker

Targeted Response

Youth Mental Health First Aid; ELSA; Beam; Kooth

Universal Entitlement

PSHE Curriculum awareness raising

Future in Mind – dissemination across staff.

School network group for mental health leads –

Attachment Aware Schools

Calmbrain

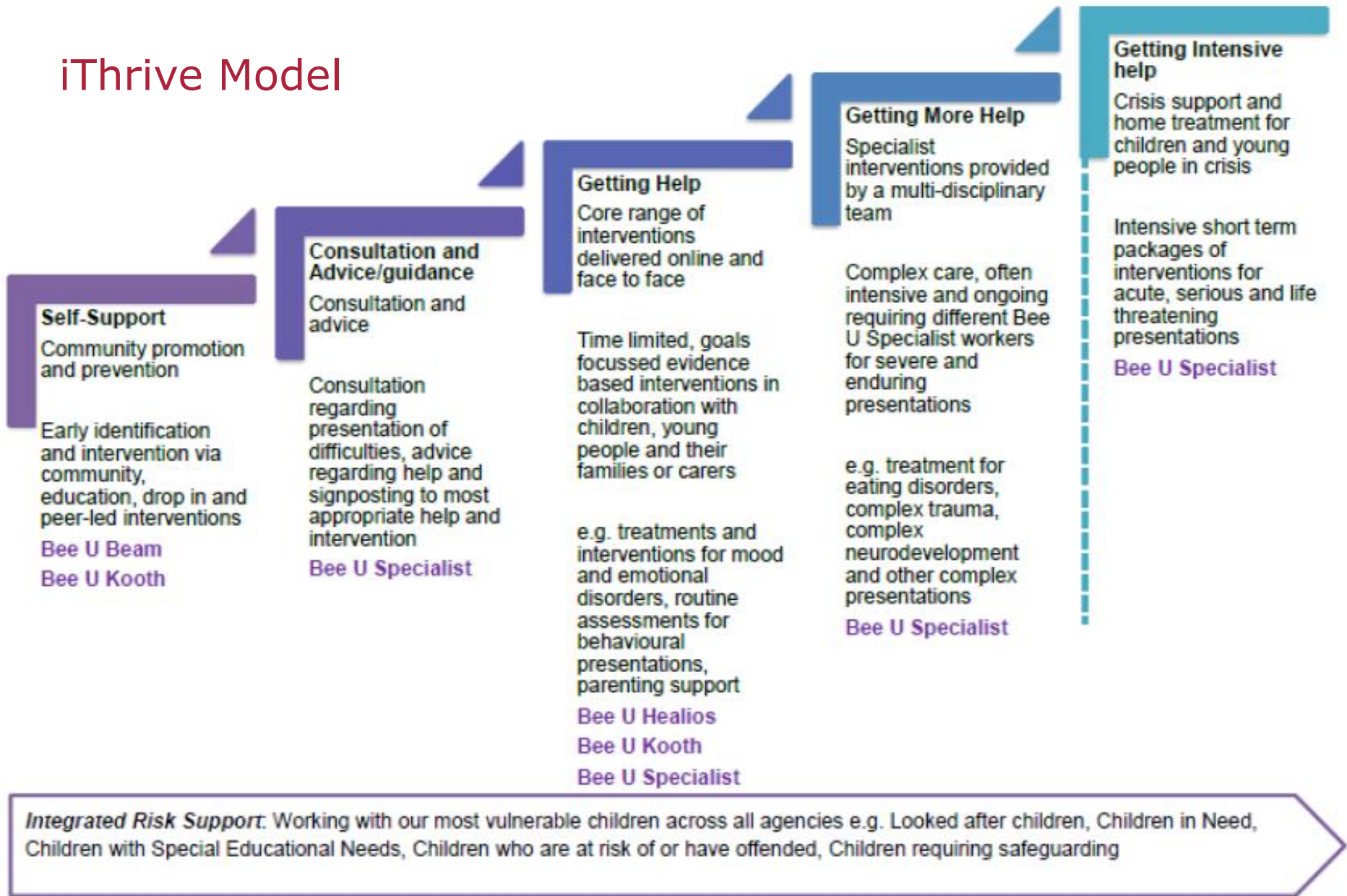
Autism Awareness

Mental Health – who are the key partners?

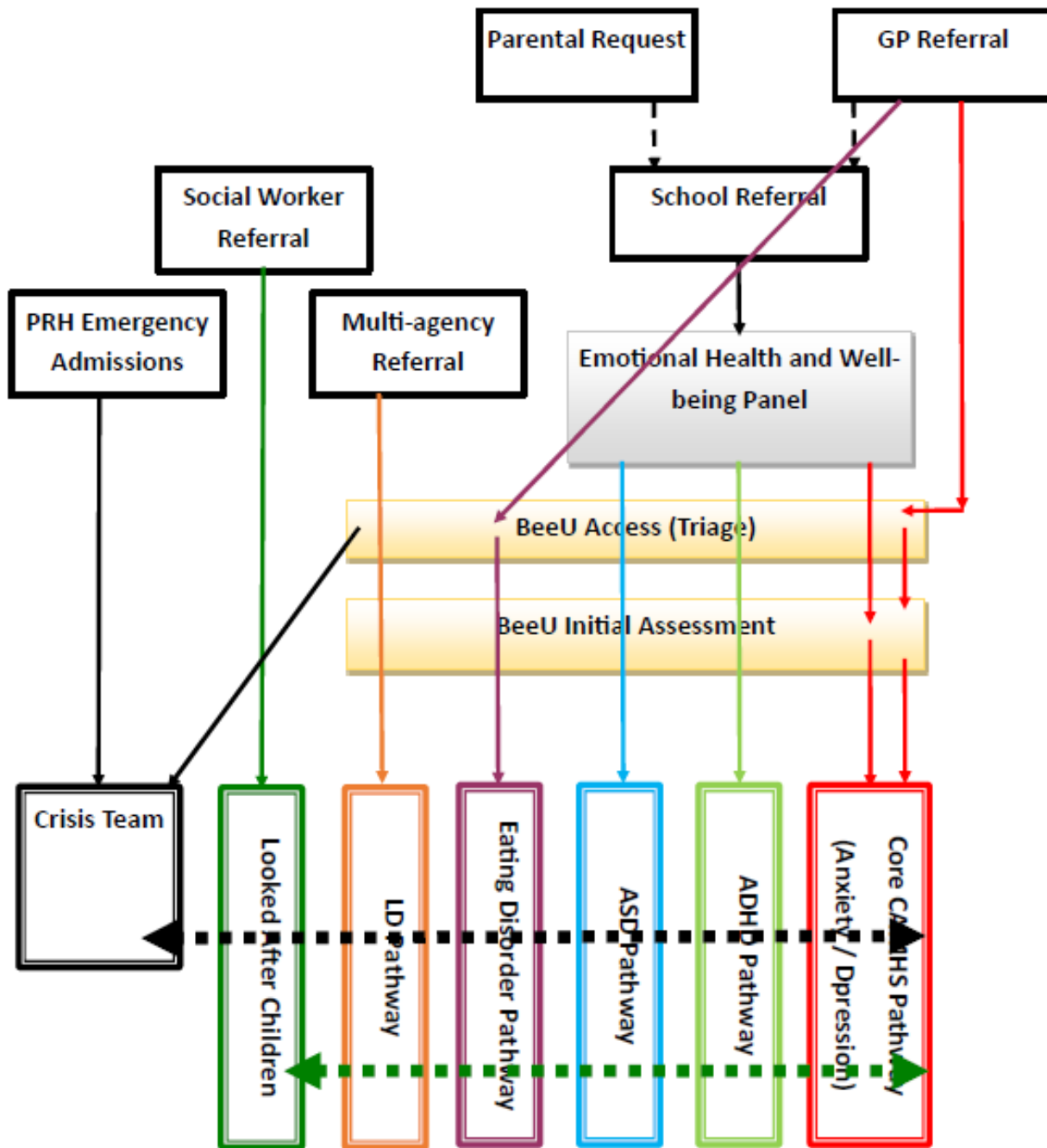
- CAMHs services
- Third sector
- Mental Health Support Teams
- Young People as a resource – Mental Health Champions, peer mentors, YMHFA
- Parent focus groups
- School networks
- LA services (including SEND, EPS, Behaviour/Learning services)
- School nursing services
- Social Care

Capacity of these services to contribute towards a multiagency panel?

iThrive Model



Referral Pathways for the Secondary BeeU Services



Emotional Health and Wellbeing Panel

- Meets first Wednesday of every month
- School led, reps from schools
- Also includes: Social Care; Specialist School Nurses; SEND; EPS; CCG; BeeU; BSAT; Beam; STSA.
- Schools present in groups of 4; submit referral forms
- Panel gives immediate feedback, recommendations and signposts potential services or approaches
- Where needs indicate, the young person is referred on to the BeeU service

Mental Health – identifying key resources and using these to engage with young people and parents/carers

- Wealth of resources to support schools and young people with mental health
- Focus on returning to schools post lockdown as well as curriculum support for mental health
- Anna Freud Interim Approaches to Joint Working focussed support for young people returning to school post lockdown
- Good starting point ‘Mentally Healthy Schools’, Anna Freud Centre

[Resource library : Mentally Healthy Schools](#)

- Able to filter content by theme and audience
- Select resources to use to engage parents/carers and young people

Emotional Health and Wellbeing Resources – Re-opening of Schools September 2020

With the return to school of all students in September 2020, support for those students who have struggled during lockdown, and may be suffering from increased levels of anxiety and separation disorders, will be key in returning to something like normal. There are lots of resources out there to support schools and young people at this time, the aim of this paper is to try to gather some of these into one place.

1. Urgent Mental Health Access Service

There is a 24/7 Urgent Mental Health Access Service phone line managed by the BeeU service, this is a Freephone Number: **0808 196 4501**

2. Assessing the Emotional Health of Young People

Following the Anna Freud Interim Approaches to Joint Working programme, the following recommendations were made for resources to assess the emotional health of young people.

	Description	Resource
Level 1 – Whole School Surveys – Primary	The Outcome Rating Scale would seem to be an appropriate simple tool to use across Primary. There is a need to register for a licence, however there doesn't appear to be a cost for this. The YCORS is appropriate for ages 5 and below. The CORS for ages 6 to 12 The ORS for ages 12+	https://www.corc.uk.net/outcome-experience-measures/outcome-rating-scale/
Level 1 – Whole School Surveys – Secondary (and upper Primary):	The Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS) phrases the questions in a positive way, 7 questions scaled from 1 to 5, so easy to administer and gives a good indicator of wellbeing. Also lots of detail to support evaluation of the scores.	https://www.corc.uk.net/outcome-experience-measures/short-warwick-edinburgh-mental-wellbeing-scale/
Primary Level 2 – Follow up survey for children of concern	Mood and Feeling Questionnaire is a screening tool for depression in children aged 6 to 19, there are also Parent and Adult versions that could potentially be used either alongside the child versions or as an alternative for younger children. The short version has 13 questions and the long version 33, so it is possible to choose the right survey depending on age a cognitive ability.	https://www.corc.uk.net/outcome-experience-measures/mood-and-feelings-questionnaire/
Secondary Level 2 – Follow up survey	The RCADS (Revised Children's Anxiety and Depression Scale) is currently used in the referral forms for the Emotional Health and Wellbeing Panel and therefore seems a sensible choice as this will feed into health referrals. The main self-reported version is aimed at children aged 8 to	https://www.corc.uk.net/outcome-experience-measures/revised-childrens-



Child/ Young Person's NAME: _____

Date: / / 20

Time: h m

Please highlight the word that shows how often each of these things happens to you.
There are no right or wrong answers.

1	I worry about things	Never	Sometimes	Often	Always
2	I feel sad or empty	Never	Sometimes	Often	Always
3	When I have a problem, I get a funny feeling in my stomach	Never	Sometimes	Often	Always
4	I worry when I think I have done poorly at something	Never	Sometimes	Often	Always
5	I would feel afraid of being on my own at home	Never	Sometimes	Often	Always
6	Nothing is much fun anymore	Never	Sometimes	Often	Always
7	I feel scared when I have to take a test	Never	Sometimes	Often	Always
8	I feel worried when I think someone is angry with me	Never	Sometimes	Often	Always
9	I worry about being away from my parent	Never	Sometimes	Often	Always
10	I am bothered by bad or silly thoughts or pictures in my mind	Never	Sometimes	Often	Always
11	I have trouble sleeping	Never	Sometimes	Often	Always
12	I worry that I will do badly at my school work	Never	Sometimes	Often	Always
13	I worry that something awful will happen to someone in my family	Never	Sometimes	Often	Always
14	I suddenly feel as if I can't breathe when there is no reason for this	Never	Sometimes	Often	Always
15	I have problems with my appetite	Never	Sometimes	Often	Always
16	I have to keep checking that I have done things right (like the switch is off, or the door is locked)	Never	Sometimes	Often	Always
17	I feel scared if I have to sleep on my own	Never	Sometimes	Often	Always
18	I have trouble going to school in the mornings because I feel nervous or afraid	Never	Sometimes	Often	Always
19	I have no energy for things	Never	Sometimes	Often	Always
20	I worry I might look foolish	Never	Sometimes	Often	Always

Thank You



5 Steps to Mental Health and Wellbeing: Working Together

Stephen Taylor
Founding Headteacher of
Pears Family School





The Family School Approach

Working effectively with parents and carers to promote inclusion, mental wellbeing and student progress

5 Steps to Mental Health and Wellbeing:
Working Together



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National Centre for
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Aims

What is the Family School Approach?

What is its relevance for all schools?

The Family School approach – 7 key features

- 1 - Parent Engagement =>
- 2 - Systemic Formulation =>
- 3 - Staff Training =>
- 4 - Parent Learning =>
- 5 - Co-construction =>
- 6 - Evidence based intervention =>
- 7 - Dissemination =>

The Family School approach – 7 key features

1 – Parent and Carer Engagement =>



The Family School approach – 7 key features

2 - Systemic Formulation =>

A systemic formulation is a working hypothesis which describes the child, the family and the wider social network setting and how different factors may contribute to and maintain the problem behaviours the child presents within school

"To gain a Systemic Formulation capable of being transformative we need to engage the parent; to tell us what they know; how they see things and how they might be able to change things."

The Family School approach – 7 key features

3 - Staff Training =>



The Family School approach – 7 key features

4 - Parent Learning =>



The Family School approach – 7 key features

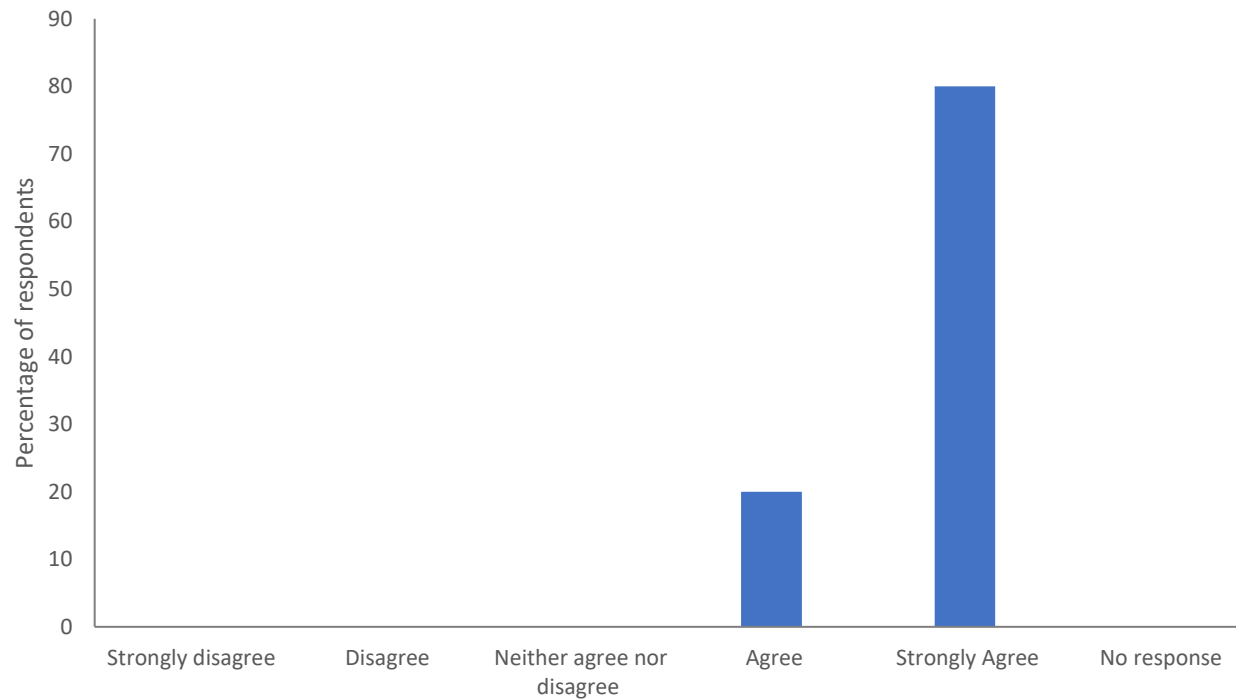
5 - Co-construction =>



The Family School approach – 7 key features

6 - Evidence based intervention =>

School staff are concerned about the well-being of families as well as children.



The Family School approach – 7 key features

7 - Dissemination =>





Multi-family Groups

Multi-family groups are designed to give children at risk of exclusion access to psychological help, whilst working with their families to develop the child's social and emotional skills, engage parents & carers reluctant to be involved with mental health professionals and grow communities capable of sustaining improvement.



Parent Coaching for Pupil Progress

PCPP enables parents & carers to develop specific techniques to support their child's executive function skills for emotional and academic development



SmartGym

SmartGym is a pioneering, technology-enabled programme which helps develop the core Executive Function skills needed for resilience to vulnerable children within a clinical or school environment.



Parent Engagement Audit and Policy Development

Developed in collaboration with parents at PFS and University College London, we have developed a Scale to measure engagement. This package supports schools with the use of the Scale and a tailored policy



Training for all schools

The following training packages support inclusion, mental wellbeing and parent & carer engagement:



1-to-1 consultation about becoming a Family School

Local authorities and Multi Academy Trusts have discussed with us how they may set up an AP Family School of their own.



All on Board: systemic training for inclusion

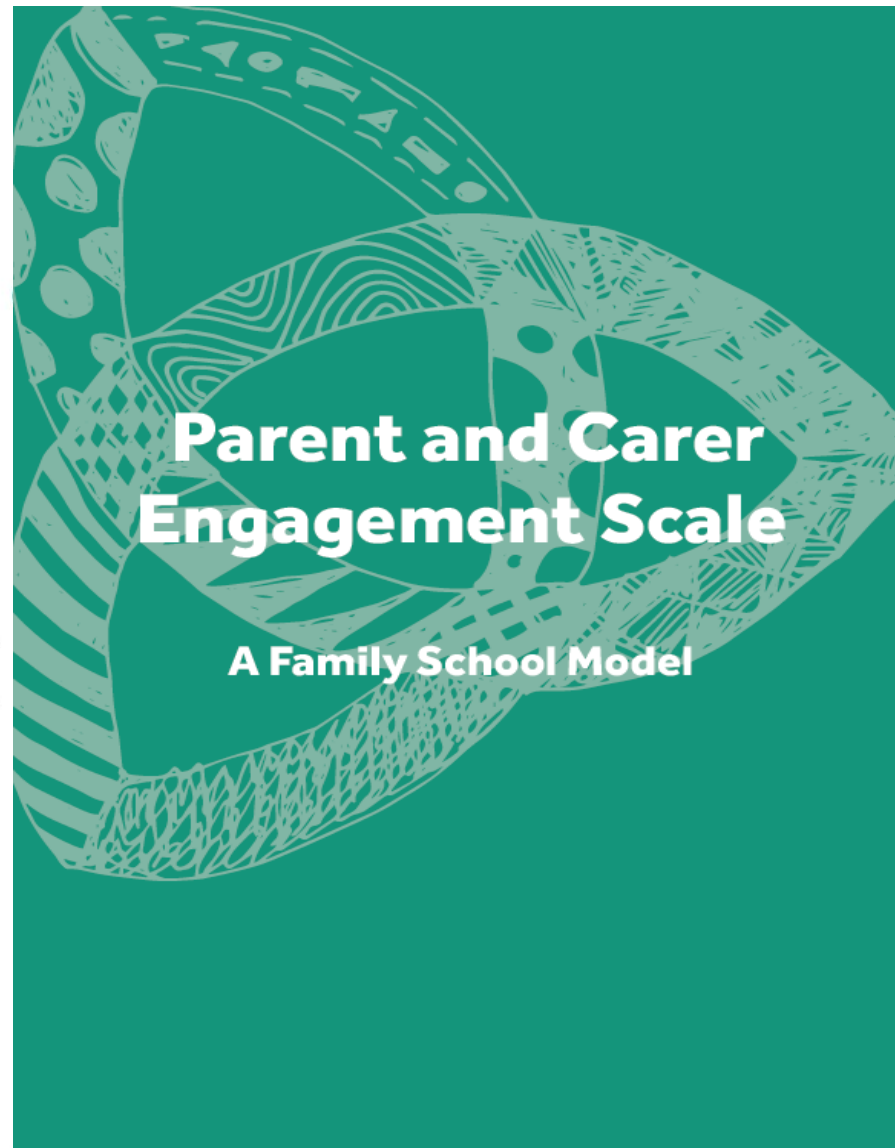
All on Board is designed to support school-based professionals and to enhance existing quality provision by developing systems and practice to provide a systemic understanding of the CYP, engage the family and co-ordinate a whole school approach to mental health.



Foundation course in Systemic Practice for teachers

Accredited by the Association for Family Therapy and Systemic Practice (AFT), this qualification provides teachers with the foundations of Systemic practice





What is appropriate Parent and Carer Engagement for all students?

- a thriving school recognises that PCE needs to be differentiated
- for a key population within the school - including the most vulnerable students, those with MH difficulties and those at risk of exclusion, Parent and Carer Engagement is vital for pupil progress
- the type of engagement required in these contexts – often with hard-to-reach families - needs new skills and approaches.



Thank you



**Anna Freud
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