Supporting the Mental Health of Young People and Staff

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Overview of today's workshop

- What is Mental Health?
- Thinking differently about mental health, a shared language and the key role that education plays
- Looking at a Framework for Mental Health Improvement in NHS Greater Glasgow and Clyde
- Reflecting on current activities and supports in your establishments using the framework
- How do we develop a Mental Health Policy for our establishment?
- Guide to Resources
- Next steps beyond this workshop- collaboration

What is Mental Health?

- Mental health can be defined as, *"a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. With respect to children, an emphasis is placed on the developmental aspects, for instance, having a positive sense of identity, the ability to manage thoughts, emotions, as well as to build social relationships, and the aptitude to learn and to acquire an education, ultimately enabling their full active participation in society"*

(World Health Organisation, 2014).

- As such, mental health is conceptualised not simply as the absence of mental illness, but as a wide continuum ranging from optimal wellbeing to mental ill-health.

Some facts

- Every year 1 in 10 young people experiences a mental health problem

- Over ¾ of mental health problems have an onset by the age of 20

- 11% of 18-34 year olds report having attempted suicide and 16% report self-harm at some stage in their lives

- Suicide is the largest cause of mortality for young people under 35

- Young people with mental health issues were eight times more likely to have contact with criminal justice services than young people without such issues;

- Children affected by learning disabilities are 4 times more likely to have a diagnosable emotional mental health problem

- ¾ of children raised in local authority residential homes meet the criteria for a psychiatric diagnosis

- 40% of LGBT young people considered themselves to have MH issues

- *"Adolescence and young adulthood is a key developmental period in anyone's life. Failing to recognise and respond to mental health issues experienced by young people can blight their whole lives. Neglect on the scale we see today is not only morally indefensible but also very costly".* Professor Martin Knapp (2016), London School of Economics

A Shared Language?

- Education

- Additional Support Needs

- Social, Emotional and Behaviour Needs

- Language and Communication Needs

- Additional Learning Needs

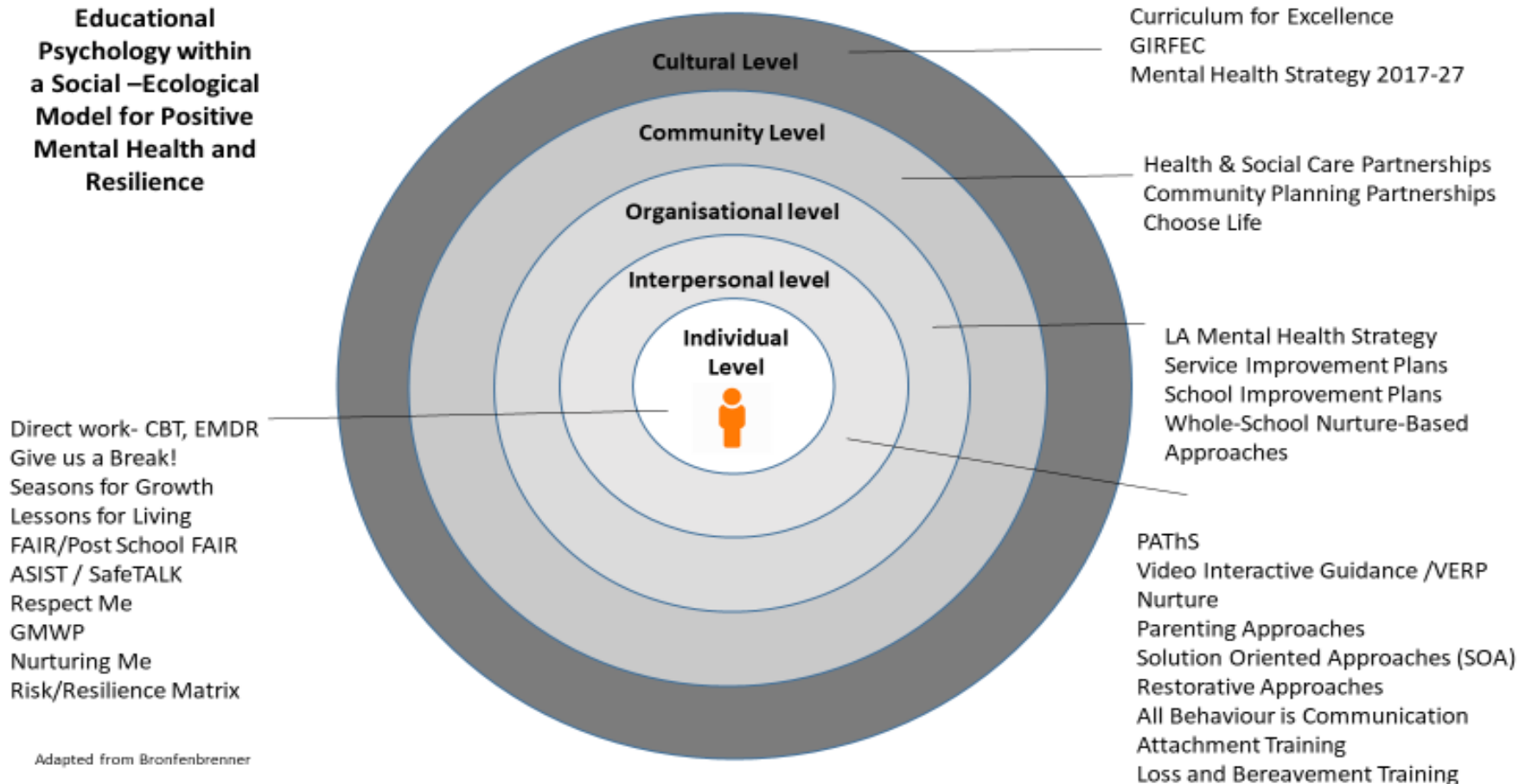- Complex Learning Needs

- HI / VI / PI
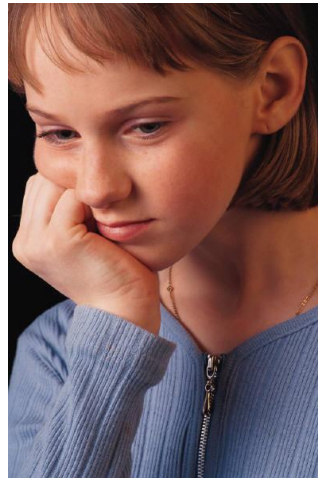
- Health

- Conduct Disorder / Oppositional Defiance Disorder (ODD)

- Attention Deficit Hyperactivity Disorder (ADHD)

- Pathological Demand Avoidance Disorder (PDA)

- Reactive Attachment Disorder (RAD)

Education and Mental Health

- Education is a Universal Service;

- Without good mental health and wellbeing, high quality learning and teaching will not impact on attainment and achievement;

- We should think of a continuum from wellbeing to mental ill health;

- Supports should be available in Tiers / Stages, starting with having positive relationships within the classroom (Nurture) through to evidence based interventions (Therapeutic supports);

- Supports/ services should be offered within the young person's local community / school (where possible);

- Within Education we should focus not on a Medical Model but an Ecological Model
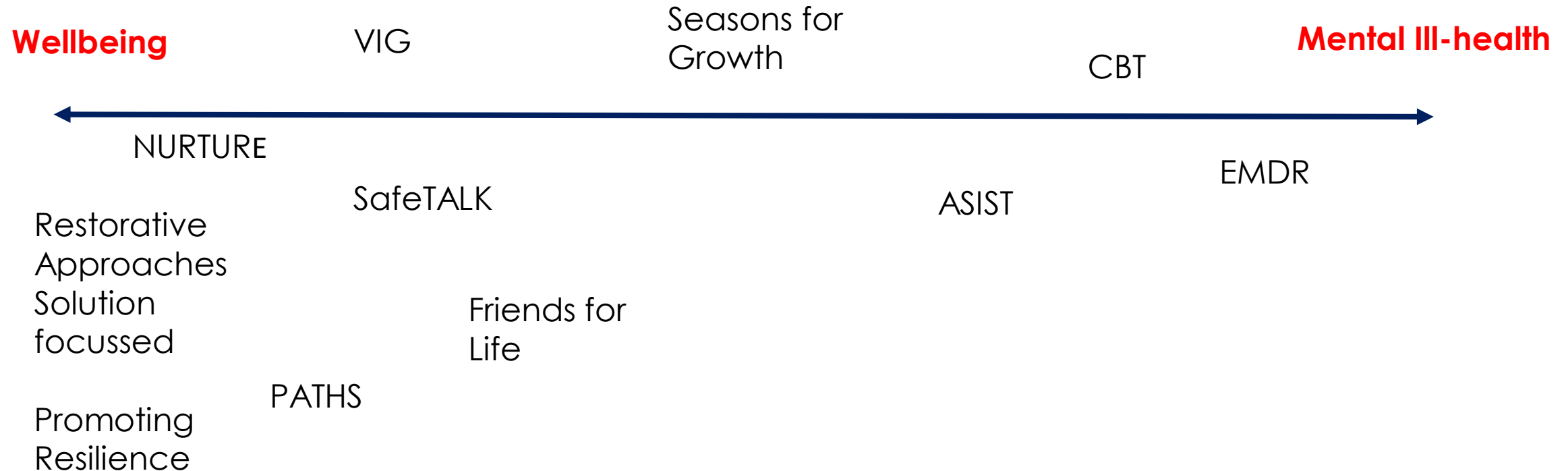
A social-ecological model for positive mental health

Educational Psychology within a Social –Ecological Model for Positive Mental Health and Resilience

Cultural Level

Community Level

Organisational level

Interpersonal level

Individual Level

Curriculum for Excellence
GIRFEC
Mental Health Strategy 2017-27

Health & Social Care Partnerships
Community Planning Partnerships
Choose Life

LA Mental Health Strategy
Service Improvement Plans
School Improvement Plans
Whole-School Nurture-Based Approaches

Direct work- CBT, EMDR
Give us a Break!
Seasons for Growth
Lessons for Living
FAIR/Post School FAIR
ASIST / SafeTALK
Respect Me
GMWP
Nurturing Me
Risk/Resilience Matrix

PAThS
Video Interactive Guidance /VERP
Nurture
Parenting Approaches
Solution Oriented Approaches (SOA)
Restorative Approaches
All Behaviour is Communication
Attachment Training
Loss and Bereavement Training

Adapted from Bronfenbrenner

Wellbeing- evidence based interventions

Universal Level   Targeted

Mental Health Improvement & Early Intervention for Children and Young People

One Good Adult
Importance of dependable adult to supporting and protecting mental health of children and young people – e.g. strengthen parenting, mentoring, guidance, befriending initiatives

Resilience Development in Schools
Whole school approach to mental health and wellbeing – ethos, curriculum, positive behaviour, anti-bullying, pastoral care…

Resilience Development in Communities
Strong network of youth services, voluntary and community organisations, confident and skilled to support and intervene

Guiding Thru the Service Maze
Children, families & young people have range of support options for early intervention and can be helped to find their way to appropriate help quickly

Responding to Distress
Frontline staff in many agencies are confident and supported to intervene and help children and young people in situations of distress, including self harm and risk of suicide

Peer Help & Social Media
Those who share their problems enjoy better mental health - build opportunities for young people to provide peer support, and to use social media for wellbeing

This strategy is underpinned by tackling poverty, disadvantage & inequalities as well as having GIRFEC core values and principles at the heart of it.

One Good Adult- What makes one?

- That person you can talk to when there's something on your mind; someone you can rely on and trust to help you out in times of difficulty.

- A key indicator of how well a young person copes with their struggles.

- Although it's important for young people to have One Good Adult, it is equally important to be that One Good Adult.

HGIOS 4 – 'key adult'

Group Discussion

- What skills and qualities should a one good adult possess?

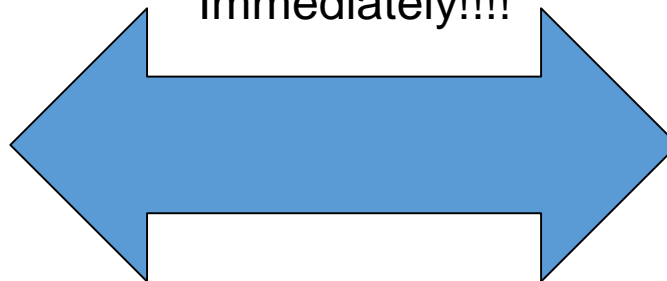- What do you see as the challenges and barriers of being a OGA?

HELP WANTED

One Good Adult

Skills Required
•Good Listener
•Compassionate
•No Jumping to Conclusions
•Open Minded
•Don't Judge!

Position Available Immediately!!!!

Main Tasks
•Believe in one young person
•Promote and support the mental health of one young person

Resilience Development In Schools

- Activity- In your groups discuss what activities and supports you currently have in your establishment that promotes resilience both in your young people but also your staff

- Use the Post It notes to record this on the flipchart
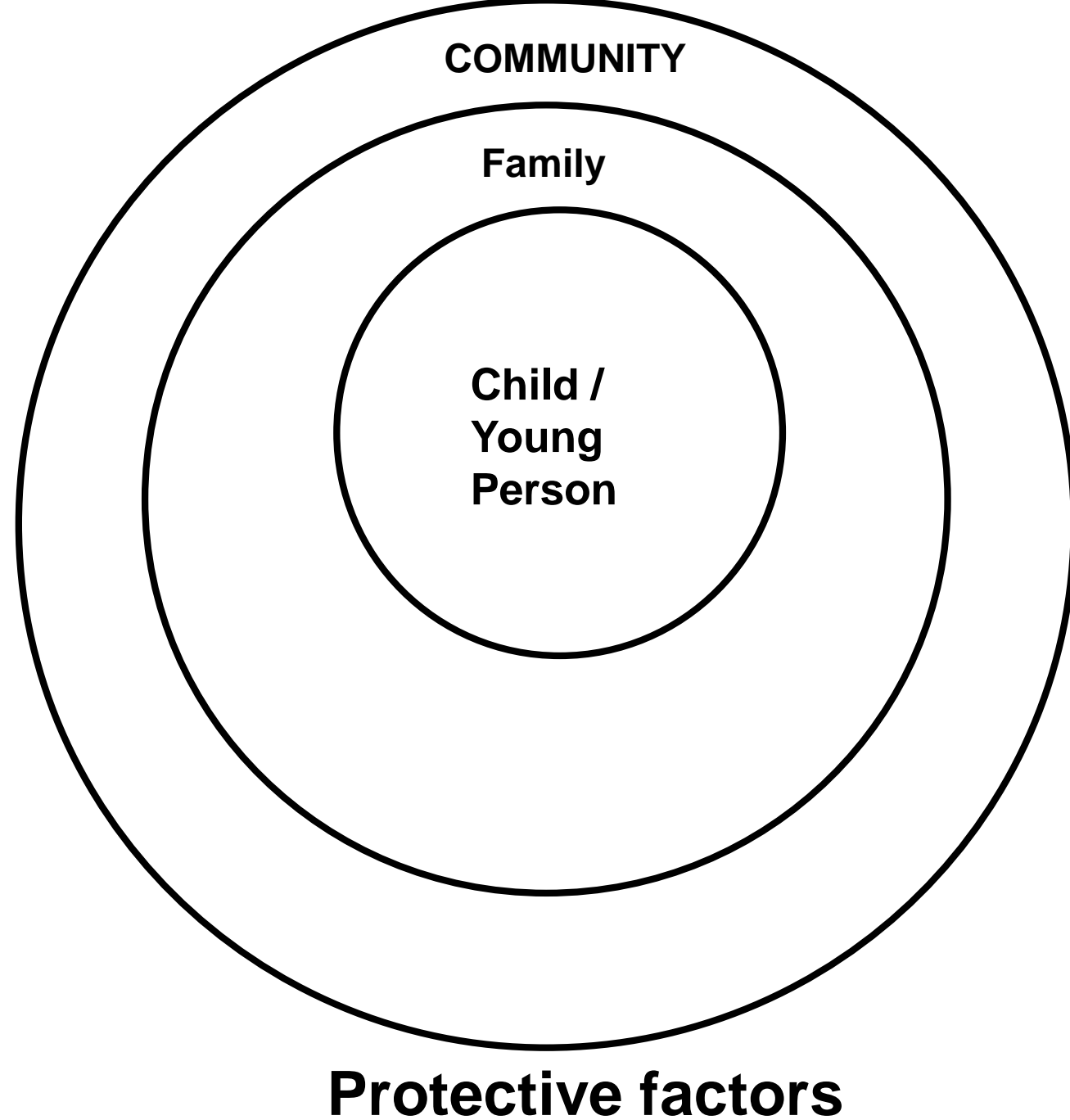
COMMUNITY

Family

**Child /
Young
Person**

Protective factors

Resilience Development in Communities

- Activity- In your groups discuss what activities and supports you currently offer your establishment that promotes resilience in the local community (this would include families / carers)

- How do you helped children and young people feel connected to their community?

- Use the Post It notes to record this on the flipchart

HGIOS 4

1.3 – Leadership of change – vision evolves through ongoing reflection across school and community

2.5 – Family Learning – based on an understanding of family and community need

2.7 – Partnerships

3.2 – applying and increasing achievements through active participation in local community

Guiding Thru the Service Maze

- Children, families & young people have range of support options for early intervention and can be helped to find their way to appropriate help quickly

- In your group list 3 areas or topics relating to mental health that you as a group would like find out more about or have input on. Rank these on the piece of paper provided to your group.

Refreshment Break- 10 minutes

Responding to Distress

- Activity- In your groups discuss what support you have in place to help children and young people in distress. This includes self-harming and suicidal thoughts.

- Use the Post It notes to record this on the sheet provided

Peer Help and Social Media

- Activity- In your groups discuss the benefits of social media and online peer support. What online resources are you aware of?

- Use the Post It notes to record this

Positive about Wellbeing

Aye Mind is on a mission to improve the mental health and wellbeing of young people – by making better use of the internet, social media and mobile technologies. We are working with young people aged 13 to 21 to create and share a wide range of resources. We're also making a digital toolkit for all who work with young people too, to boost their ability to promote youth wellbeing.

The project is a partnership between Greater Glasgow and Clyde NHS, Snook, the Mental Health Foundation and Young Scot, with a wide range of local partners involved too. Aye Mind is a "**work in progress**", so check back often for new stuff!

Read on or contact us if you have any questions.

Young People

Professionals

http://ayemind.com/toolkit/

ayemind | Toolkit

Toolkit

This toolkit has been developed to assist you, youth workers, when using digital approaches to youth mental health. It includes practical information, case studies, online resources and reflection material for anyone interested in learning more about new technology, health and wellbeing.

There are various separate chapters you can go through, online and printable. You can read these at your own time and pace. We encourage you to try out and test different online platforms with us.

Aye Mind does not offer direct support for mental health issues and is not continuously monitored for messages. If you need an ambulance, call 999. If you're in distress or need immediate help, click here to find a list of services you can talk to.

Before you start   **Mental health**   **Why digital?**   **Online lives**

Before you begin exploring, it's   We all have mental health just as   If we live and work with young   What does the life of young

Start   08:51   02/09/2016

Developing a Mental Health Policy for your School / Early Learning Centre

- Do you already have one?
- What should this look like?
- What should it contain?
- Who is it for?

NAME OF OUR SCHOOL

GLASGOW
CITY REGION
Education

Positive Mental Health and Wellbeing Policy

THE SCOTTISH
ATTAINMENT
CHALLENGE
LITERACY NUMERACY
HEALTH & WELLBEING

Positive Mental Health & Wellbeing Policy

Rationale

In an average classroom, three children will be suffering from a diagnosable mental health condition. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for the many students affected both directly, and indirectly by mental ill health.

Policy Statement

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)

At our school, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly, and indirectly by mental ill health.

Scope

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all teaching staff and non-teaching staff.

This policy should be read in conjunction with our medical information in cases where a student's mental health overlaps with or is linked to a medical issue and the ASN policy where a student has an identified special educational need.

The Policy Aims to
- Promote positive mental health in all staff and students
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents/carers

Looking after ourselves

- NHS website living http://www.nhs24.com/usefulresources/livinglife/ Living Life is a free telephone service available to anyone over the age of 16 feeling low, anxious or stressed.

- Lifelink: http://lifelink.org.uk/

   Offer a range of services for adults and young people in the community. Visit their site for more information

- Professionals toolkit: www.ayemind.com

- Charlie Waller Memorial Trust https://www.cwmt.org.uk/

Next Steps beyond this workshop?

- Write down one personal learning point or action that you will take from this workshop.

- Write down one learning point or action for the Improvement Collaborative that should be taken from this workshop.

Questions?