

Responding to emotional wellbeing and mental health needs of children and young people: learning from HeadStart partnerships.



HeadStart Newham Whole School Approach Bounce Back

Resilience Framework (Children & Young People) Oct 2015 – 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
		Help child/YP understand their place in the world		Being brave	
	Enough money to live	Tap into good influences	Engage mentors for children/YP	Solving problems	Support the child/YP to understand other people's feelings
		Keep relationships going		Putting on rose-tinted glasses	
	Being safe	The more healthy relationships the better	Map out career or life plan	Fostering their interests	Help the child/YP to know her/himself
	Access & transport	Take what you can from relationships where there is some hope		Help the child/YP to organise her/himself	
		Healthy diet	Get together people the child/YP can count on	Highlight achievements	Remember tomorrow is another day
	Responsibilities & obligations		Lean on others when necessary		
	Exercise and fresh air	Focus on good times and places	Develop life skills	Have a laugh	There are tried and tested treatments for specific problems, use them
	Enough sleep	Make sense of where child/YP has come from			
		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	

Model for maximising the impact of a resilience & well-being strategy, supported by HeadStart

WHOLE SCHOOL ETHOS & ENVIRONMENT : ALL STAFF

**Leadership and management
School Development Plan includes Resilience and Wellbeing Strategy –
based on the ARA Framework and supported by HeadStart**

**Targeted
support -
Interventions
Closing the
gap / Raising
achievement**

**Working with
parents and
carers –
Parent &
community
engagement**

**Student voice
-
“amber”
pupils**

**Curriculum -
Teaching &
Learning**

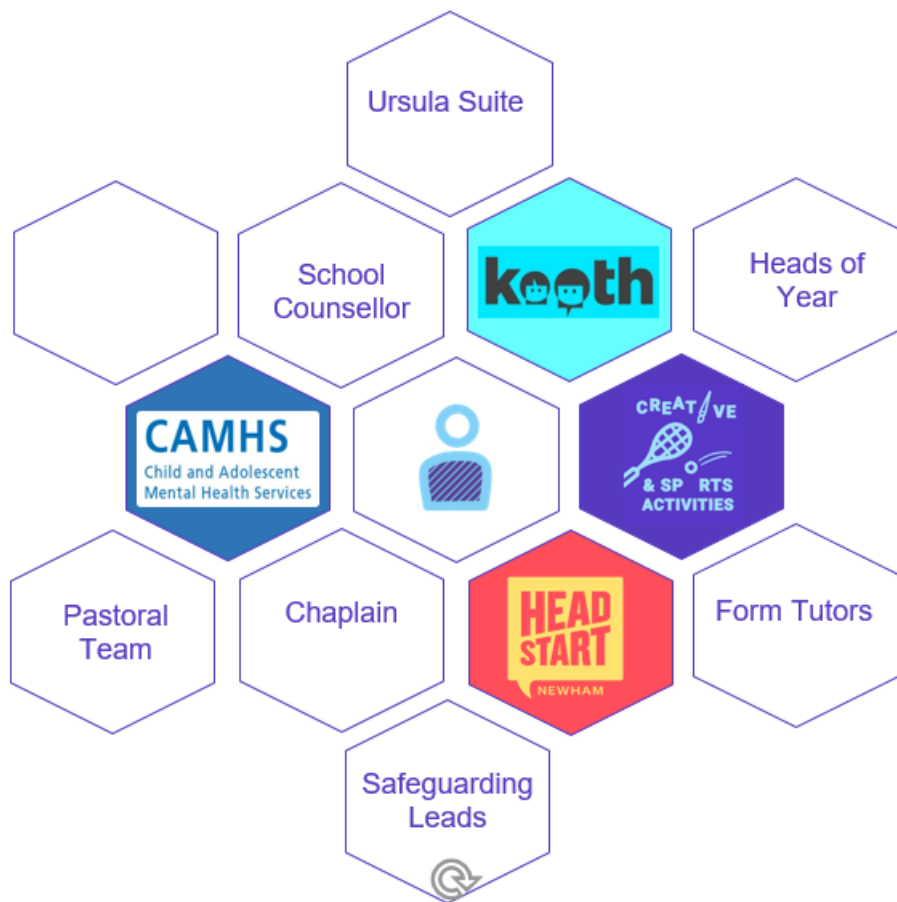
**Year Teams
and PSHE /
P4C / Circle
Time**

**Staff
development,
health and
wellbeing,**

**Identifying
need,
monitoring
impact -
Evaluation and
review**



Whole school approach to mental health and wellbeing



EARLY MENTAL HEALTH SUPPORT In Example School



SLT Whole School Approach Audit



DEVELOPING A WHOLE SCHOOL APPROACH TO MENTAL HEALTH AND WELLBEING

AREA OF SCHOOL	EMBEDDED ACTIONS	R/A/G
LEADERSHIP & GOVERNORS	SLT and the governing body have analysed the school's results from the annual Wellbeing Measurement Framework survey and there is a whole school approach to mental health and wellbeing in place.	Orange
	All members of SLT <ul style="list-style-type: none"> understand how HeadStart is supporting the school in its approach to mental health and wellbeing, and are clear about how their respective roles also support the approach. have identified actions to support the approach 	Green
STAFF	Staff have received training and are confident in supporting the mental health and wellbeing of students and tackling stigma in relation to mental health issues.	Green
STUDENTS	Students learn about mental wellbeing	Green
	Students are aware of what they can do to build their own resilience and improve their own wellbeing To support their capacity for self help, students regularly reflect on their own personal development and experiences of building resilience and improving their wellbeing.	Green
STUDENT VOICE	Supported by the whole school lead for student voice, HeadStart Champions: <ul style="list-style-type: none"> have completed the HeadStart pupil audit and engaged with the school's WMF survey results and subsequent actions to identify up to 3 priorities. have presented their findings and proposed solutions to either SLT and/or governors. 	Green
POLICIES	SLT is reviewing key policies (e.g. behaviour, rewards, anti-bullying etc.) to reflect the whole school approach to mental health and wellbeing.	Orange
PROVISION	SLT has reviewed the content of the whole school PSHE curriculum to reflect the whole school approach to mental health and wellbeing.	Green
EARLY IDENTIFICATION & INTERVENTION	SLT is ensuring that <ul style="list-style-type: none"> processes are in place for staff to identify at risk students and students exhibiting early signs of mental ill health earlier, those students are engaged in relevant interventions where appropriate information concerning these students is communicated regularly to relevant staff. 	Green
PARENT ENGAGEMENT	SLT is engaging parents in supporting the mental health of students.	Orange
COMMUNITY ENGAGEMENT	SLT is signposting/engaging partners and services in the local community in supporting the mental health of students.	Orange



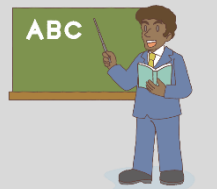
Case study example, School A's journey with HeadStart Newham



A comprehensive map of school provision



Mental Health named specifically in the School Improvement Plan



Training Programmes



Raising Standards of Wellbeing Provision

Schools identified benefits to pupils to include; **improved awareness of mental health, development of meaningful and representative pupil voice structures, individual progress made in terms of confidence, self-esteem and well-being** through targeted interventions.

Staff benefitted from **training, CPD opportunities and school staff forums, which increased knowledge and skills to identify pupils with emerging mental health needs and ways to support needs**

The school **Wellbeing Measurement Framework (WMF)**:

<https://www.corc.uk.net/resource-hub/wellbeing-measurement-framework-wmf/>

data demonstrates the impact of the above:

- ✓ Compared to the baseline year (2016/17), WMF cross-sectional, time trend analysis revealed two areas of improvement for HeadStart *primary* schools: **decreased emotional and behavioural difficulties.**
- ✓ Compared to the baseline year (2016/17), WMF cross-sectional, time trend analysis revealed two areas of improvement for HeadStart *secondary* schools: **decreased behavioural difficulties and an increase in peer support.**



C h a l l e n g e s & N e e d s



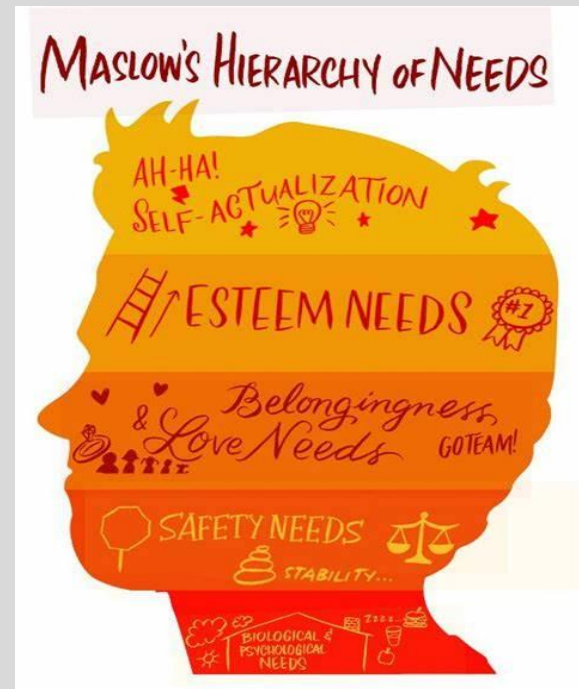
Findings and impact on delivery

Statistical model found that taking part in BounceBack significantly predicted a reduction (~8%) in emotional difficulties.

This reduction was greater for those attending more sessions

Robust and rigorous analysis
(intent to treat design, with
randomised control group)
means we can be confident in the
results!

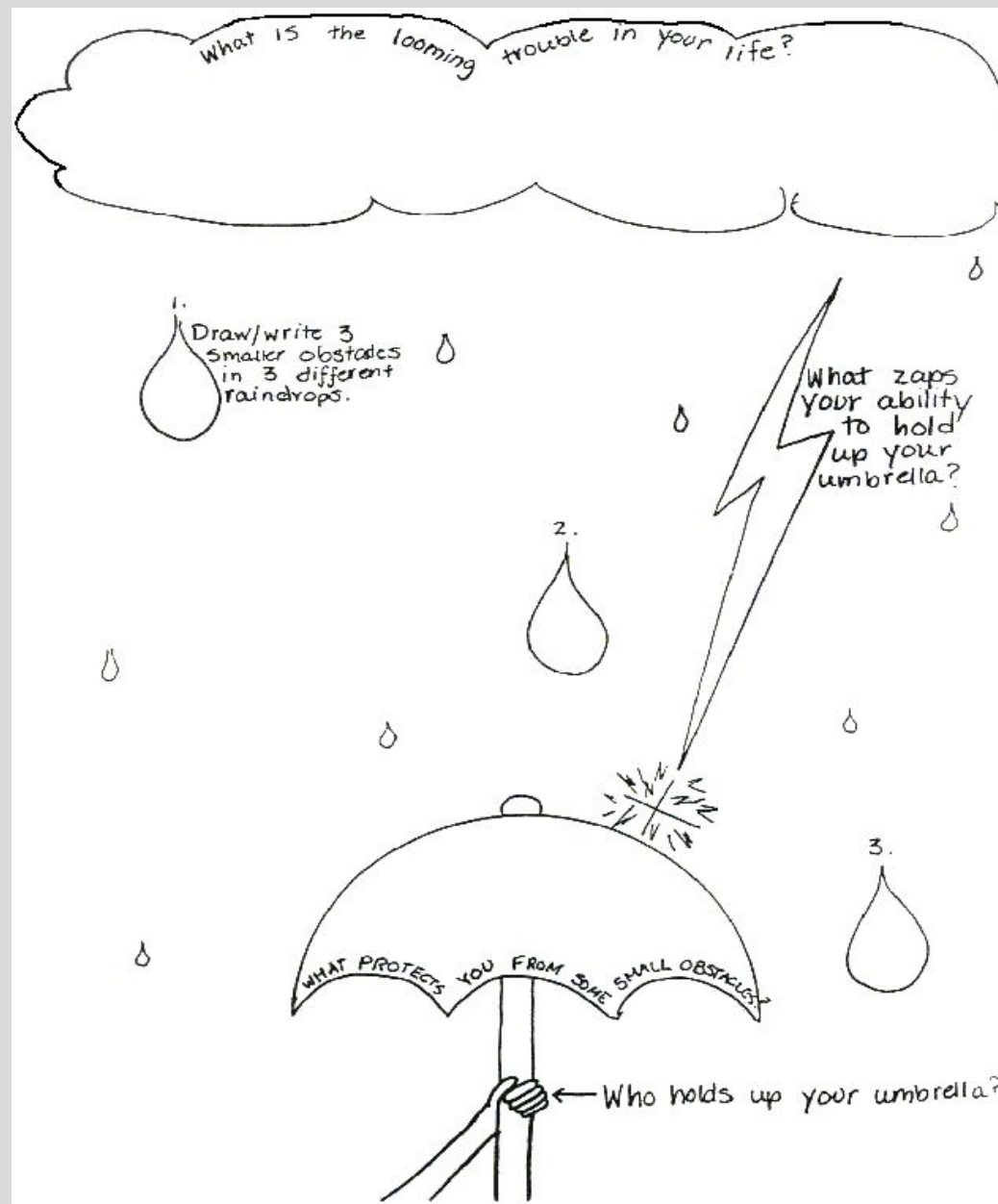
*If we can support a child's
emotional needs, the rest
can develop.
Behaviour, self esteem
and ability to solve
problems are built up.
Think Maslow's hierarchy
of need....*



ACTIVITY:

Think back to when you were 10 or 11 Year old who is currently in Year 6...

- How were you thinking and feeling?
- What was a looming trouble or cause for worry in your life?
- What improved your wellbeing and protected you from raindrops?

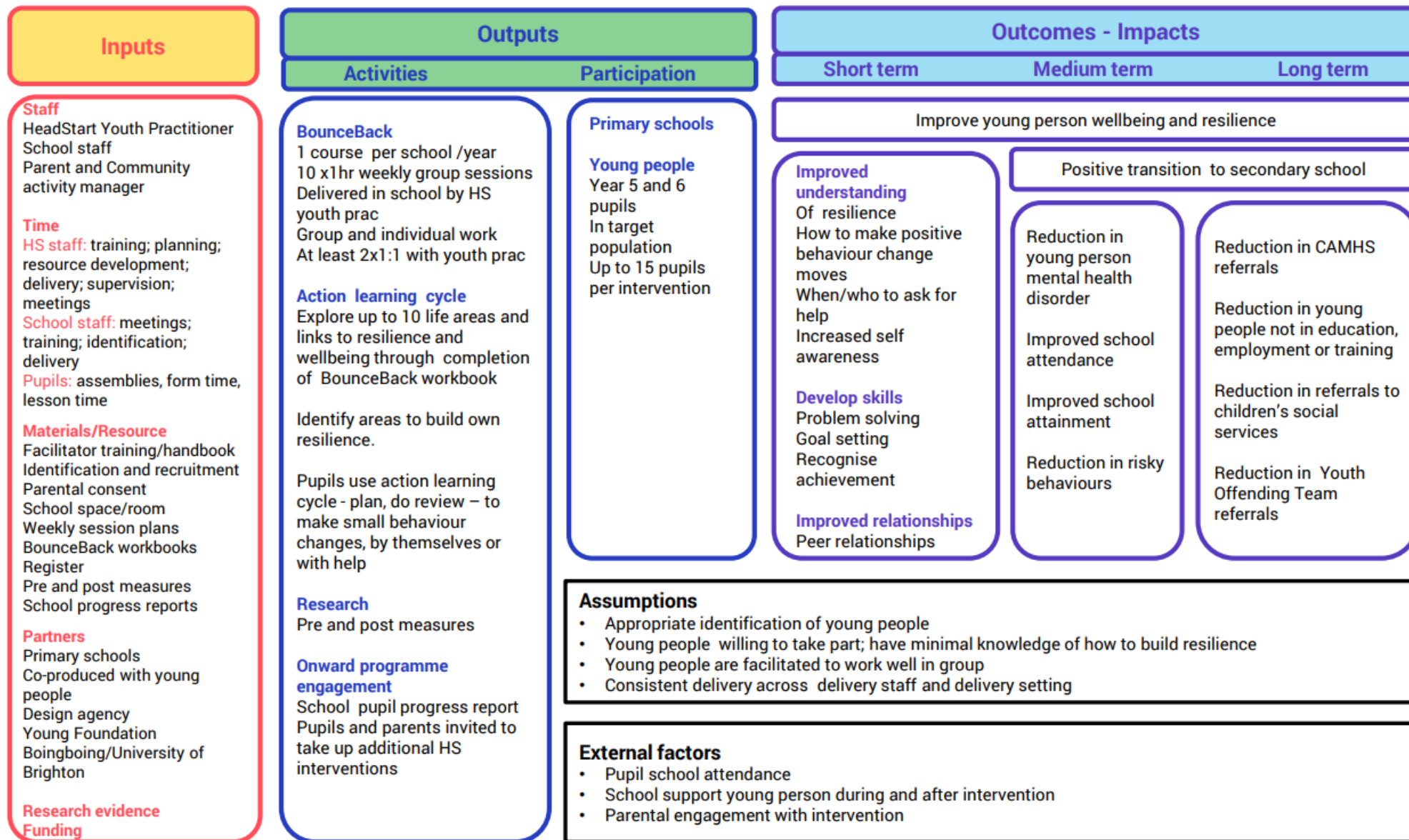


What impact could this storm be having on the wellbeing of cyp?

This logic model outlines BounceBack, a HeadStart Newham targeted intervention. It shows the logical relationships between the inputs, outputs, the intended outcomes, and impacts. It is updated annually and provides a framework for evaluation.



BounceBack *Offline* School intervention



BounceBack: The language

Resilience Moves:

ten moves that students try out and rate throughout the programme. E.g Being More Active or Noticing the good things in life

Resilience Skills:

Planning for success, Learning from experience, Staying Motivated, Dealing with tricky situations and people and Being Able to Ask for help

Plan, Move, Think, Learn:

model used throughout the intervention to encourage students to try new things and reflect on their progress.

Take Away Time:

homework tasks/challenges that the students carry out at home, which relate to the move/skill covered that week.

Buzz Diary:

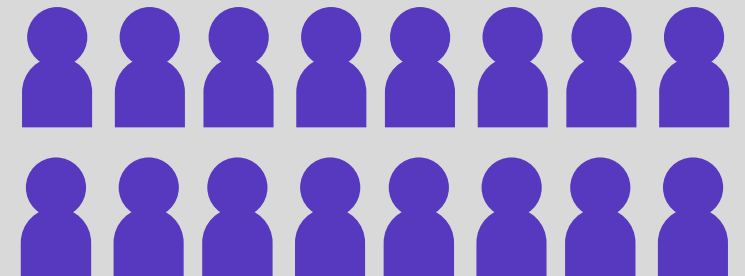
daily check in tool where the students write down what they did, who they spent time with and all the different emotions they felt.

Recipe for Success:

Group agreement/ground rules established by the group at the start of the intervention.

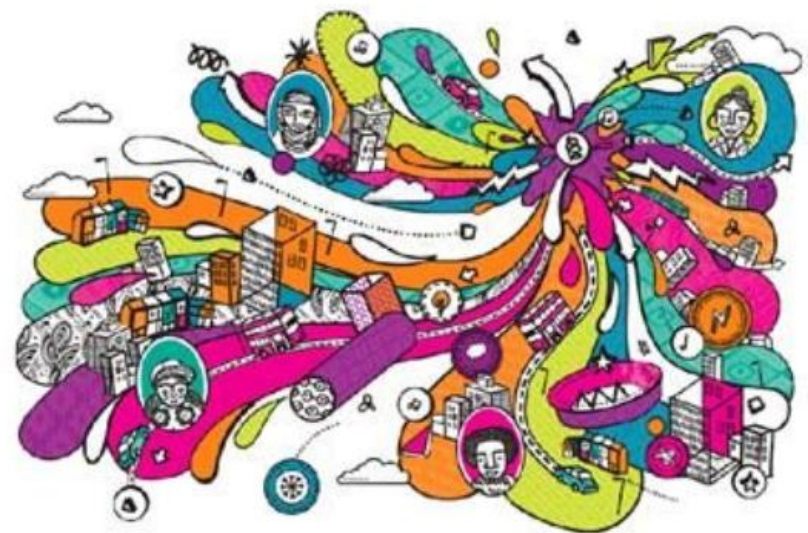
Workforce Development

- Whole school or small group staff training on delivering the comprehensive online programme (utilizing case studies, session plans, activity sheets and the online check in tool)
- Consultation support for staff delivering (1-2 check ins during the delivery of the programme) and end of intervention review meeting
- Support and guidance to develop a suitable measurement method to assess individual progress and capture outcomes
- Support on embedding the BounceBack and Academic Resilience Approach into the whole school setting



Bounce Back

NEWHAM



Newham is bouncing back

Want to get started with making some positive changes in your life? Or perhaps you've already started and want to think about what to try next? We're here to listen and to help. So let's get started.