



Children and Young Peoples Mental Health

A whole school approach

@RachHGla

EIS Conference May 2019



Table 1: DSM-IV multiaxial diagnosis of conditions demonstrated by the inhabitants of the Hundred Acre Wood

Inhabitant	Axis I Clinical disorders	Axis II Personality disorders/ mental retardation	Axis III General medical conditions	Axis IV Psychosocial/ environmental problems
Winnie-the-Pooh	ADHD, inattentive subtype; OCD (provisional diagnosis)	Borderline intellectual functioning (Very Little Brain)	Poor diet, obesity, binge eating	–
Piglet	Generalized anxiety disorder	–	Failure to thrive	–
Eeyore	Dysthymic disorder	–	Traumatic amputation of tail	Housing problems
Rabbit	–	Narcissistic personality disorder	–	–
Owl	Reading disorder	–	–	Housing problems
Tigger	ADHD, hyperactivity– impulsivity subtype	–	–	–
Kanga	–	–	–	Single parent, unemployed, overprotective of child
Roo	–	–	–	Single parenthood, undesirable peer group, victim of unusual feeding practices (extract of malt)
Christopher Robin	Gender identity disorder of childhood (provisional diagnosis)	–	–	Lack of parental supervision, possible educational problems

Note: ADHD = attention deficit hyperactivity disorder, OCD = obsessive compulsive disorder.

*The Axis V (global assessment of functioning) scale was deferred.

Treatment

Targeted (Early help)

Universal (Prevention)

Treatment



Targeted (Early help)



Live, Learn, Work and Play

Universal (Prevention)



Support for emotional distress in the spaces we Live, Learn, Work and Play

Parents

”

Not at all or **not really confident** talking to my child about mental health...
{distress}.

“

Teachers

”

Not well resourced or **supported** to deal with distress and **don't trust** pathway to specialist intervention

“

Youth Workers

”

Not well resourced or **supported** to deal with distress and **don't trust** pathway to specialist intervention

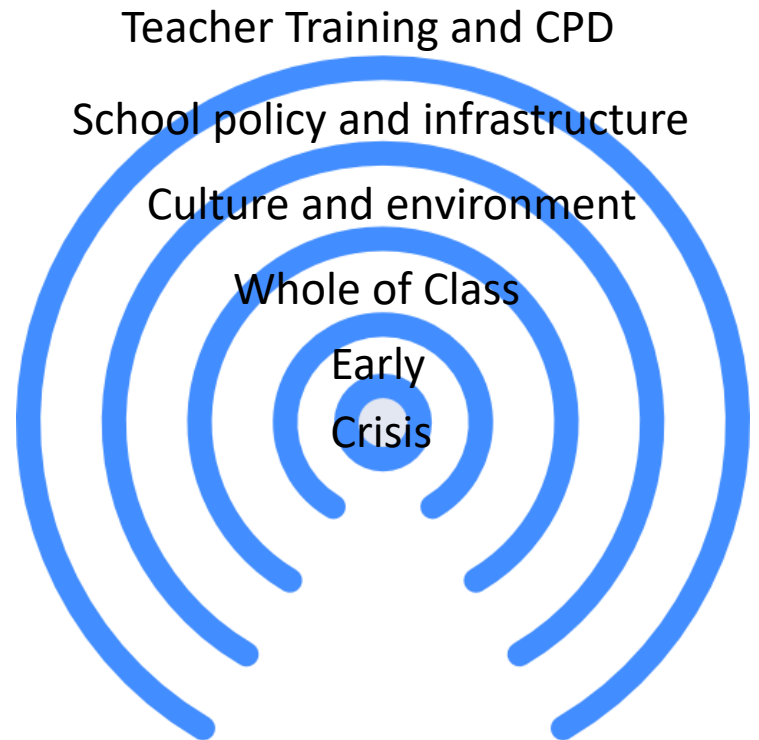
“

Whole-school approach

A mentally healthy school is one that adopts a whole-school approach to mental health and wellbeing. It is a school that helps children flourish, learn and succeed by providing opportunities for them, and the adults around them, to develop the strengths and coping skills that underpin resilience. A mentally healthy school sees positive mental health and wellbeing as fundamental to its values, mission and culture. It is a school where child, staff and parent/carer mental health and wellbeing is seen as 'everybody's business'.

A whole-school approach involves all parts of the school working together and being committed. It needs partnership working between governors, senior leaders, teachers and all school staff, as well as parents, carers and the wider community.

whole school approach



Key websites for general information/advice and resources on child mental health and wellbeing

- MindEd: is a free educational e-learning resource for professionals on children and young people's mental health. Their resources can be used for individual professional training as well as for prompting wider staff discussion. They are highlighted across this website.
- KidsMatter: an Australian website, which pulls together quality materials and resources for primary school teachers.
- Anna Freud National Centre for Children & Families: working to transform current mental health provision by improving the quality, accessibility and effectiveness of treatment.
- Place2Be: providing emotional and therapeutic services in primary and secondary schools, building children's resilience through talking, creative work and play.
- YoungMinds: working to prevent mental health illness from developing and to improve early intervention and care for children and young people living with a mental health problem.
- Charlie Waller Memorial Trust: working to educate young people about the importance of staying mentally well and helping them understand how to maintain wellbeing.
- Pooky Knightsmith: mental health educator and vice-chair of the Children and Young People's Mental Health Coalition. Information/advice and webinars/videos available on her website.

The [Charlie Waller Memorial Trust](#) has resources on young people's mental health for parents and professionals, including guidance on supporting student mental health during GCSE exams and a wellbeing Action Plan for use with students.

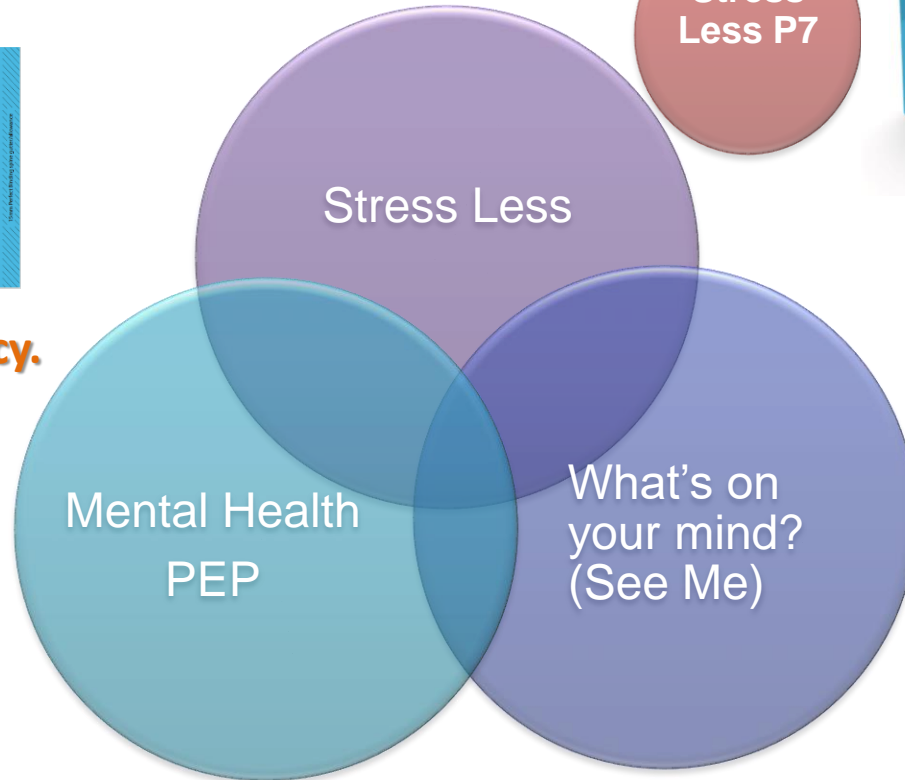
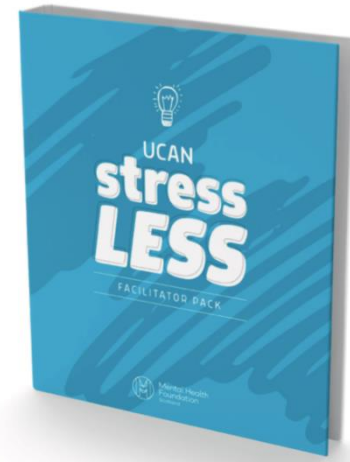
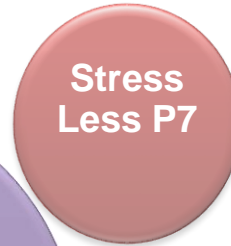
[What's on your mind? by SeeMe](#) is a three-module pack for teachers of secondary school children to learn about mental health and develop the skills and confidence to tackle stigma and discrimination.

[Talking Mental Health: Animation & Teacher Toolkit by the Anna Freud Centre.](#)

Lesson plan and videos for use with primary school children

[Heads Up! Toolkit](#): A variety of session plans to run with young people to promote mental health and emotional well-being around specific issues such as self-harm and supporting friends.

Self Management. S2 <> S4



Mental Health Literacy. S1 and S5

Tackling Stigma. S1 - S6 (S5 - S6)



- Evidence & Evaluation with NHS Health Scot
- Make it Count Learning Series
- Downloadable resources
- Policy work



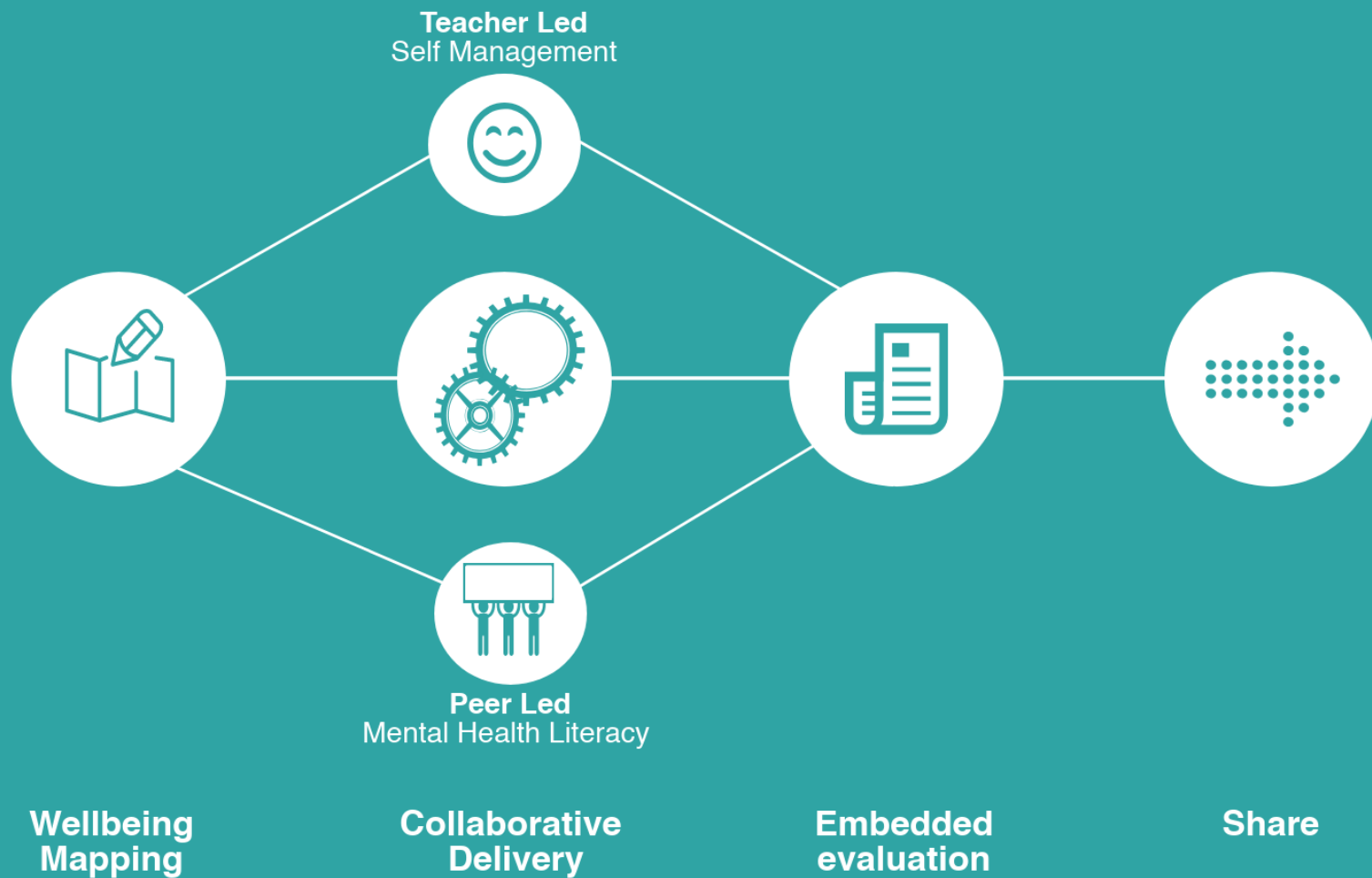
Peer Education Project



Stress Less

EEL	Say	Do
pink head (Cervix)	mum symptom	rest
tummy sore	mum have a sore burning	medicine + laydown
the pain + feeling of pain		







SQA Health & Wellbeing

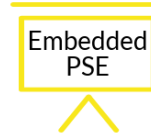
150

S5 pupils



S1 pupils
750

Embedded PSE



60 Teachers

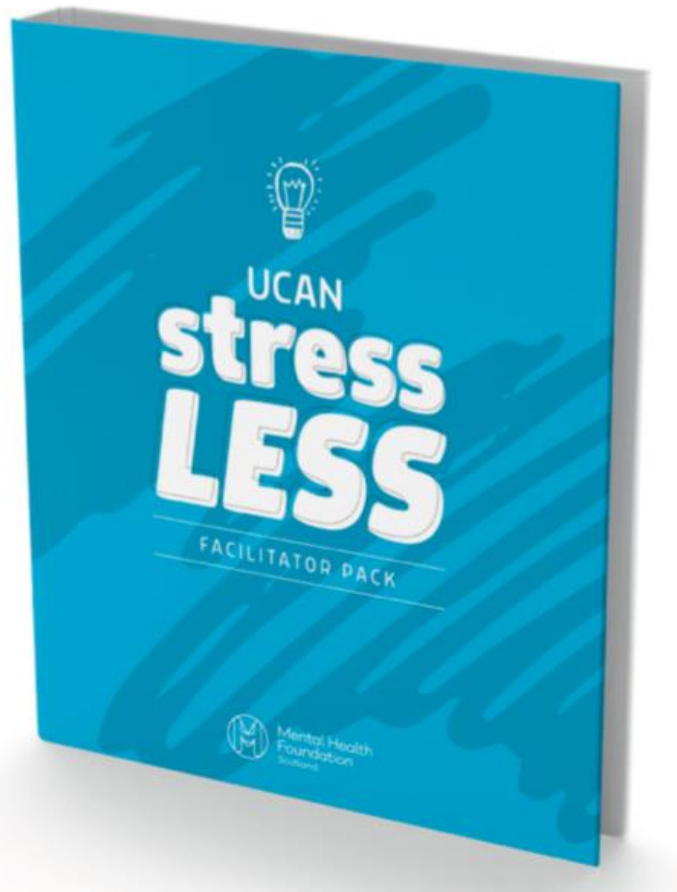


delivering Stress Less



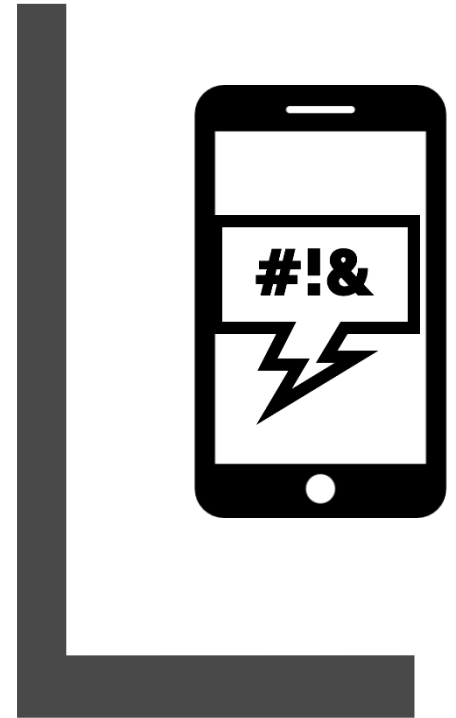
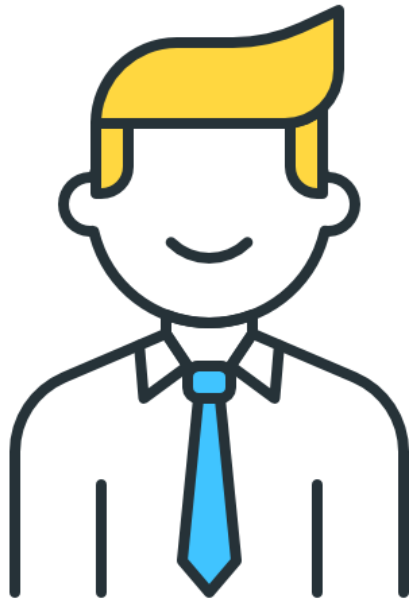
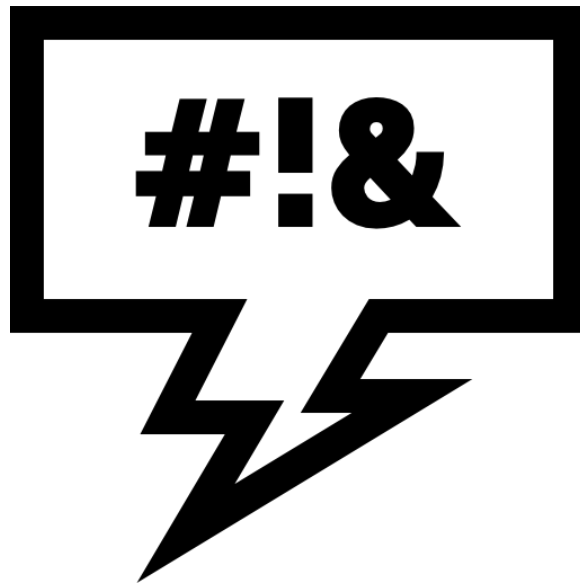
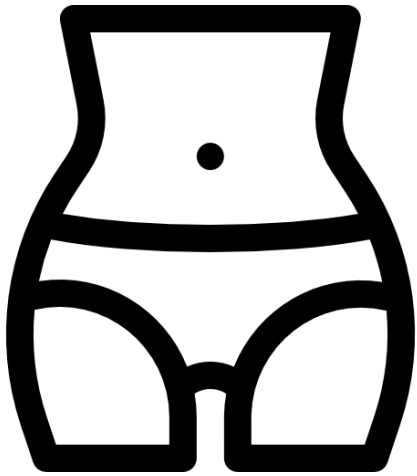
Up to 600 pupils in small groups

150 P7 Pupils



Stress Less

Context and Content



personalising an evidence base



ON TUES WEDS TH

MAKE IT COUNT

MENTAL HEALTH IS NOT EXTRACURRICULAR

What Comes to Mind?

Activity: Teen bedroom

Aim

To encourage participants to reflect on what's going on for themselves and their peers socially, physically and psychologically using a teenage bedroom scene to paint a general picture without feeling pressured to share personal experiences.

What you'll need



Check it out Famous teen bedrooms

"Do these bedrooms look like yours? How would your bedroom look on a TV show? Imagine you're a set designer for a big blockbuster movie. You have to design a set that holds clues as to what's going on in a teenager's life. As the audience, we need to know just by looking, that this room belongs to a teenager. You need to place props around the room to help us understand what's going on with this character."

1 Create

- Split participants into small groups of three to five people.
- Pass round your chosen materials: either pens and paper, collage materials or LEGO bricks.
- Give the groups ten minutes to draw, create or build their teenage bedroom.

2 Prompt

- Moving between the groups, help with prompts or suggestions if needed.
- Consider **social** evidence, eg party invitations, technological books, music.
- Consider **psychological** clues, eg diary, photographs, relationships.
- Consider **physical** props, eg, clothes, medicine, toiletries, mirror.

3 Feed back

- Get the groups to present their teenage bedrooms, explaining what they put in it and why.
- Highlight that objects in the room can be grouped into **social**, **psychological** or **physical** categories, representing changes that come in teenage years.



Younger participants

- **Use** with mixed age groups, give prompts for them to consider change that typically happens in teenage years. This helps to encourage discussion about things they may not all have experienced.
- **Warn** under 12s and older teens are at different developmental stages. This activity explores typical teenage development and change, which may not apply to everybody. Encourage people to imagine and reflect on what could happen or could have happened to them.

Stress Less



evaluation



Primary School Stress Less PRE Questionnaire

My understanding

	True	False	Don't Know
Talking about your worries and feelings can make you feel worse			
How much sleep we have affects our mental health			
Playing video games is a good way to quieten your mind			
Everyone gets stressed out about the same things			
Things that are good for my body are good for my mind			
Most people my age have similar personalities			

Looking after my mental health

1. I feel confident that I could talk about mental health and my thoughts and feelings at school
Strongly Agree **Agree** **Not Sure** **Disagree** **Strong Disagree**
 2. I feel confident that I could talk about mental health and my thoughts and feelings outside of school
Strongly Agree **Agree** **Not Sure** **Disagree** **Strong Disagree**
 3. I do things to look after my physical health and mental health equally
Strongly Agree **Agree** **Not Sure** **Disagree** **Strong Disagree**
 4. I can easily identify and say out loud the things that cause me stress
Strongly Agree **Agree** **Not Sure** **Disagree** **Strong Disagree**
 5. I feel able to slow things down when I feel overwhelmed
Strongly Agree **Agree** **Not Sure** **Disagree** **Strong Disagree**
 6. I take time in my week to slow things down when I feel overwhelmed
Strongly Agree **Agree** **Not Sure** **Disagree** **Strong Disagree**
- What does 'mental health' mean to you?

All Modules

Extra Variations

Activity:
Variation:
- TRY

Activity:
Variation:
- TRY

Activity:
Variation:
- TRY



ON TUES WEDS TH

MAKE IT COUNT

MENTAL HEALTH IS NOT EXTRACURRICULAR





0:14 / 2:12

▶ ⏩ 🔊 📄 ⚙️ 🖥️ 🗑️

**You Do You
and Have
Fun**



... have different ways to
... energise and impact our
mood.

Learning what works for me - as
an individual - is important.

**Talk It
Out**





**Take a
Break**



**Stay in
Touch**



**Think
Inside
Out**



**Share
Your
Care**

