

Mental Health Network for Education Settings in Warwickshire

24th May 2021 4pm – 5pm

Margot Brown, Lead Commissioner (School Improvement)

Kate Sahota, Lead Commissioner (Family Wellbeing)

Agenda

4:00	Welcome and purpose of network	Margot Brown
4:05	Mental health audit tool overview and action plan	Margot Brown
4:20	Sources of support and information for schools	Kate Sahota
4:30	Findings from Birmingham study on impact of COVID-19 lockdown on young people	Kate Sahota
4:35	<p>Discussion session</p> <ul style="list-style-type: none"> • Themes - self-esteem, self-harm, anxiety, bereavement – what would attendees like? • Meeting format (virtual?), structure, frequency • Future agenda items • Funding opportunities 	All
4:55	Any Other Business	Kate Sahota

Welcome and purpose of the network

- **Origins** – the development of this network has arisen from feedback from the Wellbeing for Education Return training
- **Purpose** – there is an overwhelming and complex range of information and services to navigate, and the purpose of this network is to help schools overcome the challenges this complexity brings
- **Attendees** – this has been set up for people with an interest in mental health within education settings, which may not always be the headteacher

*This is **your** network – Margot and Kate’s role is to facilitate the network so that it makes a meaningful contribution to your roles*

Mental health audit tool and action plan

- The “Whole school SEMH audit tool” has been developed to support schools with a self-evaluation of their approach to mental health within the school setting
- The audit provides indicators of good practice and examples across 7 themes to support schools with their own judgement:
 - Management and Leadership
 - School Ethos and Environment
 - Curriculum, Teaching and Learning
 - Staff Development, Health and Wellbeing
 - Identifying Need and Monitoring Impact
 - Working with Parents, Carers and Community
 - Co-ordinated Support

Mental health audit tool and action plan

- Example from Management & Leadership theme:

Scoring system

0 = No indicators ticked

1 = Half or fewer ticked

2 = More than half ticked

3 = All ticked

1 Management & Leadership			
<i>How is the school or college providing visible senior leadership for emotional health & wellbeing?</i>			Score 0 / 1 / 2 / 3
<i>Indicator of good practice</i>	<i>Examples</i>	<i>Evidence</i>	Tick ✓
Senior leadership ensure efforts to promote emotional health and mental wellbeing are accepted and embedded within the school or college.	<p>School vision statement/ethos clearly demonstrates importance of emotional health and wellbeing.</p> <p>There is commitment from SLT and Governors to address social, emotional and mental wellbeing, which is referenced in school or college improvement plans.</p>		
Governors understand emotional health and mental wellbeing <u>issues, and</u> support this agenda.	<p>There is a Governor with a lead role for SEMH.</p> <p>School performance reports to Governors include a focus on children with SEMH needs as a vulnerable group.</p> <p>Governors are able access training to develop their understanding around SEMH issues.</p>		

Mental health audit tool and action plan

Scores

	Date (for first round of audit)	Date (for subsequent review)
Management and Leadership		
School Ethos and Environment		
Curriculum, Teaching and Learning		
Staff Development, Health and Wellbeing		
Identifying Need and Monitoring Impact		
Working with Parents, Carers and Community		
Co-ordinated Support		
Total Score		

And finallya few school statistics for comparison over the duration of the project:

	First date	Review date
Attendance %		
Persistent Absence %		
Fixed Term Exclusions (number of pupils)		
Permanent Exclusions (number of pupils)		
Number of children with SEMH need being supported from school resources		
Referrals to outside agencies for SEMH need (number of pupils)		

Mental health audit tool and action plan

Action Plan

The tables below are designed to help you summarise where you are within your own school so that you can devise your School SEMH Action Plan.

Four things we do well to support children with SEMH need and would be happy to share.
1.
2.
3.
4.

Four ways in which we could improve in this area (and how we might go about this).
1.
2.
3.
4.

Mental health audit tool and action plan

- The Action Plan should be completed based on the school's audit
- The template is based on the 7 areas of the Whole School SEMH Audit, however it doesn't need to include actions for all 7 areas of the Audit

Management and Leadership						
Aim (s):						
Success Criteria (for each separate aim):						
How are we doing it?	Who is leading?	Who else is involved?	Resources Needed?	Cost?	When will it be done?	How will it be embedded for future sustainability?

Sources of support and information for schools

WCC directly delivers and commissions a **range of services** able to support education settings with the mental health of children and young people, ranging from prevention and early intervention, through to crisis support.

Universal and Prevention Services

- [Health Visiting](#)
- [School Health & Wellbeing Service](#)
- [Family Information Service](#)
- [Family Information Service – professional briefing booking](#)
- Family Support Line – 01926 412412
- [Warwickshire County Council Mental Health Website](#)
- [Togetherall](#)
- [Chathealth](#)
- [Dimensions Tool](#)

Early Help and Targeted Support Services

- [Kooth](#)
- [Rise](#)
- [Education Psychology](#)
- [Family Support Teams](#)

Crisis Support

- MASH education number – 01926 418608
- [Rise Crisis and Home Treatment Team](#)

Sources of support and information for schools

An A3 signposting poster has been shared with all schools:

Are you worried about a child, young person or their family?

Here are some useful numbers and links for services that can provide support.

Please be advised that the 24/7 Crisis Number for children and young people has changed. **This information replaces previously circulated details.**

For urgent calls for children and young people who are experiencing a mental health crisis contact the Rise Crisis team on Freephone **08081 966798** (select option 2).

During the COVID response, this service is available 24-hours a day, 7-days a week, with an advice-only service outside the core hours of 8am-8pm.

EARLY HELP

All children, young people and families in Warwickshire are entitled to receive Early Help. This means offering information, advice, guidance, and support to families as soon as a concern emerges, or seems likely to emerge.

For more information about Early Help in Warwickshire including documentation and contact details please visit the following web pages:

<https://www.warwickshire.gov.uk/children-families/early-help-warwickshire/1>

SPECIALIST TEACHING SERVICE

STS builds capacity in your school, to help you meet the needs of your vulnerable pupils and gives you a completely tailored service that supports you to raise standards for pupils with Special Educational Needs and Disability (SEND). We also offer SENCo Network Meetings, Twilight Tasters, Specialist Clinics, Parent workshops and a range of training courses.

<https://apps.warwickshire.gov.uk/Wes/services/6523>

For more information please contact:

North/East Area Manager: Paul Fellows 01926 413777
paulfellows@warwickshire.gov.uk

Centre/South Area Manager: Tammy Mason
01926 476600, tammymason@warwickshire.gov.uk

FAMILY INFORMATION SERVICE

We provide information, advice and one-to-one support for families with children and young people aged 0 to 25 across Warwickshire on issues including family relationships, finance, housing, parenting support, Special Educational Needs and Disabilities (SEND), childcare and health and wellbeing.

Phone: 01926 742274

Email: fis@warwickshire.gov.uk

Website: <https://www.warwickshire.gov.uk/fis>

FAMILY SUPPORT LINE

Family support workers are available across Warwickshire to listen, support and offer advice and guidance to families and professionals about all aspects of parenting and family life.

To speak to a family support worker over the telephone, call 01926 412412, Monday to Friday between 9am - 4pm.

SCHOOL HEALTH & WELLBEING SERVICE







Sources of support and information for schools

There is also a comprehensive range of support for adult mental health:

<https://www.warwickshire.gov.uk/mentalhealth>

Struggling to cope?

Don't wait for things to get too much.

<p>VISIT WARWICKSHIRE LIBRARIES</p>	<p>for Reading Well Books on Prescription (BOP) recommended self-help books, audio CDs and e-books visit: www.warwickshire.gov.uk/booksonprescription</p>	
<p>GO ONLINE</p>	<p>bigwhitewall.com completely anonymous online community, free to people living in Warwickshire, available 24/7</p>	
<p>TELEPHONE</p>	<p>a team of trained and experienced support workers - 24/7 via the Mental Health Matters Helpline on 0800 61 61 71 and 0300 330 5487 for mobiles or try Time Online, the online chat service</p>	
<p>SPEAK TO SOMEONE</p>	<p>in person at Warwickshire Wellbeing Hubs - free one to one support, walk-in sessions and drop-in sessions visit: www.cwmind.org.uk/wbw or call: 02477 712288</p>	
<p>ACCESS THERAPIES (IAPT)</p>	<p>a service for people who are feeling stressed, anxious, low in mood or depressed, providing advice, information and therapy - call 02476 671090 to self-refer</p>	
<p>FOR CHILDREN AND YOUNG PEOPLE</p>	<p>Rise - Warwickshire's emotional wellbeing and mental health services for children and young people. Call 0300 200 2021 or visit www.cwrise.com/home</p>	



Find out more at warwickshire.gov.uk/mentalhealth

 @WCCPublicHealth

 facebook.com/PublicHealthWarwickshire



Working for Warwickshire

Sources of support and information for schools

Education settings are able to access a wide range of **training on mental health** through our services:

- [Rise training offer](#)
- [Education Psychology training offer](#)
- [Virtual School – attachment-aware schools](#)
- SEND and Inclusion Virtual Training Courses

There is also a range of local and national training programmes available for education settings to access:

- <https://springfieldmind.org.uk/training/quick-training>
- <https://www.minded.org.uk/Catalogue/>
- <https://mhfaengland.org/organisations/youth/>
- <https://www.place2be.org.uk/our-services/services-for-schools/mental-health-champions-foundation-programme/>

Sources of support and information for schools

RISE **NHS**

Primary Mental Health

Warwickshire's Primary Mental Health Team is providing **FREE** Mental Health Awareness E-Learning Workshops for universal professionals within Warwickshire.

These introductory workshops aim to raise awareness around eight key areas of child and adolescent mental health (0-18 years):

- ☀ Eating Disorders
- ☀ Mood
- ☀ Attachment
- ☀ Self-Harm
- ☀ Self Esteem
- ☀ Challenging Behaviours in children aged 3-11 and 12+

RISE Dimensions:

- Dimensions
- Mental Health in Schools Teams
- Primary Mental Health Services
- Targeted Emotional & Mental Health Support
- Looked after Children Services
- Youth Justice Services
- Eating Disorders
- Care Specialist Mental Health
- Neurodevelopmental Service
- Crisis & Home Treatment




RISE **NHS**

To gain access to our e-learning, please email your request with the following information to risecommunityoffer@covwarkpt.nhs.uk

- First name
- Last name
- Email address
- The course(s) you would like access to
- Warwickshire district / area
- Job title
- Manager's name
- Organisation

<https://cwrise.com>

Dimension Tool - Find out more at: <https://dimensions.covwarkpt.nhs.uk>

Follow us: @CW_Rise   

Sources of support and information for schools

The MindEd Resource Hub has a very comprehensive set of **free training resources**: <https://www.minded.org.uk/Catalogue/>

The screenshot shows the MindEd website interface. At the top left is the MindEd logo with the tagline 'e-learning to support healthy minds'. To the right is a search bar with the text 'Search the e-learning' and a magnifying glass icon. Further right is the NHS Health Education England logo. Below the search bar is a 'Home' link. A 'Panel View' button is visible on the left. The main content area is titled 'Full catalogue' and contains a list of resources. On the left side of the main content area, there is a sidebar menu with a tree view of the catalogue. The resources listed in the main content area are:

- MindEd Adverse Childhood Experiences (info icon)
- MindEd Combining Therapies (info icon)
- MindEd Core Content (Universal) (info icon)
- MindEd Counselling (info icon)
- MindEd Digital Risk Resources (info icon, Launch button)
- MindEd Education (info icon)
- MindEd for Families (info icon)
- MindEd For Families (info icon, Launch button)
- MindEd General Resources (info icon, Launch button)

Sources of support and information for schools

There is a wide range of information on **resources and curriculum** available for education settings to:

- support the delivery of effective mental health support to students
- deliver an effective and comprehensive mental health curriculum
- embed mental health as part of the new statutory guidance on Relationship, Sex and Health Education (RSHE)
 - <https://cwrise.com/resources>
 - <https://mentallyhealthyschools.org.uk/>
 - <https://www.annafreud.org/>
 - <https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview>
 - <https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans>
 - [A system mapping approach to understanding child and adolescent wellbeing](#)
 - [Mental health and behaviour in schools](#)
 - [Creative Education Resources](#)

Impact of COVID-19 lockdown on young people



UNIVERSITY OF
BIRMINGHAM



Impacts of the first COVID-19 lockdown on learning, health behaviours and mental wellbeing in young people aged 11-15 years

The University of Birmingham recruited 687 young people aged 11-15 years in secondary education in the UK to participate in an online survey in June-July 2020.

They asked them questions to explore the impact of the first lockdown on:

- learning and education,
- physical activity,
- eating behaviours,
- sleep, and
- mental wellbeing.

They explored the effects of the lockdown on all participants and then looked at differences according to participants' level of family affluence.

Impact of COVID-19 lockdown on young people

- Almost all participants spent some time on schoolwork during the first lockdown, but **96% reported that they were not learning at their usual level**. The average rating of their learning level (as a percentage of their usual learning) was 61%.
- Participants from **less affluent families reported greater reductions in their level of learning and were less likely to have access to their own computer or tablet** for online schoolwork.
- Participants spent low amounts of time on physically active activities and high amounts of time on screen-based sedentary leisure activity. **60% of participants reported doing less physical activity during the lockdown**, compared with beforehand.
- Participants from **less affluent families had lower physical activity levels during the lockdown**, but reported similar changes to their physical activity levels as those from more affluent families.
- Compared with before the lockdown, **participants were more likely to eat family meals together and to help prepare meals**, but over half reported snacking more.

Impact of COVID-19 lockdown on young people

- **Food insecurity increased** with the greatest increases seen in participants from the least affluent families.
- Average **weekday sleep duration increased** by one hour, and **sleep-related difficulties reduced**.
- The **majority of participants felt as or more safe, and as able to or more able to seek support**, but **less able to do enjoyable things and to achieve things during the lockdown**, compared with beforehand.
- **Mental wellbeing was lower in participants from less affluent families**, but compared with participants from more affluent families, they were **more likely to report feeling safer and being more able to seek support, have fun and achieve things** during the lockdown than beforehand.
- **Overall, the lockdown had a more positive effect on the closeness of relationships with household members, but a more negative effect on the closeness of relationships with friends and family members outside of the household.**

Discussion session

- Meeting format (virtual?), structure, frequency, days, times
- Themes:
 - Self-esteem
 - Self-harm
 - Anxiety
 - Bereavement
 - What would attendees like to see on the agenda in relation to these themes?

Discussion session

- Possible future agenda items
 - Role of the mental health lead
 - Mental health & wellbeing for staff
 - Regional picture from public health and child health profiles – health and education outcomes
 - EHCPs and mental health needs
 - Feedback on the self-harm questionnaire in schools
 - Waiting times – which services? How to regularly communicate this?
 - Examples of different interventions that could be delivered in schools (including those appropriate for children with SEN)
 - Locality based sign-posting (Warwickshire directory)
 - Arts on Referral programme for Children and Young People
 - The Warwickshire Challenge (new programme being launched)
 - Individual services to attend future meetings and present what's on offer?
 - Support for school refusers
- Funding opportunities
 - Mental health curriculum funding
 - Wellbeing for education return – part 2

Any Other Business

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Join the network:

<https://forms.office.com/r/nWwW79TN82>