Resilience in Schools Programme

Session One: Leadership and Management

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Inclusion Advisory Team (IAT)

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Focus for the session

- The Resilience in Schools Programme
- Local and national context
- Developing and coordinating a strategic vision across the whole school
- Auditing your current provision
- Models of good practice
- Helpful resources and links

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Resilience in Schools Programme

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Resilience in Schools Programme

The Resilience in Schools Programme takes a whole-school approach to promote and build resilience in schools and address mental health concerns early on. The programme aims to:

- help staff, parents and pupils to recognise their own mental wellbeing needs and be confident to access information to support themselves and others

- de-stigmatise mental health in schools

- intervene early to prevent escalation of mental health problems

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The 8 Principles to Promoting a Whole School and College Approach to Emotional Health and Wellbeing

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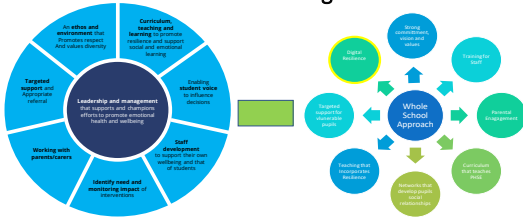
- **Leadership and Management** Key question: How is the school or college providing visible senior leadership for emotional health and wellbeing?
- **Curriculum, Teaching and Learning** Key question: What focus is given within the curriculum to social and emotional learning and promoting personal resilience, and how is learning assessed?
- **Identifying Need and Monitoring Impact** Key question: How does the school or college assess the needs of students and the impact of interventions to improve wellbeing?
- **Working with Parents/Carers** Key question: How does the school or college work in partnership with parents and carers to promote emotional health and wellbeing?
- **Targeted Support** Key question: How does the school or college ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services?
- **School Ethos and Environment** Key question: How does the school or college's culture promote respect and value diversity?
- **Staff development, Health and Wellbeing** Key question: How are staff supported in relation to their own health and wellbeing and to be able to support student wellbeing?
- **Student Voice** Key question: How does the school or college ensure all students have the opportunity to express their views and influence decisions?

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National Context

At least one in eight children and young people have a diagnosable mental health condition

- Between 5 and 10 years old, the split between girls and boys is just about even. But by 17, a quarter of young women have a mental health disorder, more than twice the number of young men. Half of them have self-harmed or attempted to take their own life.
- Over half of all mental ill health disorders start before the age of 14, with 75 per cent by 24 years of age.
- Emotional disorders, particularly anxiety and depression, are on the rise. We are just beginning to understand how the increasing prevalence of social media is negatively impacting young people's emotional health.

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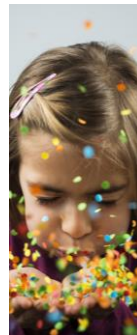
Children and young people are more likely to have poor mental health if they experience some form of adversity, such as living in poverty, parental separation or financial crisis, where there is a problem with the way their family functions or whose parents already have poor mental health.

Young people who identify as LGBQT are also more likely to suffer from a mental health condition.

Looked after children are four times more likely to experience mental health issues than their peers.

A third of people in the youth justice system are estimated to have a mental health problem.

Nearly three quarters of children with a mental health condition also have a physical health condition or developmental problem.

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35 % increase in referrals to children's mental health services in 2019/20

4 % increase in the number of children receiving support from the NHS in 2019/20

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• Barnet has a diverse population, with particular needs for its mental health services. It has the largest Chinese community in London, one fifth of England's Jewish population and the fastest growing Middle Eastern community.

• Mental illness represents a major challenge, Barnet has the highest number of people on the SMI register comparatively to the other NCL boroughs- 4617 people on the SMI registers held by GP Practices which equates to 1.1% prevalence.

• Within Barnet almost 24,400 adults (aged 18+) are recorded in the depression registers within GP surgeries. The estimated prevalence for people living with common mental health disorders within the borough is 42,184.

•The rate of admissions for intentional self-harm in Barnet for 2019-20 was higher than the London average but lower than England. There were 350 residents of Barnet admitted to hospital for intentional self-harm during this period

• Whilst the suicide rate for males in the borough is significantly lower than the England average, for females the suicide rate is similar to the national rate.

• Physical and mental health are inextricably linked. People with psychosis have a life expectancy of around 20 years fewer than the rest of the population, largely due to unmet physical health needs and the high prevalence of smoking. It is evident that some Black and Minority Ethnic (BME) groups experience poorer mental health outcomes than White British people, which is a key area of focus locally.

• If you are a young black man in Barnet you are 3 x more likely to be detained under the Mental Health Act than a white person. A high proportion of these have their first contact with the 'care system' through this route

• The rate of domestic abuse related crimes in Barnet for 2019-20 was higher than the London and England average

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Some of the challenges

• The growing number of children and young people experiencing poor mental health is one of the greatest challenges facing our schools.

• One in ten young people have some form of diagnosable mental health condition and we know that half of these are established before the age of fourteen.

• Furthermore there has been a rapid increase in referrals to Barnet's Child and Adolescent Mental Health Services (CAMHS).

Source: www.barnet.gov.uk

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What challenges are you facing at the moment?

Menti.com
Join a presentation
Code: 84803743

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Developing a strategic vision

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The importance of a coordinated approach

- Audit and identify – where are you now?
- Prioritising
- Raising awareness

Source: Lambeth Case Study (Carroll & Cameron 2017 p 58)

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A Change Model - Effecting Change

| Clear goal purpose – what do you want to achieve? |
| A focus on pupil and staff outcomes/wellbeing |
| Range of activities – small steps |
| Judicious use of external experts |
| Reflection is built in |
| Time (planned not ad hoc or one off) |
| Encourage collaborative approaches |
| Review- meaningful follow up |

A synthesis of Ofsted recommendations, Level Models (Kirkpatrick in Early & Porritt 2014) & What works (Guskey 2009)

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Treat	Treat implementation as a process, not an event; plan and execute it in stages.
Create	Create a leadership environment and school climate that is conducive to good implementation.
Set	Set the stage for implementation through school policies, routines, and practices.
Identify and cultivate	Identify and cultivate leaders of implementation throughout the school.
Build	Build leadership capacity through implementation teams.

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Where are you now

- it's important to reflect and review where you are at this time. This will allow you to form a clear goal for next steps
- Use a provision map or tool which will allow you to audit the needs of your pupils (e.g.: type of SEMHS emerging)
- Audit your current provision/response to supporting wellbeing in your setting
- Remember that small steps can have a meaningful impact

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Break Out Group discussion and reflection

How is your school or college providing visible senior leadership for emotional health and wellbeing?

What would you like to drive forward?

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Understanding the needs of your pupils

Begin by auditing the needs of your pupils

This will help to shape your understanding of:
- what the most presenting needs/difficulties are
- whether this falls within any particular year group or cohort of pupils
- Any patterns that are emerging that will help you to think about your response and provision

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Wellbeing Tracker - Identifying Needs

Name	Date	Category Key	Previous SEN or no SEN?	LAC/ CP Previously LAC / CIN	PP	EAL	Category of emerging need	Response/ Action	Lead member of staff	Review date
Pupil x	11/10/20	C	ASC			*	Anxiety			
Pupil Y	24/11/20	S	SpLD		*		Parental separation, emotional in school			
Pupil Z	02/12/20	N	None	Previously LAC			Emotionally based school avoidance (EBSA)			

Category Key: R = seems to be recovering/coping in line with peers
N = no previous SEN/SEMHS but now indicating possible SEN/SEMHS
S = SEN/SEMHS needs remain as before
C = SEN/SEMHS needs seem to have changes / become more significant

Adapted from nasen – Post Lockdown Tracker

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Use a provision map as your audit tool – look at your pathways of support

Tiers of support	School based support	External support	Support for staff
Universal Interventions/Support			
Targeted Interventions/Support			
Specialist Interventions/Support			

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An Example – Pathways of support

Tiers of support	School based support	External support	Support for staff
Universal Interventions/Support	PSHE Curriculum Mindfulness activities during school day Safe spaces / zones Mental Health First Aiders Emotion Coaching Student Hub drop ins	Resilience in Schools programme Barnet central training Whole school Emotion Coaching training	Wellbeing hub / space Qwell
Targeted Interventions/Support	School Counsellor Learning Mentor Group intervention Student Hub support	BICS Inclusion Advisory Team	Wellbeing sessions Drop in surgery
Specialist Interventions/Support	1:1 support in identified areas Personalised timetable	Educational Psychologist CAMHS	

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Supporting a strategic vision & change

Senior Leaders have a key role to play in bringing about change and in developing provision across the whole school setting:

- Having a Governor with knowledge and understanding of emotional and mental health to champion organisation-wide priorities
- Ensure wellbeing and mental health is integrated into whole school policies and practice, including the whole school development plan (e.g.: Relationships Policy)
- Embed practice within the curriculum, such as PSHE
- Involve parents and pupils in developing policy and practice so they are 'live' documents and responsive to the needs of the school community

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Graduated Leadership

"When we all play our part, we share responsibility and create something strong and long lasting." (Source: nasen)

How does everyone in your setting play their part?

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Focus on a key area of wellbeing

- What needs to be the focus in your school?
- Think about the 8 principles which underlie the programme
- How can you prioritise one of these areas?
- How will you approach this strategically?
- Consider approaching this through a project-based piece of work, e.g.:
- *'Raising awareness through pupil voice'* with focus groups (Enabling student voice to influence decisions)
- *'Targeted support and appropriate referral routes'*
- *creating safe spaces that nurture in our whole school environment*
- Involve others
- Have a clear action plan
- Embed this for the long term

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Map out a plan for your vision

In order to establish and embed long term change, you need to consider how this can be prioritised within your current whole system setting:

Development Plans / Action Plans

- Ensuring whole setting priorities include developing aspects of the Resilience in Schools programme that you are focusing on

- Develop systems and processes across the whole setting by agreeing a clear focus for development and moving this forward

- Create an Action Plan which sets out what steps you need to take over the course of a year to move forward your priority and embed this

- Establish a working group / steering group or Champions that can work and drive forward the action plan

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Map out your action plan

Autumn term

Staff inset on identified area of wellbeing (e.g.: classroom strategies, creating a safe space, pupil voice, etc)

Give a clear gap task or specific action

Autumn term onwards

Staff drop in sessions to support with 'action phase' where you want to see ideas translate to practice

December

Staff meeting to revisit and gather feedback

Use this to shape next steps and refine

Spring term

Staff training on next steps (e.g.: building mindfulness into the curriculum, pupil voice in interventions)

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Roles and Responsibilities

Graduated Leadership of Wellbeing Project – Roles and Responsibilities

Leader	Role	Specific responsibilities
Link Governor		
Headteacher		
SLT and SENCO		
Middle Leaders / Phase Leaders / Heads of Department		
Class teachers / Subject teachers		
Support Staff		

Adapted from: Anna Freud

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Mapping your Action Plan

Graduated Leadership – Mapping your Action Plan

Priority Area/Focus:

Insert Priority Area/Focus	Senior Leaders	SENCO / Wellbeing Lead	Middle Leaders / Phase Leaders / Heads of Department	Class teachers / Subject teachers	Support Staff
E.g.: creating safe spaces in the whole school environment					

Adapted from NAHT

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Breakout Activity: Next steps

Think about the 8 principles of the programme. What would you like to prioritise across your school setting?

How could you use the tools we've shown to map out your approach?

What steps would you take?

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Research article
Systematic review of resilience-enhancing, universal, primary school-based mental health promotion programs (published July 2018)
Amanda Fenwick-Smith, Emma E. Dahlberg & Sandra C. Thompson

- This systematic review studies the implementation and evaluation of universal, resilience-focused mental health promotion programmes based in primary schools
- A systematic review of literature and research articles which explored universal programmes in schools

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Key Learning

'Teachers are an important resource in the development of children's resilience, as they already have rapport and an understanding of the students and are more likely to know their students lived experiences and current coping and help-seeking strategies'

- adaptability and teacher involvement are key elements of programme delivery
- student engagement – the use of participatory methods to engage children allows for greater assessment of lived experiences and use of coping skills compared to self-reporting tools or observations
- use of multiple methods strengthening program evaluation

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In Summary

This review demonstrates the importance of:

- establishing key criteria to be measured during delivery, particularly in terms of defining resilience and its associated indicators
- the evaluation method use for the programme
- Role of teachers and/or staff who know the children already
- Ensuring children's voices at the centre of what we do – spaces to listen and learn

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Interventions and the Rating Scale

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Using the rating scale to support wellbeing

1	Pupil presents with a difficulty and has no strategies to cope with the concern
2	Pupil is beginning to develop strategies to cope with the concern with a high level of support
3	Pupil has learned some new strategies to cope with the concern and is using these intermittently with support
4	Pupil is able to use strategies to cope with the concern with occasional support
5	Pupil is able to use strategies to cope with the concern independently and is able to generalise this to a number of areas

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Models of
Good
Practice

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The Anna Freud Centre

The Anna Freud Centre has published a report highlighting some of the significant challenges faced nationally to close the gap in children and young people's mental health support. The report spotlights six areas of children's lives in which more collective action is needed, but where some pioneering advances are being made in North West England.

The new report concludes by appealing for collective effort and investment that build on three guiding principles:

1. A wider range of people need to 'hold in mind' children and young people's mental wellbeing, including professionals but also family members and the wider community;
2. **Cross-sector working is crucial** to ensuring children and young people don't fall through gaps in support;
3. The **voices of children, young people and families should be at the heart of decisions** about the support provided to them, especially those who are socially excluded.

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The Anna Freud Centre

https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/

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Prepare for change
How to prepare for a whole-school or college approach to mental health and wellbeing.

DETAILS AND RESOURCES

Ensure there is a robust mental health and wellbeing policy
Although not currently mandatory, it is important to have a specific policy in place pertaining to mental health and wellbeing in your education setting.

DETAILS AND RESOURCES

Demonstrate commitment in your development or improvement plan
It should clearly communicate your school or college priorities and any key actions that will be taken to make improvements across your setting, the resources dedicated to each action, and the key outcomes and targets it intends to achieve.

DETAILS AND RESOURCES

Signpost information for governors, staff, pupils, parents and carers
By visibly signposting help available you will ensure everyone understands how they can access services in the local community and potentially in your education setting.
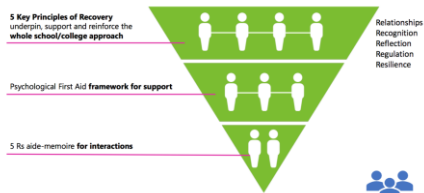
DETAILS AND RESOURCES

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5 Key Principles of Recovery / Psychological First Aid (PFA) and the 5 Rs
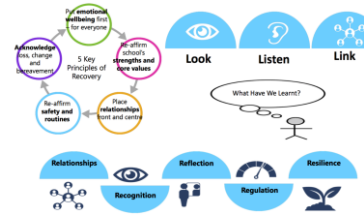
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Sports Sanctuary – think piece

- A think piece written by *Victoria Wells, the National Lead for Targeted Interventions at the Youth Sport Trust*
- Physical activity lowers anxiety and has a positive impact on mental health
- Explores how 'Sports Sanctuaries' can be developed as a *'safe space'*
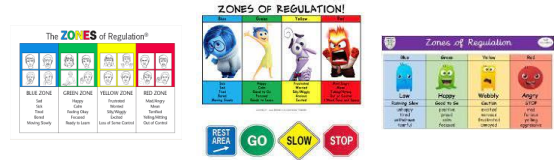- Can be used as a whole school approach to supporting wellbeing

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New Student Hub at East Barnet School

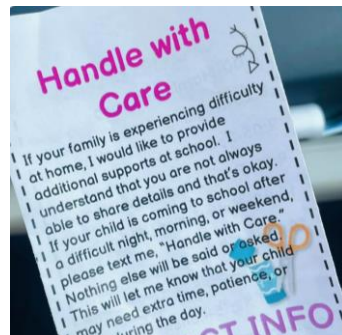45

Zones of Regulation

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Universal Support Mindfulness Calendar

Plan Mindfulness activities as a whole school which can be used in class or identified parts of the school day / curriculum

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Handle with Care strategy and support

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Developing your Action Plan

| Term/Date:		
Goal(s)/key focus:		
Tiers of support	For	Steps towards
Universal Interventions/Support	*Pupils*	
	Staff	
Targeted Interventions/Support	*Pupils*	
	Staff	
Specialist Interventions/Support	*Pupils*	
	Staff	

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Helpful resources and links

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Barnet Universal, Targeted and Specialist SEMH interventions (2018)

A resource for schools describing SEMH interventions and services available in the local area

Barnet Early Intervention Guidelines for supporting School Anxiety (2019)

SEMHS Toolkit – December 2021

Barnet Local Offer SENCO Zone
Helpful Resources library

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Schools in Mind | Anna Freud Centre

🔒 Private group · 323 members

Join Group
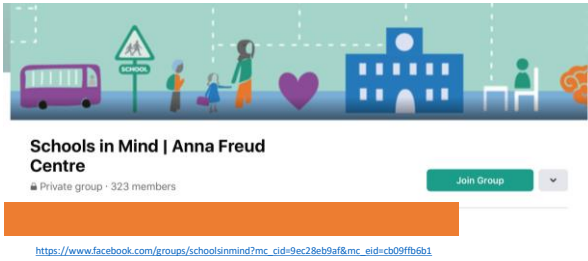
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Poppy O'Neil

This practical guide combines cognitive-behavioural therapy methods used by child psychologists in schools with simple activities and mindfulness, to help your child to deal with feeling anxiety, self esteem, confidence, self-belief. It's aimed at children aged 7–11 because a lot happens in these years that can impact a child's emotional well-being, not just now but for years to come.

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## Universal – A toolbox of wellbeing

Suitable for primary and secondary practitioners

The activities are divided into sections for younger children, teenagers and whole groups or classes

They are grouped under the three key trauma recovery approaches of:
• Self-regulate for Wellbeing
• Get Moving Mentally & Physically for Wellbeing
• Connect for Wellbeing

Available from Hinton House or Amazon UK
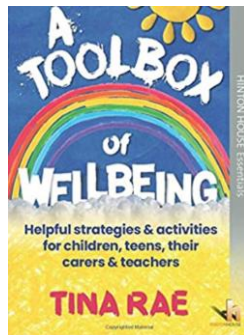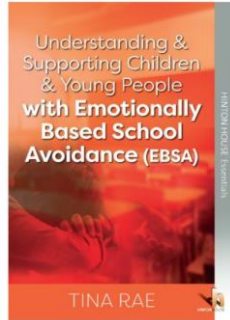

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Helping teenager talk about their lives

https://www.hintonpublishers.com/helping-teenagers-talk-about-their-lives-card-set.html

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Understanding and supporting children & young people with emotionally based school avoidance

https://www.hintonpublishers.com/understanding-supporting-children-young-people-with-emotionally-based-school-avoidance.html

Understanding &
Supporting Children
& Young People
**with Emotionally
Based School
Avoidance (EBSA)**

TINA RAE

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Discussion

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