

Supporting children and young people in their mental health: a guide for East Sussex Schools

Lisa Buttery, Boingboing

Harvey Hill, East Sussex Youth Cabinet and Boingboing

Judy Perraton, Schools Mental Health and Emotional Wellbeing Advisor, ESCC

Anne Rathbone, Centre of Resilience for Social Justice and Boingboing

Victoria Spencer-Hughes, ESCC

Claire Stubbs, Boingboing



University of Brighton
Centre of Resilience for Social Justice



East Sussex
County Council



Welcome

- Welcome
- Who is here?
- Housekeeping arrangements
- Feedback forms
- Sign up for BB newsletter?
- Questions and discussions

Outline

- Definition of resilience
- Conceptually based on ARA
- How the guide came about
- Who was involved in the development
- Overview of the Guide
- Practical use of the Guide (exercise)
- Value of the Guide

The Guide is conceptually based on the Academic Resilience Approach (ARA)

- A school improvement cycle that aims to increase resilience across the school community and especially for the most vulnerable.
- Based on complex systems theory and a social justice oriented resilience framework
- A whole school based community development model
- Identifies multiple resilience building mechanisms that are applicable in multiple contexts with students

Academic Resilience



Hart & Williams, 2014

What is resilience?

- Doing better than expected despite serious threats to adaptation and/or development.
- Resilience is a complex and dynamic construct that emerges when multiple protective factors across multiple system levels interact, both within and around the individual (Roisman et al, 2002).
- Overcoming adversity, whilst also potentially changing, or even dramatically transforming (aspects of) that adversity (Hart et al, 2016)

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow 2007 www.boingboing.org.uk						
	BASICS	BELONGING	LEARNING	COPING	CORE SELF	
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope	
	Enough money to live	Help child/YP understand their place in the world		Engage mentors for children/YP		Being brave
		Tap into good influences	Solving problems		Support the child/YP to understand other people's feelings	
	Being safe	Keep relationships going	Map out career or life plan			Putting on rose-tinted glasses
	Access & transport	The more healthy relationships the better		Help the child/YP to organise her/himself	Fostering their interests	Help the child/YP to know her/himself
		Take what you can from relationships where there is some hope			Calming down & self-soothing	
	Healthy diet	Get together people the child/YP can count on	Highlight achievements	Remember tomorrow is another day	Help the child/YP take responsibility for her/himself	
	Exercise and fresh air	Responsibilities & obligations		Develop life skills		Lean on others when necessary
		Focus on good times and places			Have a laugh	Foster their talents
	Enough sleep	Make sense of where child/YP has come from	There are tried and tested treatments for specific problems, use them			
	Play & leisure	Predict a good experience of someone or something new				
	Being free from prejudice & discrimination	Make friends and mix with other children/YPs				
NOBLE TRUTHS						
ACCEPTING		CONSERVING	COMMITMENT	ENLISTING		

How the guide came about/Top Ten Tips

eastsussex.gov.uk

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**Top Ten Tips for young
people's mental health
and wellbeing**

Tips for teachers and staff in schools as recommended
by young people from the mental health participation
group, Download; the Youth Cabinet, and with help from
Lisa Buttery at beingboing www.beingboing.org.uk

**EAST SUSSEX
YOUTH
CABINET**

beingboing

Commissioning of the Guide

- Evolution from top tips to booklet
- System thinking
- Process
 - East Sussex CCGs funded
- Choosing someone to work with
- Content and format
 - covered next
 - user friendly

Who was involved in the development?

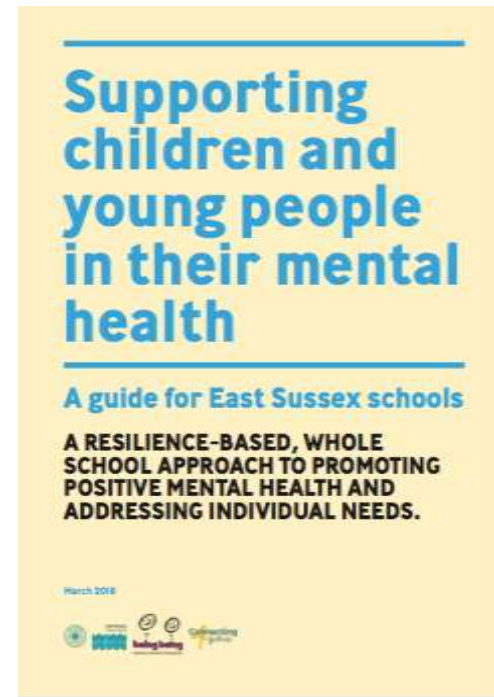
- Public Health ESCC
- Schools and Colleges MHEW Working Group
- Inequalities and Participation ESCC
- Boingboing Resilience CIC
- Centre of Resilience for Social Justice, University of Brighton
- Youth Cabinet and Download via Top Ten Tips
- School staff commented on the draft guide

Overview of the Guide

Supporting children and young people in their mental health: a guide for East Sussex Schools

A resilience based guide to addressing specific mental health need, building on the whole school approach

Puts schools at the heart of a multi-disciplinary approach to resilience-based mental health promotion



Overview of the Guide – Section One

- Schools' statutory responsibilities re SEMH and WB
- Definition of SEMH in SEMD Code of Practice, January 2015:
 - ✓ common behaviours to be aware of
 - ✓ requirements for tailored provision and consideration of ALL students
 - ✓ Entitlements for cyp with SEN: SENCO, parents' involvement, report
 - ✓ Noticing ongoing behaviours/concerns & assessing causes
 - ✓ Significant life events
 - ✓ Differentiated learning, clearly determined outcomes & reviews
 - ✓ CPD for staff to manage effective conversations with parents
 - ✓ Incorporate cyp views
 - ✓ Links to ESCC guidance
- Ofsted Inspection Handbook (2016) descriptors for Personal Development, Behaviour and Welfare – what outstanding looks like:
 - ✓ Pupils are well equipped to make positive choices

Overview of the Guide – Section Two

- Definitions of Resilience
- Bronfenbrenner's Ecological Theory – understanding cyp's needs within their wider environment
- Risk and protective factors for poor/good mental health
- The importance of a whole school approach to resilience:
 - ✓ Leadership & management
 - ✓ Policy development
 - ✓ Curriculum planning, teaching & learning
 - ✓ Pupil voice/co-production with cyp
 - ✓ Staff development and wellbeing
 - ✓ Identifying need & monitoring impact
 - ✓ Targeted support and appropriate referrals
 - ✓ Working with parents/carers
 - ✓ School culture, ethos & development
- The Resilience Framework and underpinning noble truths

Overview of the Guide – Sections 3 and 4

- Familiar and normative challenges faced by young people (don't be scared!)
- Application of the resilience framework and a bank of ideas about how to approach various challenges
- Ideas that support the young person and the whole school system
- The Noble Truths are the fabric of the approach and a key starting point for building resilience (examples)

Overview of the Guide – Section 5

Give students the opportunity to be part of the solution (pupil voice, engagement, participation, co-production):

- It is, in itself, therapeutic
- It promotes inclusivity and empowerment
- It provides deep learning opportunities
- It improves ownership of school life and community
- It generates new synergies and knowledge

Example 1 - Annie

Annie is beginning year 11. She has unpredictable behaviours, sometimes leading to violent outbursts. She is unable to regulate her behaviour and becomes obsessive and paranoid, with acute anxiety. Police have been called to school several times and suggested sectioning Annie, but this was not carried out. She has been accepted by CAMHS but refused to access support, however she has taken up support from the Emotional Wellbeing Team.

Example 2 – Darren

Darren is in year 9 in a new school, having attended 2 previous schools in years 7 & 8. He has been assessed as likely to develop anxiety and stop attending. He plays a lot of online games which result in poor sleep. He struggles to get up in the morning, and has been prescribed melatonin by CAMHS. He lives with Mum, who needs to leave for work before he goes to school and is unable to get him up and out on time. He is an able student with an inquisitive mind.

Exercise

Group discussions on case studies 1 & 2: yp with anxiety issues

The objective is to enable each yp to:

- achieve academically
- improve relationships with school staff / peers
- increase their ability to manage their emotions / behaviours
- enhance their opportunities on leaving school

Refer to pages 26 & 27 of the Guide and the Resilience Framework to produce a plan for each yp:

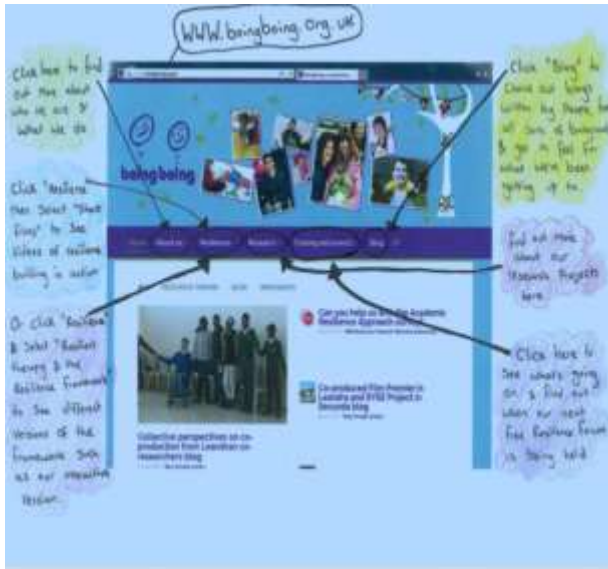
1. How can you use the resilience headings to support this yp?
2. Who in your setting will take ownership?
3. How will you include the yp and parent(s) in shaping support?
4. How will you measure success?

Value of the Guide

Mental health impacts so much on academic attainment

I wish I'd had something like this!

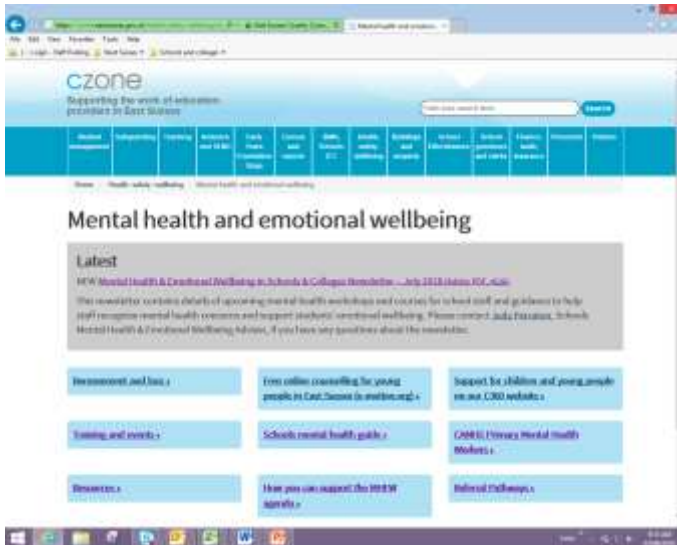
Website links



www.boingboing.org.uk



www.brighton.ac.uk/crsj



<https://czone.eastsussex.gov.uk/health-safety-wellbeing/mental-health-emotional/>

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Introduction to resilience workshop – Thursday 8 November 2018 – Brighton

This introductory resilience workshop is for anyone keen to understand resilience, including: community family workers, teachers and school staff, social workers, resource officers, early years workers, parents, carers,



Academic Resilience Approach workshop – Monday 3 December 2018 – Brighton

This Academic Resilience Approach workshop is for anyone keen to understand how to build resilience in school communities. For example headteachers, governors, SENCOs, teachers, school counsellors, educational



Practitioner Resilience workshop – Tuesday 15 January 2019 – Brighton

Whether newly qualified, experienced, facing uncertainty, change or striving for a work life balance, this training day will support you to: Understand what presses your buttons; Explore your growing edges; Become aware of



Discussion and questions