



Future in Mind

The Local Perspective

Future in Mind says we must:

- Promote resilience, prevention and early intervention
- Improve access to effective support
- Care for the most vulnerable
- Develop the workforce



Local Need?



Children and Young People told us.....

- When we are worried or upset we prefer to talk to people we know (family, friends and teachers)



- We want to learn about wellbeing, how to help ourselves and where to go for extra help

Parents and Carers told us.....

- We are worried about bullying, academic pressure, social media



- We want to learn about wellbeing, how to help our children and where to go for extra help

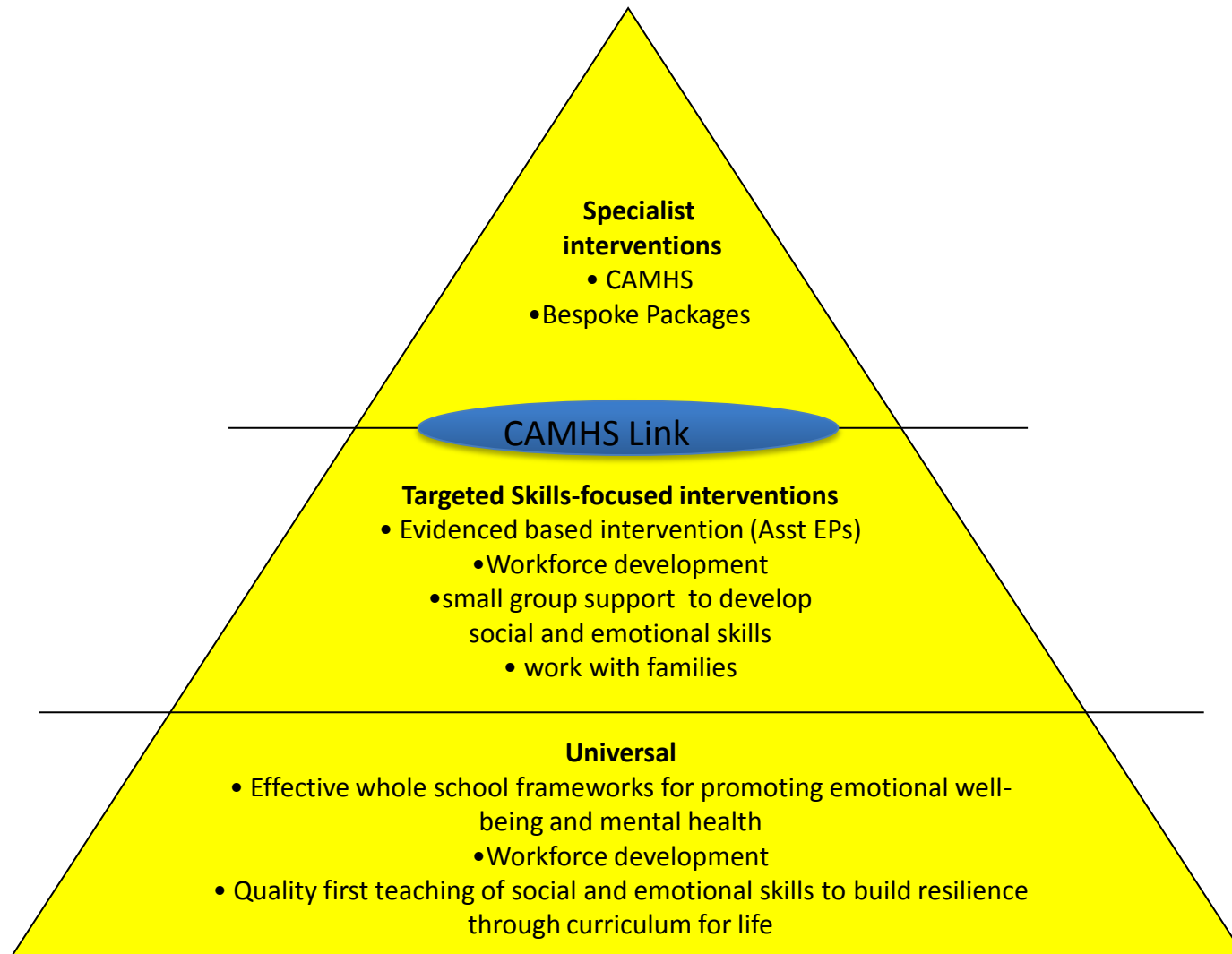
School Staff told us.....

- Anxiety is the most common presenting need

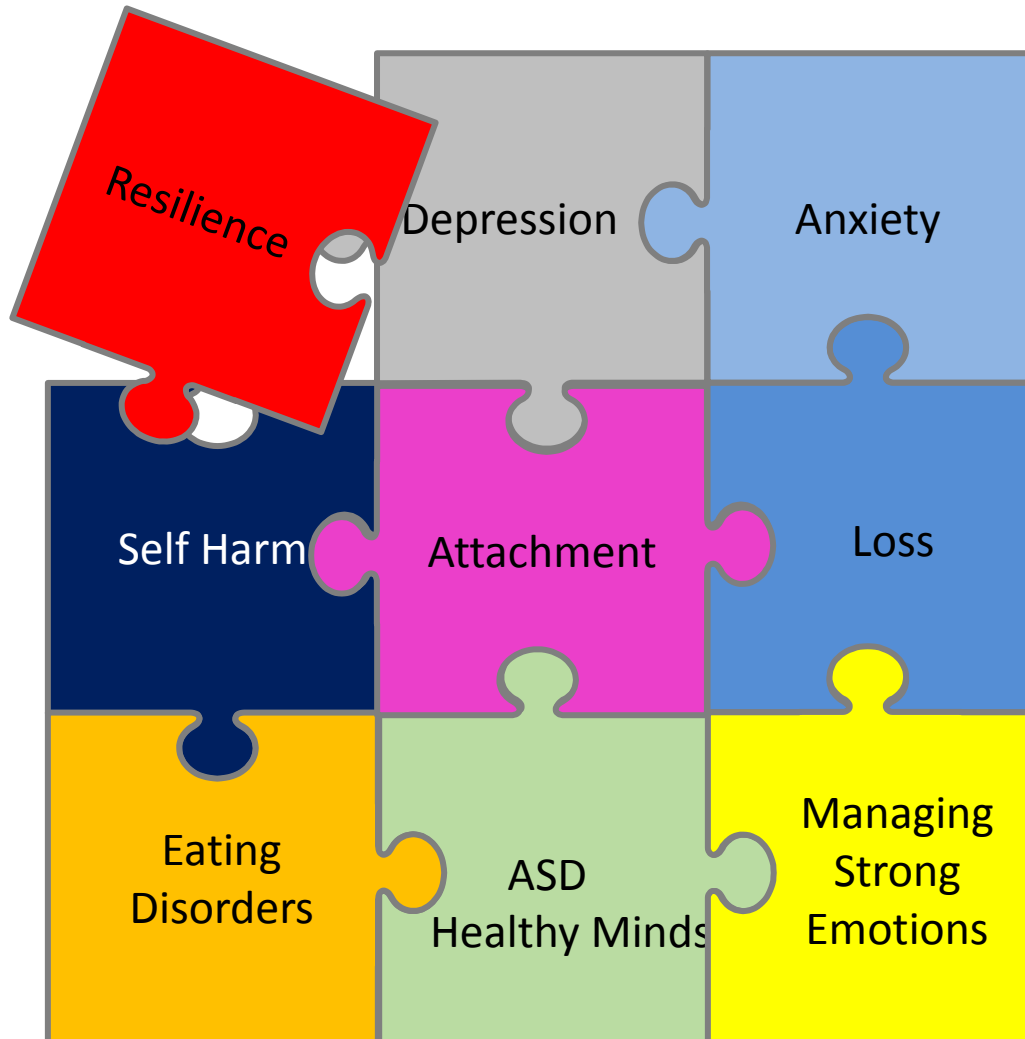


- The 'Toxic Trio' of family drug and alcohol issues, domestic violence and neglect is having a major impact on the mental health of many young people

Whole School Model



Champions' Training



Emotional Literacy Support Assistants

Why?

- To help schools meet the needs of emotionally vulnerable pupils from within their own resources
- Children's capacity to concentrate on learning hampered if physical, emotional and psychological energy focused on personal and interpersonal difficulties
- Children learn better and are happier in school when their emotional needs are met

What have we done?

November 2016:

5 day Course

14 ELSAs trained

8 Schools

4 ELSA Supervisions

Dec '16 - July '17

What next?

2 more cohorts of training by March 2018

Continued ELSA Networks

Continued support from SLT to support ELSAs

Mindfulness – The Model

- Robust evidence base
- Living Mindfully in Schools
- Mindfulness-Based Stress Reduction
- 8 wks – 6 months- 3 days
- Built capacity in schools & colleges
- Evaluations Incredibly positive
- Sustainability built in



Assistant Psychologists

What have we done?

- Successful bid to Health Education England
- Recruited 3 high quality Assistant Psychologists
- Confidence and Competence Model developed

What next?

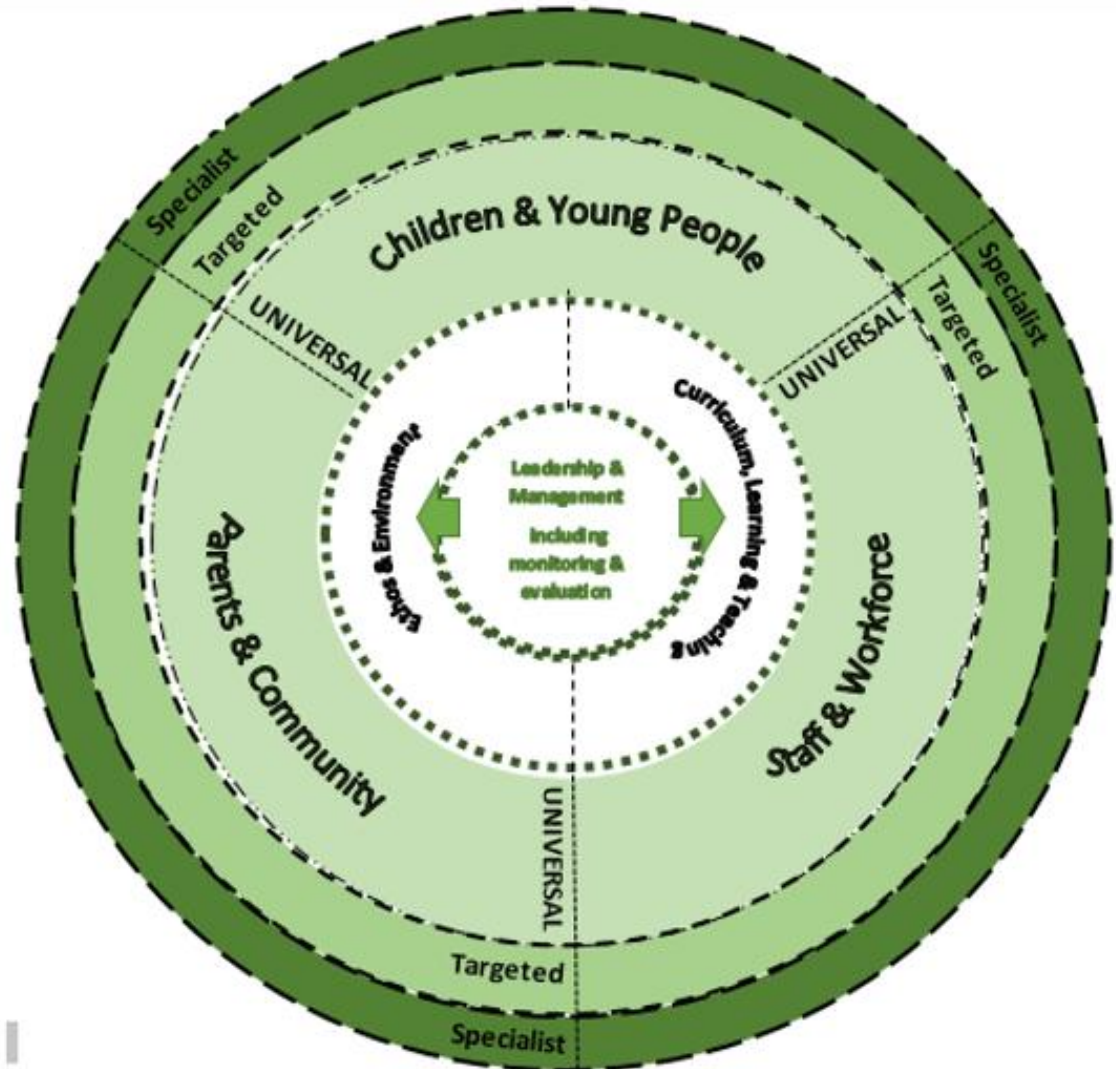
- Delivery of low intensity evidence based interventions
- Half day per week for pilot schools (fully funded)
- Evaluation

Promoting CYP Emotional Health and Wellbeing: a whole school and college approach



Curriculum for Life ..

Infographic showing the model for robust Emotional Health and Wellbeing within school; the Curriculum for Life.



<u>Whole School Approach area:</u>	<u>Children & Young People:</u>	<u>Staff:</u>	<u>Parents & Community:</u>
<p>Leadership & Management</p>	<p>The following are evident and active aspects at the whole school community level:</p> <ul style="list-style-type: none"> ☉ Core values / mission statements reflect the importance of EHWB within the school ☉ Shared school values/mission and expectations are regularly communicated to all stakeholders, embedded and permeate practice. ☉ There is a named SLT lead and link governor. ☉ EHWB is specified as part of staff roles/responsibilities (e.g. within Job Descriptions) to ensure a shared understanding of "it's everyone's business". ☉ EHWB is considered [explicitly or implicitly] within every agenda item at strategic meetings e.g. SLT, Governance, Pastoral ☉ The SLT will carry out an annual audit using an audit tool ☉ EHWB is identified within relevant strategic documentation, for example, policies ☉ EHWB is referenced in staff handbooks, notes for supply teachers etc. and is a specific component of new staff induction. ☉ All staff, children and young people are aware of [and have equal access to] the channels for EHWB support and advice. ☉ Positive role-modelling is evident at adult and pupil level (e.g. Peer Mentors). ☉ There is a Parent/Home Links Strategy ☉ There is a specific PSA (Parent Support Assistant or equivalent Pastoral Lead) role. ☉ Commitment to LA's Transition Guarantee. 		

Whole School Approach area:	<u>Children & Young People:</u>		<u>Staff:</u>		<u>Parents & Community:</u>	
Curriculum Teaching & Learning	UNIVERSAL	TARGETED	UNIVERSAL	TARGETED	UNIVERSAL	TARGETED
	<ul style="list-style-type: none"> ☺ Positive Behaviour policy ☺ Enrichment for all ☺ Planned & timetabled PSHEe programme. ☺ Included as part of structured assembly programme. ☺ Distinct QCT/'talk-time'/tutor time. ☺ Specific teaching of resilience building strategies and techniques; <u>Regular use of these is encouraged.</u> ☺ Conflict Resolution procedures. ☺ Restorative Justice. ☺ Growth Mindset. ☺ Cross-curricular focus on 'drivers'. [attitudes and life skills] 	<ul style="list-style-type: none"> ☺ Sensory or Nurture space. ☺ Small group work on relevant issues for targeted students. ☺ Considered deployment of support staff to support students with specific EHWB issues in classes. ☺ Regular dialogue between teams. ☺ Personalised curriculum. 	<ul style="list-style-type: none"> ☺ Specific teaching of resilience building strategies and techniques; <u>Regular use of these is encouraged</u> ☺ Regular generic training is given to all staff on EHWB issues. ☺ Engaged with 'Future in Mind' CPD programme. 	<ul style="list-style-type: none"> ☺ Specific training is given to key staff on a range of EHWB issues and strategies ☺ Engaged with 'Future in Mind' CPD programme 	<ul style="list-style-type: none"> ☺ Nurture courses. ☺ Family wellbeing opportunities provided. ☺ Workshops for parents on specific EHWB issues and on key developments in school e.g. resilience training, mindfulness. 	<ul style="list-style-type: none"> ☺ specific EHWB support available ☺ Sign posting to relevant external support.



Resilience Programme FRIENDS: CASE STUDY

Why?

- The FRIENDS programs, endorsed by the World Health Organisation, are cited in DfE and PH guidance and are evidence-based as effective tools for building resilience and preventing/treating anxiety and depression in individuals and families of all ages. The programs employ a positive psychology approach, focused on building strengths and promoting a healthy lifestyle (rather than on deficits and problems) and utilises Cognitive Behaviour Therapy (CBT) principles to explore and challenge negative thinking and develop problem solving and a solution focused outlook towards their lives and futures.

What?

- The FRIENDS Programmes are divided into 10 sessions and are to be administered by trained and certified facilitators.
- There are 4 age-range programmes (4-7, 5-11, 12-15 and 16+).
- Can be used universally, targeted and/or on-going.

Contact Details

- Sue Henry from Stranton School, Hartlepool can explain the ways in which they use FRIENDS as a resilience building tool throughout school.
- Local training provider:
<http://www.goldentreecic.co.uk/friends-programs-resilience-schools-workplace/>

Impact?

- Participants can recognise and cope with their feelings (and the feelings of others) as they are trained how to think more positively, to relax and regulate their bodies.
- FRIENDS also teaches confidence and ways to tackle problems which in turn helps to build self-esteem as participants start to solve problems they would have previously shied away from.

Worry Box: CASE STUDY

Why?

- A worry box is a cognitive-behavioural therapeutic approach to addressing excessive worry and anxiety in children. It aims to take the worry and anxiety off the child by them placing it onto a tangible item such as a box.

What?

- Decide and share the reasons and protocol.
- Design and place the box(es).
- Regularly reinforce the process.
- Who? How? (Responses).
- Example: Following discussion, the child will indicate whether that particular worry is still causing them anxiety. If so, s/he can fold the paper back up and place it back into the box (but remember to revisit). If it's not something that is a worry anymore, it can be disposed of; maybe they would like to rip it into several pieces and throw it away.

Contact Details

- Sue Henry;
Stranton Primary School, Hartlepool

Impact?

- Allows C&YP to express worries and talk them through.



Where next ...

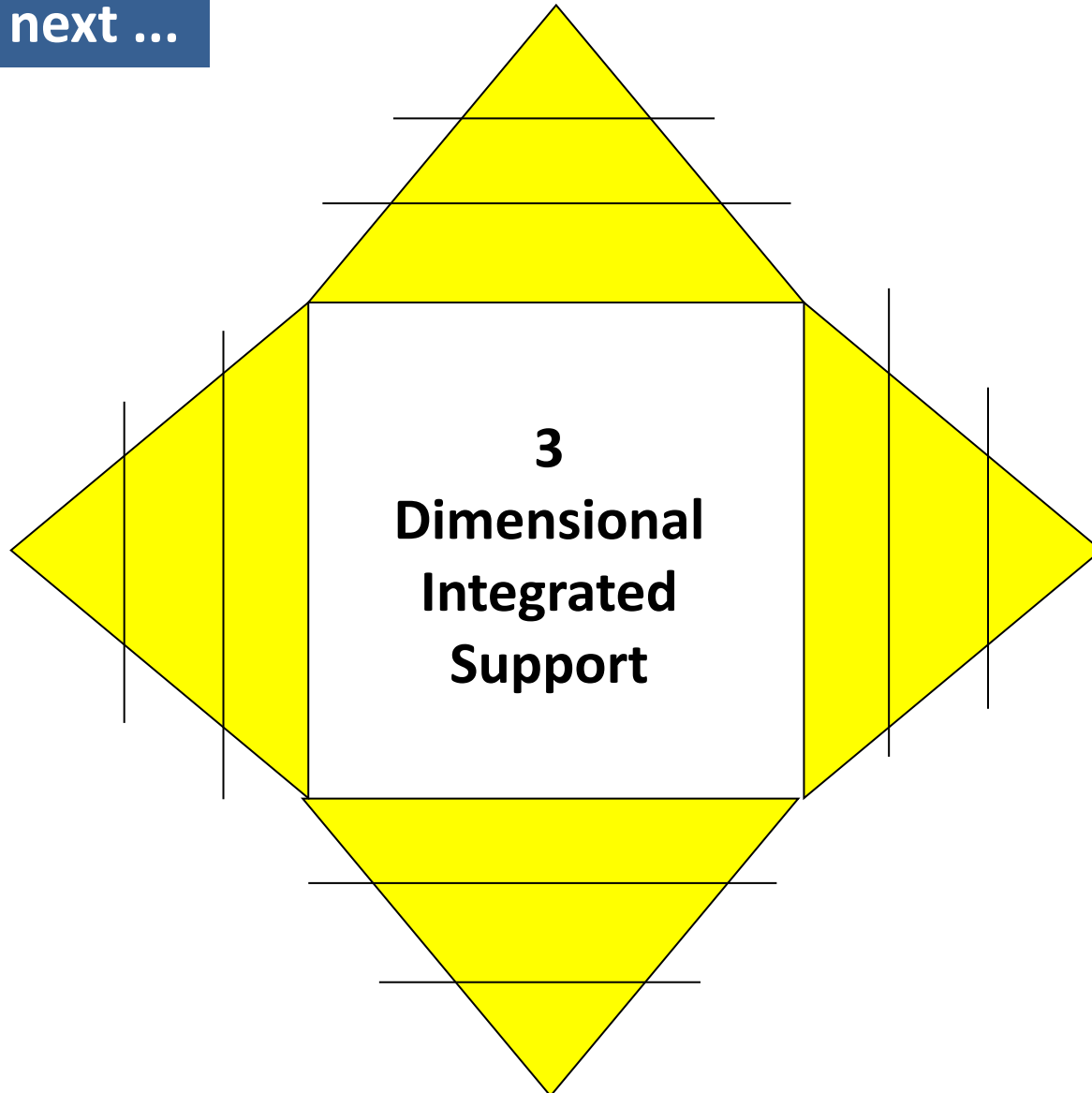
Schools

Health

**3
Dimensional
Integrated
Support**

Community / VCS

Social Care



Destination Wellbeing

