

MENTAL HEALTH IN EDUCATION: LOOKING AT HOW WE CAN COLLABORATE TO IMPROVE THE MENTAL HEALTH OF OUR SECTOR

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mind.org.uk



TODAY

- Brief introduction to Mind
- Prevalence of mental health problems in young people
- National children and young people mental health context
- Mind's collaborative response to supporting schools

We're Mind, the mental health charity.
We're here to make sure anyone with a
mental health problem has somewhere to turn to
for advice and support.



MIND'S OFFER TO SCHOOLS NATIONALLY

- Mental health awareness training to school workforce
- Championing workplace wellbeing through our Workplace Wellbeing Index
- Anti-Stigma free resources, campaigns and networking through Time To Change
- A national evaluated early intervention product for pupils called Big Umbrella

MIND'S OFFER TO SCHOOLS LOCALLY

Through our network of 135 local Minds, we
schools across England and Wales

We offer:

- Counselling
- Training
- Art therapy
- 1-1 support
- Assemblies
- Consultancy
- Class Workshops
- Drop ins



**1 IN 10 YOUNG
PEOPLE HAS A
DIAGNOSABLE
MENTAL HEALTH
PROBLEM**

Source: Green, McGinnity, Meltzer, et al. (2005).



PREVALENCE OF MENTAL HEALTH PROBLEMS IN

CHILDHOOD 8% of 5-10 year olds had a diagnosable mental health problem compared to 12% of 11-15 year olds

- 5.8% had conduct disorder
- 3.3% had anxiety
- 1.5% had hyperkinetic disorder
- 0.9% had depression

Source: ONS survey 2004 (most recent available)



IMPACT OF MENTAL HEALTH PROBLEMS IN CHILDHOOD

- More likely to experience increase *disruption to education*
- More like to experience *problems in future employment*
- More likely to have *mental health problems in adulthood*
- Impact on mental health of the wider *family*

MENTAL HEALTH IN SCHOOLS

BBC Study of over 600 teachers

- 73% would often or occasionally worry about a particular pupil's wellbeing in their free time,
- Over 33% had not had any training on how to deal with pupils' mental health issues
- 25% quarter said they would not know how or when to refer a young person in mental distress for help.

TEACHERS MENTAL

HEALTH

NASUWT annual survey 2017

- Over 66% of teachers reported that their wellbeing is not considered important by their school
- 85% said their job has impacted negatively on their wellbeing
- Over 80% said they had experienced an increase in workplace stress in the last 12 months.

NATIONAL CONTEXT

- Future in Mind 2015
- Five Year Forward View for Mental Health 2016
- Teresa May new year speech Jan 2017

GREEN PAPER: THREE KEY ELEMENTS

1. Incentivise every school and college to identify a *Designated Senior Lead* for Mental Health
2. *Mental Health Support Teams* managed jointly by schools, colleges and the NHS
3. A new *four week waiting time* for access to specialist children and young people's mental health services

GREEN PAPER:

TIMESCALES

- Roll out new approach including all three pillars to at least a fifth to a quarter of the country by the end of 2022/23
- Start with a number of trailblazer areas operational from 2019
- Precise roll out determine by success of trailblazer areas and securing funding after 2020/21

GREEN PAPER: WIDER OPPORTUNITIES

- Acknowledge a whole school approach is essential
- Ensure a member of staff in every primary and secondary school receives mental health awareness
- Engagement process underway to decide next steps for PHSE
- Convene a working group to explore online safety of young people

A COLLABORATIVE APPROACH TO WHOLE SCHOOL MENTAL HEALTH

Three strands of activity

1. A review of the international published literature
2. Quantitative and qualitative research with local Minds, service delivery experts, from across England and Wales.
3. Qualitative research with 133 children and young people, 71 parents and 77 teachers and other members of school staff

Please tell me how,
rather than another why.
Most accept there is a
need, we need support
on how to implement



PREVIEW OF THE FINDINGS

- There is *support and a need* for a new Whole School Approach
- There is *no single definition* of a whole school approach and a range of different types of intervention are currently being delivered in schools.
- The *evidence* on what works in supporting young people's wellbeing is *mixed and limited*

“Talking about how to make my grades better didn’t help, just helping my mental health would’ve helped my grades any way.”



PREVIEW OF THE FINDINGS

- There is a need for both *universal and targeted interventions* to meet diverse pupil needs
- Local Minds are well placed to deliver the Whole School Approach
- The Whole School Approach can't be 'one-size fits all' - *flexibility and choice is key*
- Many schools are already on board with the Whole School Approach – *they now want to know how to implement*

NEXT STEPS

- Working collaboratively with teachers, wider school workforce and parents to test ideas generated in the research phase
- Piloting the full Whole School Approach support programme from September 2018

When we were considering how to improve the wellbeing of our students, the discussion soon turned to the staff.

We realised we needed to take a holistic approach to mental health and wellbeing for everyone at the school.

Anyone in work can only be their best if their wellbeing is a priority. We knew we needed to be role models for our students.

**CAROLE, ASSISTANT HEADTEACHER
& MIND WORKPLACE WELLBEING CHAMPION
2017**

QUICK TIPS FOR WELLBEING AT WORK

- Reward yourself for *achievements*
- Develop *good relationships* with your colleagues
- Build *physical activity* into your everyday routine
- Ask for help

FIND OUT MORE

- Use our free workplace wellbeing [tools](#) to improve staff mental health and employee engagement
- Find out more about mental health our mental health [training](#)
- Our Time to Change [tools](#) can help you to start conversations with pupils about mental health
- Visit [our map to find a local Mind](#) to find a local Mind near you
- [Evaluation of Up My Street](#) – Resilience in Young African Caribbean Men

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