

5 Steps to Mental Health and Wellbeing: Supporting Staff

The seminar will begin shortly.

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

7th January 2020

5 Steps to Mental Health and Wellbeing: Supporting Staff



Anna Freud
National Centre for
Children and Families

#5steps
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Welcome

5 Steps to Mental Health and Wellbeing: Supporting Staff

Speakers:

- Sinéad Mc Brearty – CEO, Education Support
- Conny Brandt – Senior Leadership Team, Peterhouse School
- Dr Lesley French - Head of Schools Remote Service, Anna Freud Centre

Chair:

Professor Peter Fonagy, Chief Executive at the Anna Freud Centre

#5Steps

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Timetable

Time	Details
16:30-16:35	Introduction - Peter Fonagy – Chief Executive, Anna Freud Centre
16:35-16:55	Presentation - Sinéad Mc Brearty – CEO, Education Support
16:55-17:10	Presentation - Conny Brandt – Senior Leadership Team, Peterhouse School
17:20-17:35	Presentation – Dr Lesley French - Head of Schools Remote Service, Anna Freud Centre
17:35-18:00	Q&A
18:00	Closing remarks from Peter Fonagy

5 Steps to Mental Health and Wellbeing: Supporting Staff

Sinéad Mc Brearty
CEO, Education Support



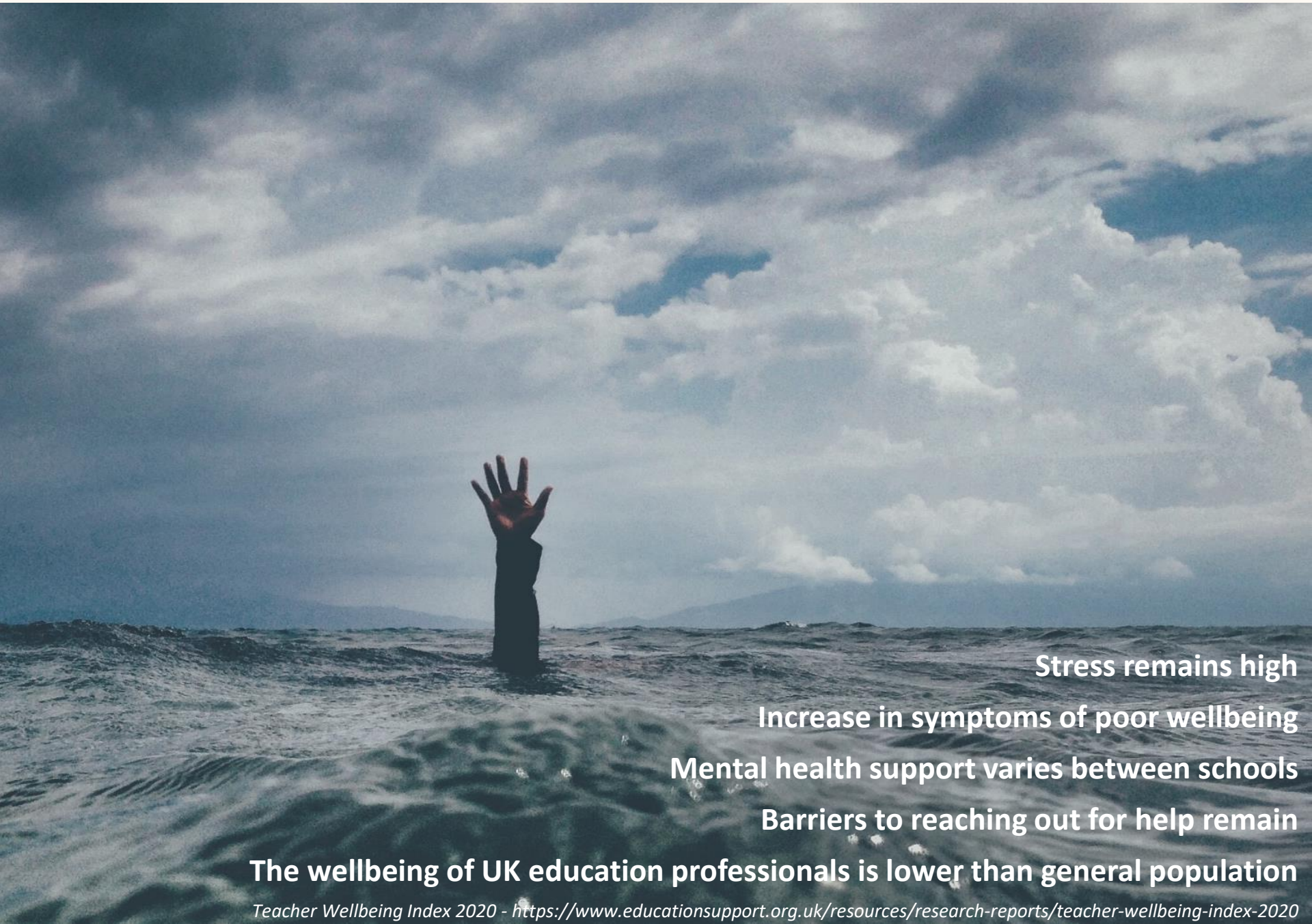
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5 Steps to Mental Health & Wellbeing



Supporting staff

7 January 2021



Stress remains high
Increase in symptoms of poor wellbeing
Mental health support varies between schools
Barriers to reaching out for help remain

The wellbeing of UK education professionals is lower than general population



Volume of workload

Not feeling valued

Seeking better work/life balance

Unnecessary paperwork

Target driven culture

Unreasonable demands from managers

Lack of resources

Mental health Appreciation Challenges

Work completion
Government guidance
Workload (leaders)

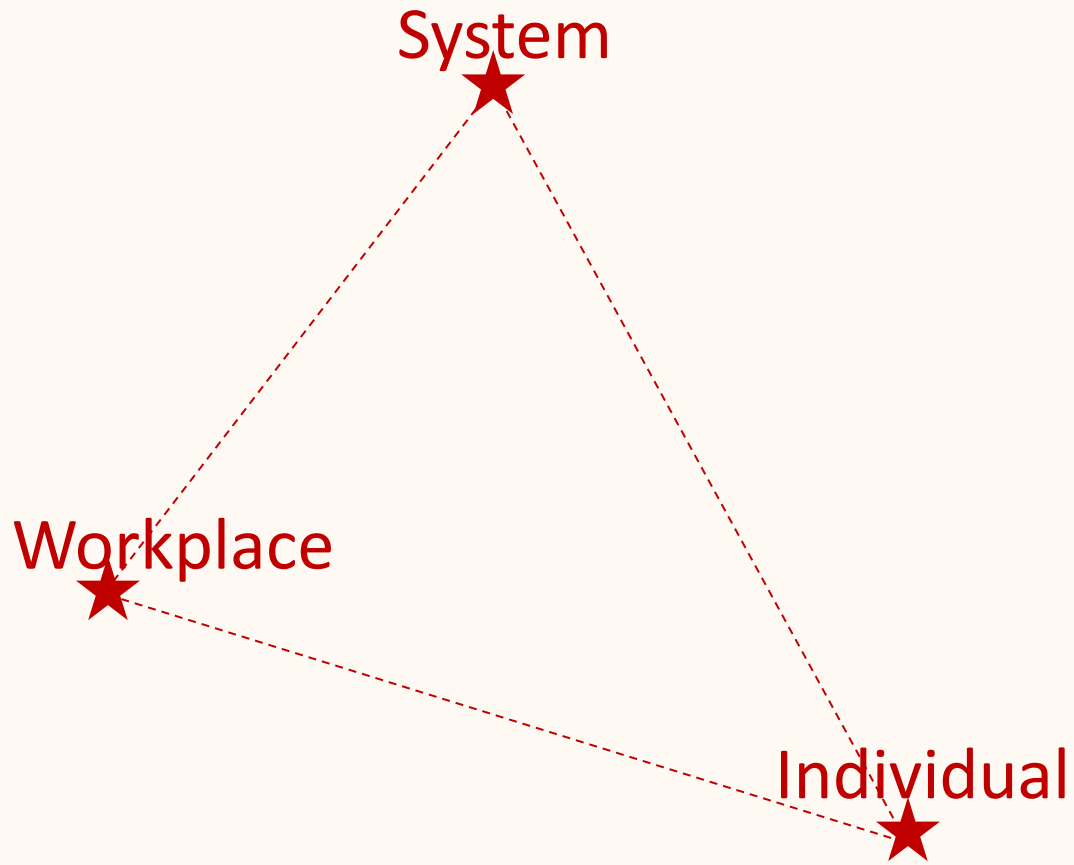
Support

H&S, learning priorities,
assessment, pupil MH

Source: *Covid-19 and the Classroom*, available at <https://www.educationsupport.org.uk/resources/research-reports/covid-19-and-classroom-working-education-during-coronavirus-pandemic>



What can
we do?



System

Accountability pressure

Professional identity, trust:

influence, voice, decision-making

Workload

➔ Please share your insight



Workplace

Strategy (& measures of success)

Culture and leadership

Support self-efficacy

Other tools:

- Baseline staff survey

- Stress risk assessment (HSE)

- Policies and practices

- Access to counselling / EAP

- School-wide skills/knowledge:

 - mental health awareness, resilience & personal wellbeing, communications and feedback, MH for line managers

Individual

Line management

Workload – type

Autonomy – **demand/control**

Emotional content of role

Personal choices



Life satisfaction

← 25%

Job satisfaction

← 39%

Interpersonal
relationships

← 86% Relationship with management



Self care is not self indulgence



Education Support

Free support and advice for individuals
Wellbeing services for schools, MATs & LAs
Research and advocacy for improvement



Helpline 08000 562 561

Independent, confidential, free

Access to grants, information, resources

www.educationsupport.org.uk

Twitter @EdSupportUK @McBreartySinead

sinead.mcbrearty@edsupport.org.uk

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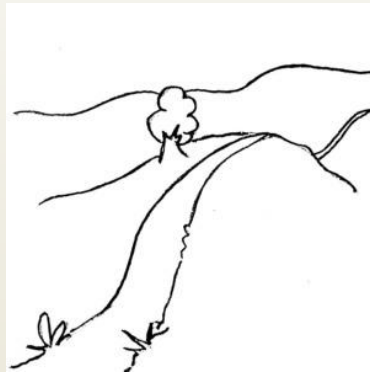
Conny Brandt
Peterhouse School



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Our Wellbeing Journey at Peterhouse School



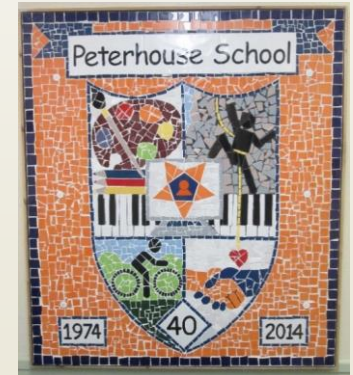
Introduction

Conny Brandt

- SBM at Peterhouse since January 2016
- Admin background
-  PeterhouseSBM

Peterhouse School

- Specialist school for autistic children and young people aged 5 to 19
- Up to 64 pupils, day and residential
- Non-maintained school administered by Autism Initiatives
- Established 1974
- North West England



Starting Point

2012 – 2015

Nature of referrals changing to older pupils with frequently more complex needs and mental health issues, resulting in additional pressures on staff. School adapts provision and support offered to pupils.

2016: Start of Wellbeing Project

Staff Morale low.

25 days of absence due to work-related stress.

Stepping Stone: Time to Change

- ▶ Employer's Pledge
- ▶ Action Plan
- ▶ Wellbeing Team
- ▶ Employee Champions
- ▶ Staff Survey
- ▶ Advice & Support
- ▶ Training
- ▶ Resources

<https://www.time-to-change.org.uk/>

proud to support

time to change

let's end mental health discrimination

Staff Survey

'How to take stock of mental health in your workplace' produced by Mind

Approx. one-third of staff said that:

- ▶ They were not aware of available support
- ▶ They were not consulted / their views not taken into account
- ▶ They were not comfortable to discuss their mental health at work
- ▶ Line Managers were not confident in supporting their staff with mental health

Key issue: Perceptions

- ▶ Support in place vs. no support
- ▶ Support available vs. having to be 'seen to cope'
- ▶ Staff consulted vs. opinions not taken into account



Our response

No support in place

Information campaign – emails, staffroom noticeboard

Having to be 'seen to cope'

'Time to Change' pledge, information campaign

Opinions not taken into account

'You said' ... 'we did'

Low confidence of line managers

Training, signposting

Things that worked for us

Big Things

- ▶ School Counsellor
- ▶ Training: Chimp Management, Mental Health Inset, MH First Aid
- ▶ Employee Assistance Programme
- ▶ Flexible Working

"Little Things"

- ▶ "Are you okay?"
- ▶ 'Thank you' board / wellbeing notice board
- ▶ Early finish
- ▶ Non-contact time at home
- ▶ Giving space
- ▶ Sweetie tin
- ▶ Staffroom radio
- ▶ SLT set tone

Also: Things change!

...things that work for you?

Follow-up Survey

	Nov 2016	March 2017
My views are sought out, listened to and acted on	69%	85%
School is a mutually supportive environment	79%	100%
There is an awareness of mental health and this is talked about openly	57%	91%
I am aware of the support available to me in work with regards to mental health	57%	93%

Further steps

Wellbeing Award for Schools: 2017-18

- ▶ Extended Wellbeing Team to include parent, external advisor
- ▶ Links and networks

“Wellbeing and good mental health clearly sit at the centre of the school’s culture and values.” Assessor Report, Nov 2018

Wellbeing has now become a part of everything we do.

Staff Wellbeing Survey 2

2017

- ▶ Majority of staff happy with communications – but don't always reach all teams
- ▶ More staff comfortable to talk about mental health
- ▶ Issues remained about staff confidence with addressing mental health issues

Actions:

- ▶ Review of policies and procedures to incorporate wellbeing
- ▶ Review of Aims and Ethos to emphasise wellbeing
- ▶ Staff training
- ▶ Counselling supervision

2018

- ▶ Staff praised communications, training
- ▶ Majority of issues were individual cases

SDP Questionnaires

From 2019, staff wellbeing included as part of SDP survey:

- ▶ Part of overall school approaches
- ▶ Fewer surveys to complete
- ▶ Replies inform school development planning

2020

“My opinions and contributions are valued” – 100%

“Leaders and line-managers are considerate of my well being” – 97.4%

“Leaders and line managers have created a climate where everyone is treated with dignity, respect and tolerance” – 97.4%

Stumbling Blocks

Expectation of adjustments to be made (emphasis on employer)

You are responsible for looking after your own wellbeing – we will offer tools (emphasis on employee)

What is covered by 'wellbeing'?

Talk to the person who can solve your problem

Negative (public) questions: - What issues are you currently facing?

Positive questions: What is working well for you? What can you do to support your / your colleagues' wellbeing?

Wellbeing is a balancing act!

Consider how something could be perceived

Help & Support

- ▶ Schools in Mind (Anna Freud Centre) <https://www.annafreud.org/what-we-do/schools-in-mind/>
- ▶ Ten steps towards school staff wellbeing (Anna Freud Centre) <https://www.annafreud.org/media/8506/school-staff-wellbeing-report-final-corrected-512.pdf>
- ▶ Time to Change <https://www.time-to-change.org.uk/>
- ▶ Sefton Council for Voluntary Service <https://seftoncvcs.org.uk/>
- ▶ Education Support Partnership <https://www.educationsupportpartnership.org.uk/>
- ▶ Mind <https://www.mind.org.uk/>
- ▶ Networks

You can get FREE

Training * Resources * Advice & Support * Wellbeing Grant

What difference did it make?

- ▶ Staff absences (2016: 25 days – 2019: 7 days)
- ▶ Staff in better frame of mind → pupils better supported
- ▶ SDP Questionnaire: constructive feedback
- ▶ Useful networks and links
- ▶ Ofsted
- ▶ Reputation
- ▶ Recruitment
- ▶ A better place to learn and work!

Staff Survey 2016

Not trained to deal with staff team's issues but have to anyway

Support is only given at crisis point

Decisions are made before staff are consulted

Can't appear to be 'weak'

SLT not aware of staff wellbeing

Many staff have had problems with stress, staff have left, staff are not supported and causes not looked into

SDP Questionnaire 2020

Managers are considerate of personal and family issues

I have always felt respected in the school

SLT have been very supportive, fair and consistent

I feel assured that my opinions and contributions are considered and valued.

Always feel I can offer an opinion and that it will be considered and taken seriously.

Everyone has been so supportive

SLT have given me the opportunity to develop my role

I have raised a number of issues and I am happy with the way they have all been dealt with.

I always feel I can speak to anyone and I will be listened to.

Proud to be part of such a caring community

Key Points

- ▶ Issues for your staff
- ▶ Help & Support
- ▶ Things that will work in your context
- ▶ Keep reviewing
- ▶ Sharing with other schools

Introducing Mentalizing for Teachers and the school community

Dr Lesley French
Schools Remote Service



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Mentalizing principles

- A thing that humans do specifically with our minds
- The process of trying to *make sense of* behaviour (our own, other people's) by working out what might be going on in the mind of the person doing the behaviour
- **Minds** drive behaviour
- Minds are opaque
- Mentalizing happens with or without conscious awareness

"Mentalizing is the process by which we make sense of each other and ourselves, implicitly and explicitly, in terms of subjective states and mental processes" (Bateman & Fonagy, 2010)

Many sides of mentalizing

We can mentalize someone else

- *Why is Sean refusing to do his work?*
- *Why isn't the learning mentor being more patient with him?*

We can mentalize ourselves

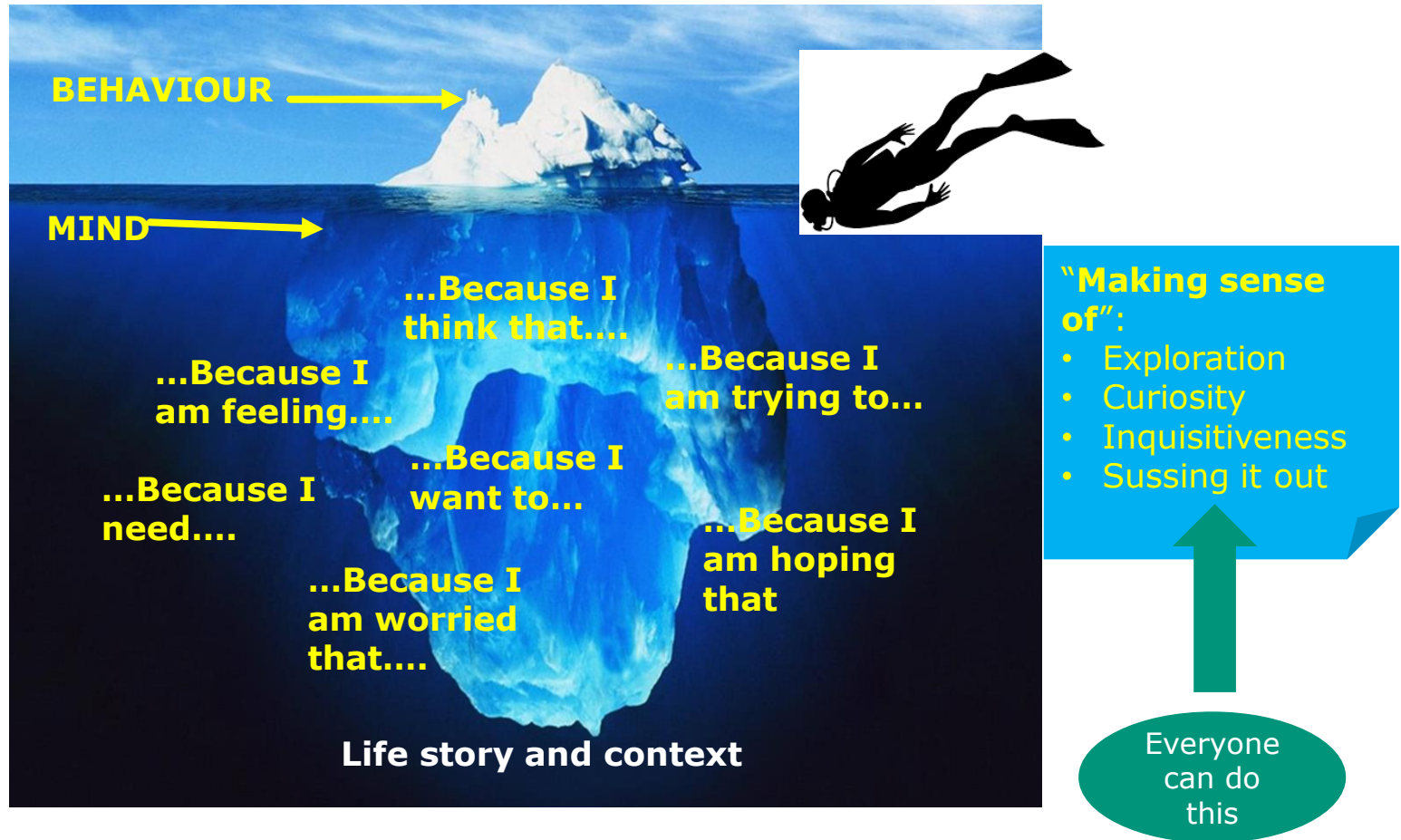
- *Why am I finding myself avoiding this parent?*

We can be mentalized by someone else

- *The SENCO really gets how hard I'm finding it to support this student*
- *My teacher understands that I find my feelings hard to manage*

We can help others to mentalize us/someone else

- *"I want to find a way to help you stay at this school, but we can't keep having incidents like this".*



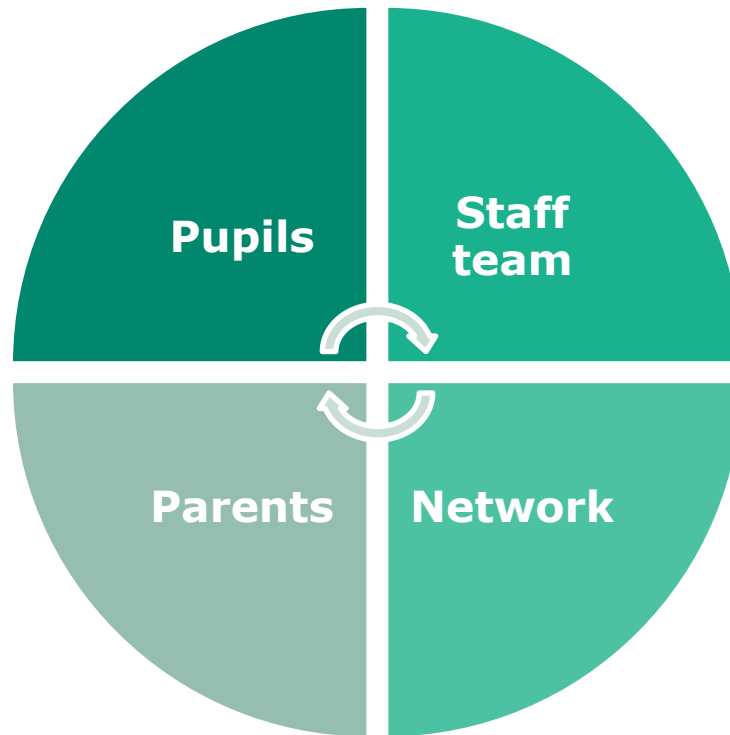
Balancing connections within school



What helps us to mentalize?

- How we create the right conditions in the school environment?
- Enabling people to think rather than react.
- Being emotionally regulated (i.e. being calm).
- Becoming emotionally regulated (if not already).
- We need to be **understood** before we can **understand** others.
- Mentalizing is restored through **relationships** i.e. we usually need other people to help us to bring our thinking back online.

Applying mentalizing to the school: a community of minds



Its not always easy to ask for help...

What might make it hard to ask for help in a school context?



Schools Remote Service

A pilot of national remote support for schools

Schools Remote Service: Support for schools - parents, teachers & students

- A response to the pandemic
- Driven by the gap in need and national provision
- Piloting with schools since September 2020
- Reaching out to school communities using the Schools in Mind network
 - peer support training
 - reflective parent groups
 - low intensity intervention with young people
 - teacher well-being support 1:1

Schools Remote Service: Teacher wellbeing offer

For every teacher helped, 30 – 40 students supported.

Offer generated through consultation with young people worried about their teachers (and themselves) and school leads supporting the pilot.

The purpose of these remotely delivered individual sessions for teaching staff is twofold: the first is to provide a reflective space for teachers to bring personal concerns and stressors which are impacting on their ability to manage their responsibilities to their students; the second is an opportunity to bring concerns about a student for advice and consultation.

All calls taken have been in relation to teacher stressors and teacher well-being.

Jenny, a deputy head - the “forgotten frontline”

Jenny’s mental health and well-being

Jenny’s been teaching for 20 years. Presenting with depression & stress, pre-existing the pandemic but previously managed. Jenny has been faced with many pressures relating to the pandemic including no break (working through summer) and preparing for schools return, responding to changing guidelines. She is currently holding a number of staff absences because of COVID/isolating. She finds herself becoming increasingly and uncharacteristically tearful at work and was sent home from school by the Head. Very supportive relationship with her Headteacher but it’s a new relationship and Jenny not sure she can open up about her state of mind.



I feel like I’m letting my colleagues and my students down. My job is to support my team and my students through the pandemic. How can I even consider taking time off when there is so much need?

Teacher's feedback

"I contacted the Schools Remote Service at the Anna Freud Centre after I had had to leave school for the day.

I felt numb, empty and lost.

It gave me the sense of reassurance and perspective I so desperately needed"

"I could not believe how quick the response was to my call. I am so much better equipped to deal with my situation."

Mentalization for Teachers: Remote workshops 2021

We are expanding our 1:1 offer for teaching staff to join a one-off monthly workshop run with the Schools Remote Service and the mentalization team.

Commencing March 2021 – five standalone pilot workshops being scheduled.

A focus on teacher well-being and strengthening resilience.

Acknowledging the professional status of teachers and multiple responsibilities, demands and expectations upon staff.

- equipping teachers with a mentalization approach.
- aiming to strengthen resilience.
- helping conversations between staff.
- managing the emotional impact of the work in schools in an extraordinary context.

Mentalization for Teachers: Remote workshops 2021

Dates to note = afternoon workshops.

Registration details to follow.

Teacher well-being consultations continue throughout the academic year.

18 March

15 April

13th May

17th June

15th July

Thank you.

Thank you



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