


Birmingham Education Partnership – supporting mental health and wellness

FEBRUARY 2018

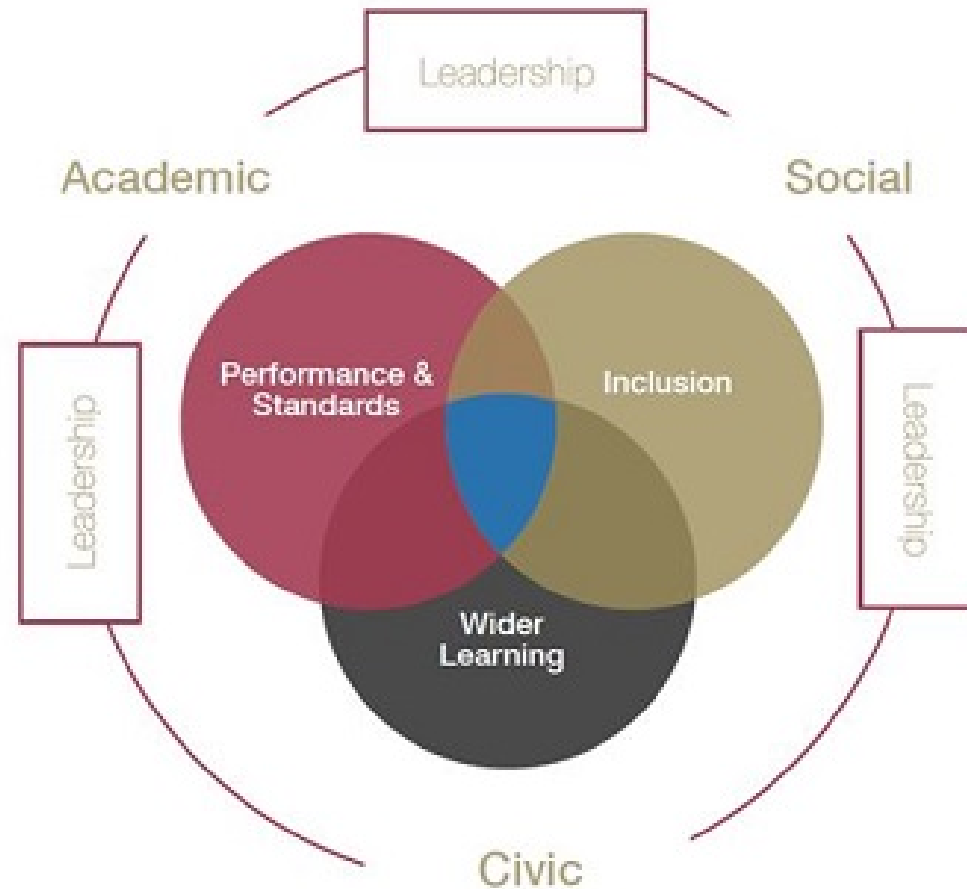


Task for today

- ▶ Anna Robinson – Mental Health/Emotional Wellbeing Lead, Birmingham Education Partnership
- ▶ Sarah Finch – Assistant Head, Colmers Secondary School and Sixth Form
- ▶ To share with you BEPs current and emerging work around mental health/mental wellness

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- ▶ Check in around BEP's model and why BEP are in this field
 - ▶ Check in around 'how it is around here'
 - ▶ Give a brief overview of current and emerging work for BEP in this area

BEP school improvement model



Mental health and school improvement?

“Schools are powerhouses of emotion as individuals engage with each other, with learning, with their values, and with the everyday pleasures, excitements and joy that occur when relationships and learning combine in creative exploration and discovery. They are also minefields of disappointment, envy, ‘fear, anguish, depression, humiliation, grief and guilt’”

Belinda Harris *The Emotional Work of School Leaders*

State of the Nation

- ▶ One in 10 CYP experience a mental health problem – 720,000 CYP between 5-16 in England (ONS 2004)
- ▶ Gender differences – boys likely to ‘externalise’ and girls ‘internalise’ (AFC 2017)
- ▶ CYP in UK rank 14 out of 15 for children’s satisfaction with life (Children’s World’s Project 2013/14)
- ▶ BPS society survey of providers found that 89% said there had been an increase in referrals. Percentages ranged from 20-70% (Health Select committee, 2014)
- ▶ Scaling up child and adolescent mental health services to ensure every child receives timely support requires an extra 23,800 staff at a cost of 1.77bn (MH Policy Commission, 2018)

Policy Developments

- ▶ Future in Mind – March 2015. Children’s mental health taskforce established by Norman Lamb MP. Recommendations included changing commissioning, tackling stigma, access standards and moving away from tiers. 1.26bn over 5 years
- ▶ Access to funding via a ‘transformation plan’. Going forward, plans are included in each area’s 5 year strategy for health.
- ▶ Feb 2016 – Five year Forward view for Mental Health. Adopted a ‘life course’ approach to mental health
- ▶ NHS 10 year plan – specific references to young people’s mental health

Green Paper developments/proposals

**Individual/intervention
specific**

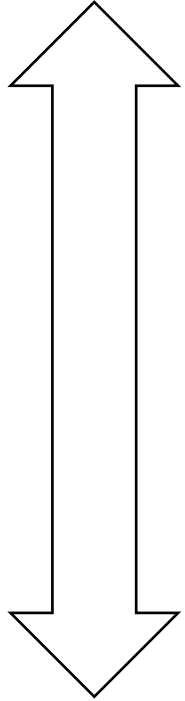
MH Support Teams

Designated SL for Mental Health

Curriculum: SRE/PSHE

**Policies,
promotion,
universal
support**

Whole school approach: policies, leadership, approaches



BEP's role

SYSTEM CHANGE

Working strategically to create sustainable transformation and increase prevention

EARLY HELP

Intervening earlier to identify and respond to children's needs.

CONNECTING

Linking schools, social care, health, VCS to increase capacity, knowledge and expertise

SHARING

Training and sharing opportunities, sharing language, online resources

ENVIRONMENTS

Impacting on whole school culture, raising awareness of mental health, attachment, trauma and stigma

RESILIENCE

Mediating the relationship between emotional intelligence and psychological distress





- ▶ New Start is BEP's CCG-funded, asset-focused approach to:
 - ▶ Make schools more emotionally supportive environments
 - ▶ improving pupil wellbeing and building resilience
 - ▶ enabling early identification of vulnerable pupils and early intervention of need
 - ▶ Enable schools to take an asset focused approach to intervention
 - ▶ Links to school improvement – closing the gap

Working actively in 48 schools



Based on the premise that it is changes in the environment that mean more to a child's resilience when risk is high.

Or in other words...



BIRMINGHAM
Education
Partnership



NewStart

When we shape environments for our most vulnerable children, we make them much more likely to overcome adversity and continue his/her normal development and in turn, help all children.

Ungar,2014.



NewStart: Strands

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- 
- ▶ All schools access the same strands:
 - ▶ Support of a BEP Strategic Lead
 - ▶ Senior Lead
 - ▶ Audit and action planning
 - ▶ Method for identifying vulnerability
 - ▶ Staff training
 - ▶ Student Leadership/pupil engagement
 - ▶ Communities of Practice and CPD

Doing better than circumstances might have predicted



Early intervention

'Pyramid of Need' – score and collate pupil data to map need e.g.

- Behaviour
- Attendance
- Safeguarding
- Special Educational Needs
- Looked After Children
- Free School Meals
- EAL

X no. High
risk (likely
known to
you already)

X no. Medium
risk (prevent
escalation)

X no. Risk indicated
(keep an eye on and
focus prevention activity
here)

Rest of the school (embed Fostering
Academic Resilience culture)

Interventions

High level intervention e.g. lead adult,
focusing on developing relationship and
sticking with them

Medium level intervention; e.g. step up to
more individual support, monitoring etc. –
raise awareness of others in school

Low level intervention e.g.
watchful teacher/mentor; develop
rapport and belonging

Curriculum opportunities.
Modelling the approach



COLMERS SCHOOL & SIXTH FORM COLLEGE

- BASE - including the DSL
- Introduced academic resilience and mental health awareness into the learning for life PSHE curriculum and assemblies
- Introduction of Place2 be
- The creation of the learning pod
- Development of our prefect role - as helping hand 'buddies' attached to lower school forms groups
- Early help / identification of vulnerable students with the letters to self / pupil social and emotional well being surveys.
- Targeted intervention - peer education partnership and Fizzogs
- The Renaissance Centre
- Staff CPD on Mental Health awareness
- Social and Emotional newsletters re attachment / anxiety / stress

Main issues we face:

- Financial
- Staffing (workload)
- Inability to access timely support from external agencies

Universal

**Universal
Plus**

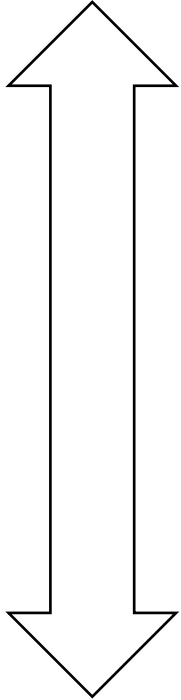
**Additional
Needs**

**Complex
Significant**

**CYP still in school –not all needs are Mental
health or NHS**

Expediting the Green Paper

Individual/intervention specific



Policies, promotion, universal support

School-owned MH support Workers



Support via BEP with close links through FTB

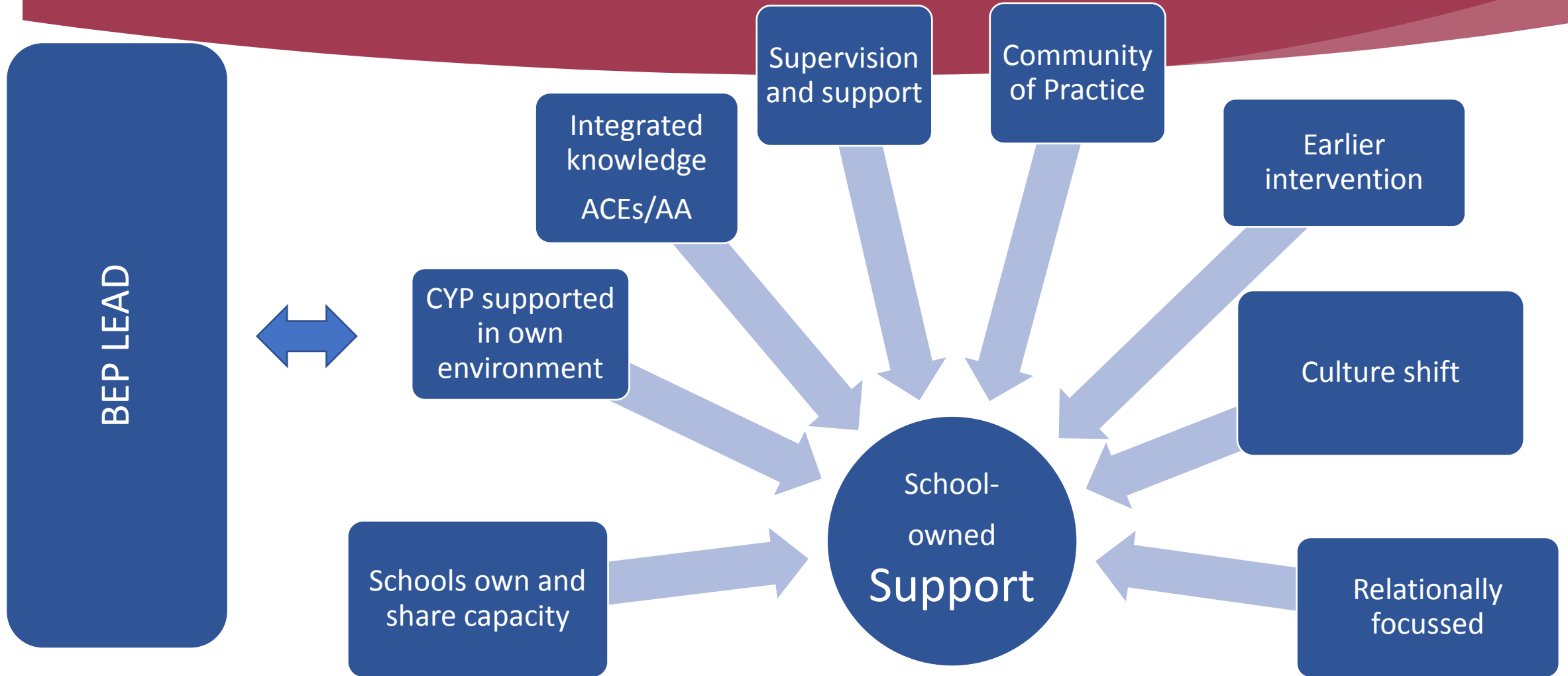
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Curriculum: SRE/PSHE

Whole school approach: policies, leadership, approaches

Building the workforce with schools



Next steps

- ▶ BEP funded
- ▶ Secondaries engaged now to begin training element and will build primary model for September
- ▶ Puts us in a strong position for further funds
- ▶ Key is the continued relationships and partnerships to meet needs of often-missed groups
- ▶ Sustainability is front and centre

Inclusion review

- ▶ BEP funded, emerging model of inclusion for BEP that relates strongly to emotional health and wellbeing
- ▶ Helping schools see their work through a more psychologically informed lens and to then build on our successful model of peer working to develop practice
- ▶ School network can link in to wider CPD opportunities offered through BEP
- ▶ Continuing to work with valued and committed colleagues in other services
- ▶ Keep on keeping on for Birmingham's children and young people



To find out more contact:

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