

Mental Health in Primary and Secondary Schools

Chiedza Chashe Preddie, YoungMinds

Introductions

YoungMinds is the UK's leading charity committed to improving the emotional wellbeing and mental health of children and young people.

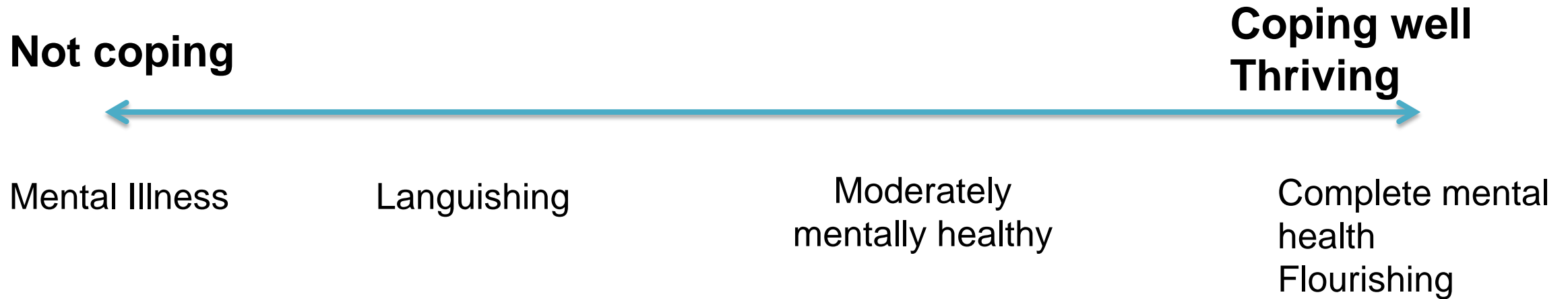


What is Mental Health?

The strength and capacity of our minds to grow and develop, to be able to overcome difficulties and challenges and to make the most of our abilities and opportunities

YoungMinds, 2006

Mental Health continuum



How do we know that the children we look after are okay?



Alarm bells

When do we worry about a child, young person or a family?

Look for **changes in behaviour**. You may notice someone who is:

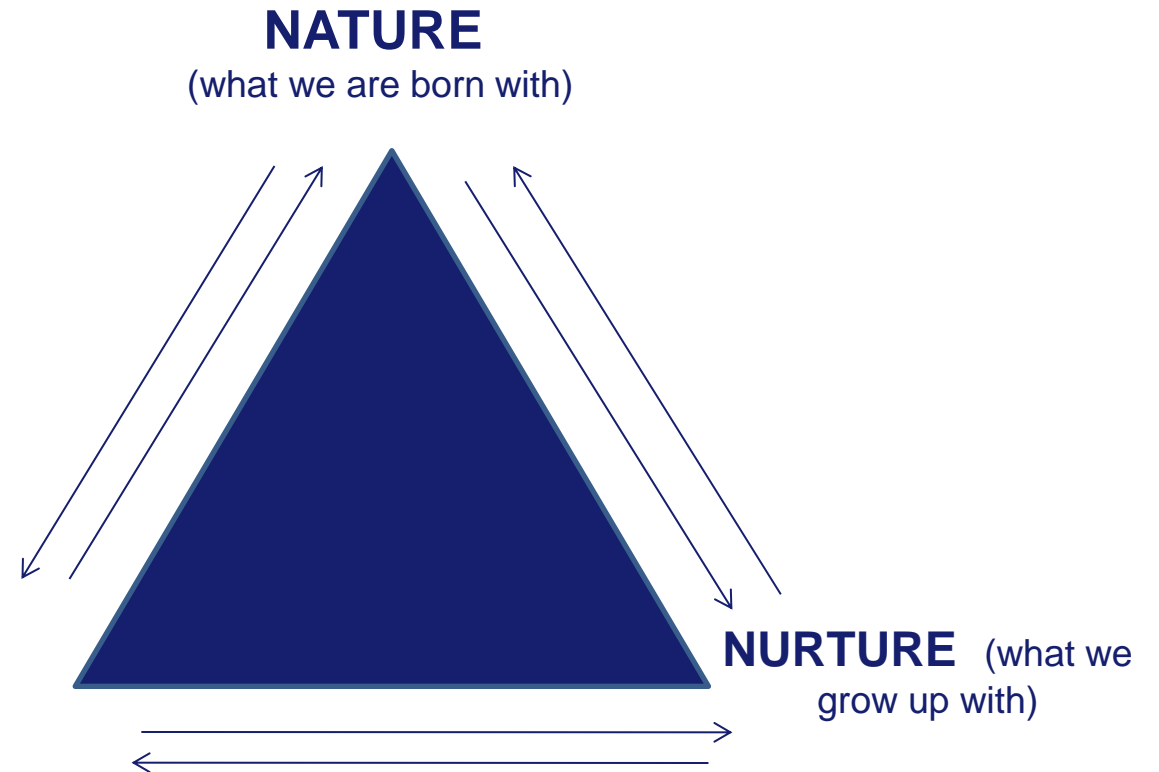
- Anxious
- Unhappy
- Withdrawn
- Unsociable
- Emotional
- Wetting/soiling
- Falling out with friends
- Risk-taking
- Obsessive
- Judgemental about themselves...**more than usual**

Or a combination of these and other symptoms

A bio-psycho-social model



EVENTS
(what happens to us)



Problems & Disorders

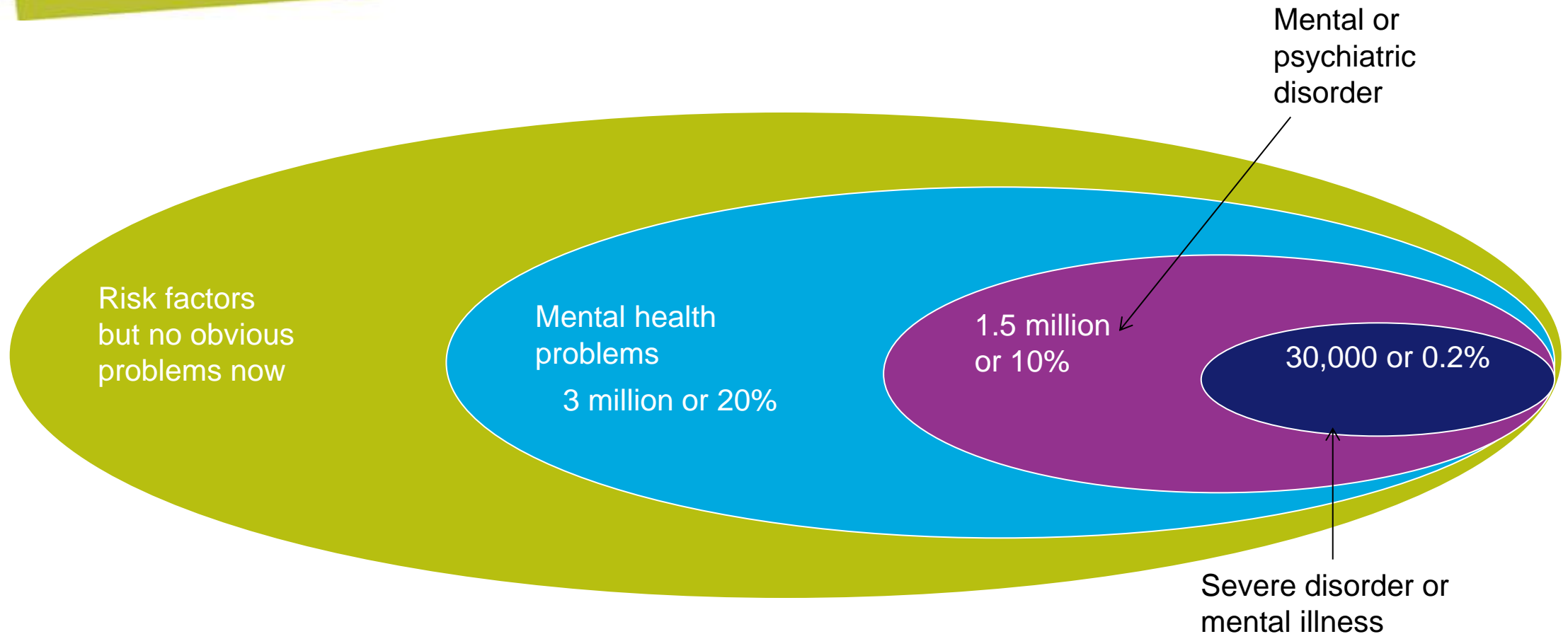
Mental health problem

A disturbance of function in one area of; relationships, mood, behaviour or development, of sufficient severity to require professional intervention.

Mental disorder

A severe problem (commonly persistent) or the co-occurrence of a number of problems, usually in the presence of several risk factors

Prevalence amongst children*



*Children aged 5 – 16 in the UK
ONS, 2005

Most common problems

- Emotional and conduct disorders are by far the most common
- Behaviour is communication
- Children who face 3 or more stressful life events (eg bereavement, divorce, serious illness) are 3 times more likely than other children to develop emotional and behavioural disorders

SEND Code of Practice

Social, emotional and mental health difficulties may include:

- becoming withdrawn or isolated,
- displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as:

- anxiety or depression,
- self-harming,
- substance misuse,
- eating disorders or
- physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

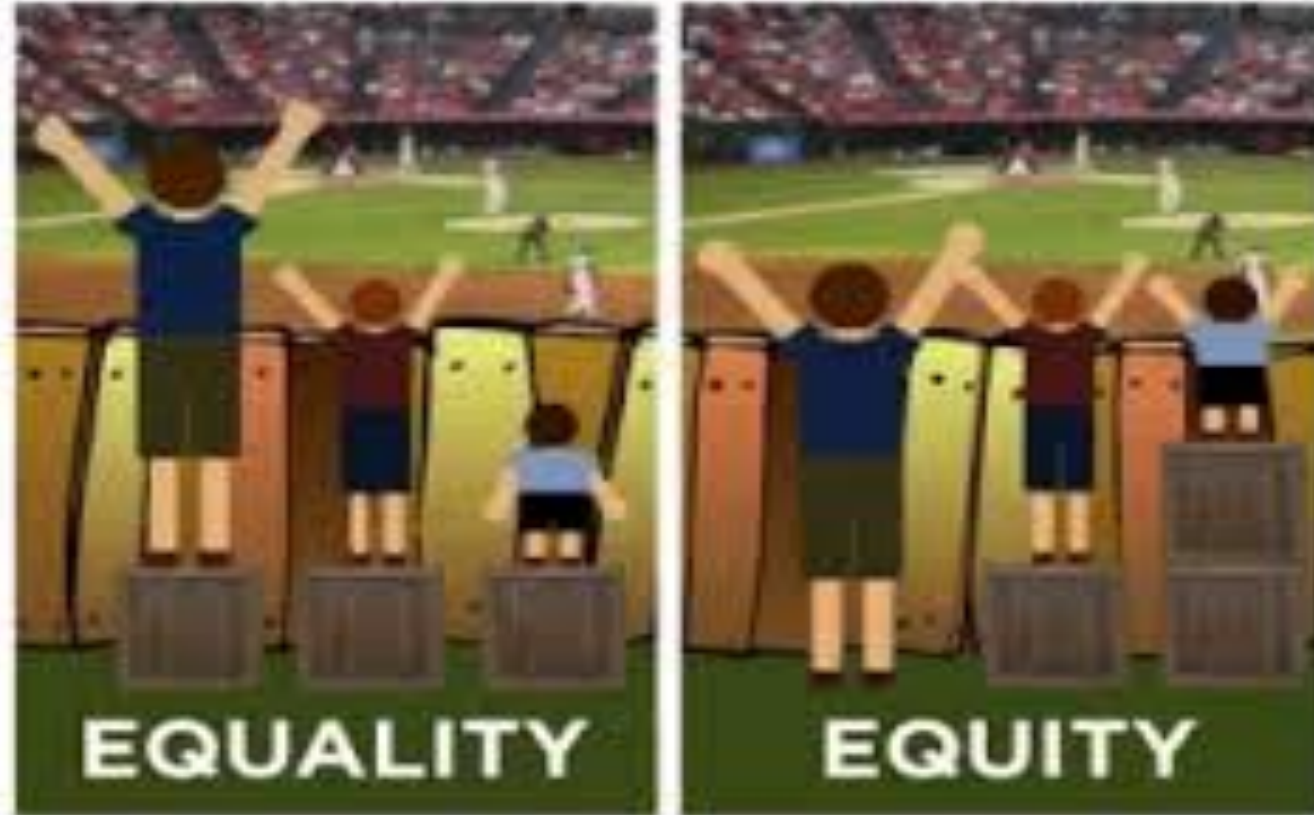
Identifying need

- Not all children who experience mental ill health, or social or emotional difficulties, will be identified as having a Special Educational Need, as they do not meet the definition and threshold for additional support.
- Furthermore, some children who experience social, emotional or mental health problems will not have this classified as their 'primary' SEND need, and, as such, more children in need are hidden within other 'primary need' classifications, for example children with 'speech, language and communication needs'.

Exclusions

- The highest rate for permanent school exclusions is for students with an identified SEND, but ineligible for support (58.8%), compared to those with support (6.7%) and those with no known SEND (34.5%).
- Students with identified Behavioural, Emotional & Social Difficulties are significantly more likely than other SEND groups to be excluded from school, with 1 in 5 students with identified BESD being excluded for at least one fixed period of time, and 1 in 100 being permanently excluded.

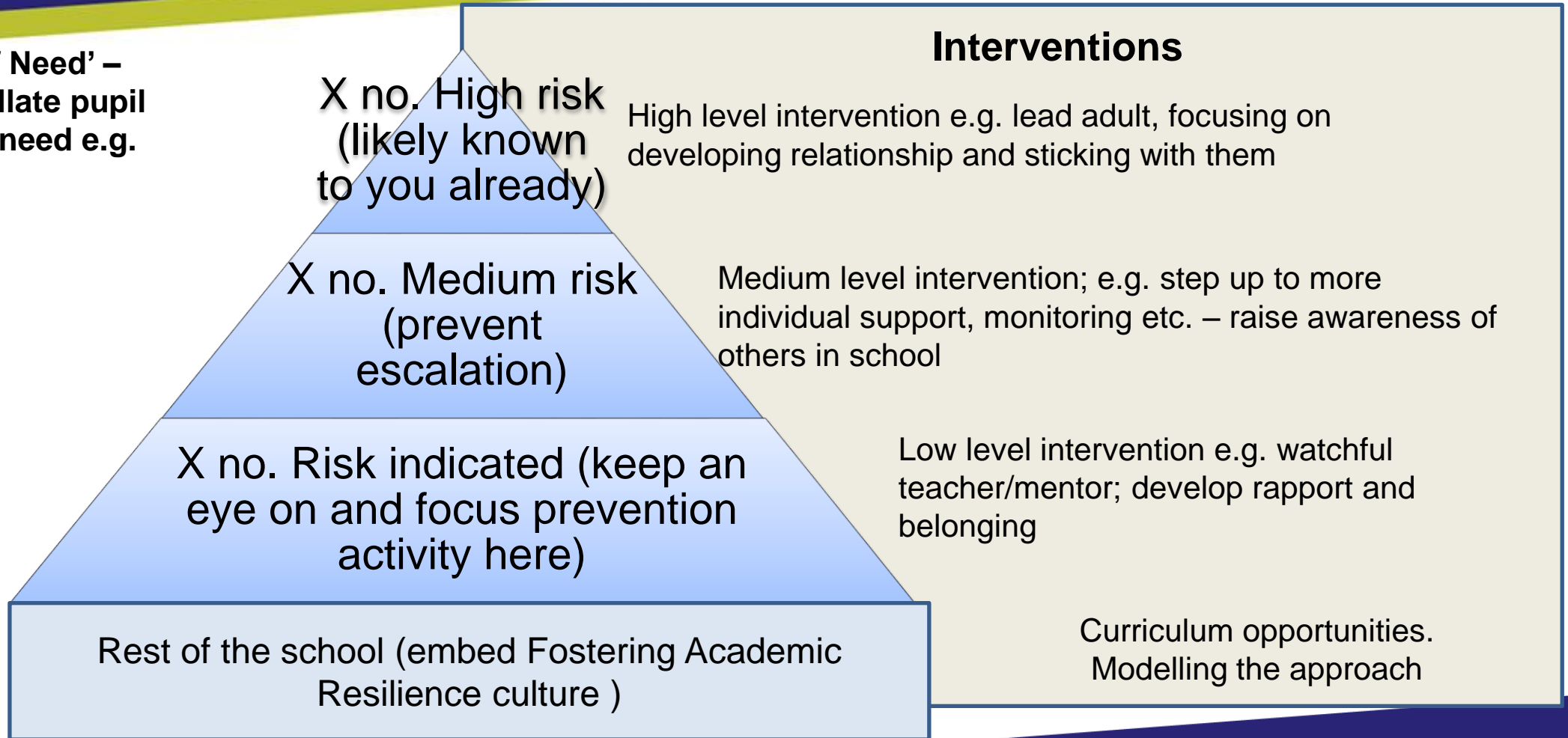
What do we provide?



Pyramid of Need

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

- Safeguarding
- SEND
- LAC
- Pupil Premium
- EAL
- Behaviour
- Attendance



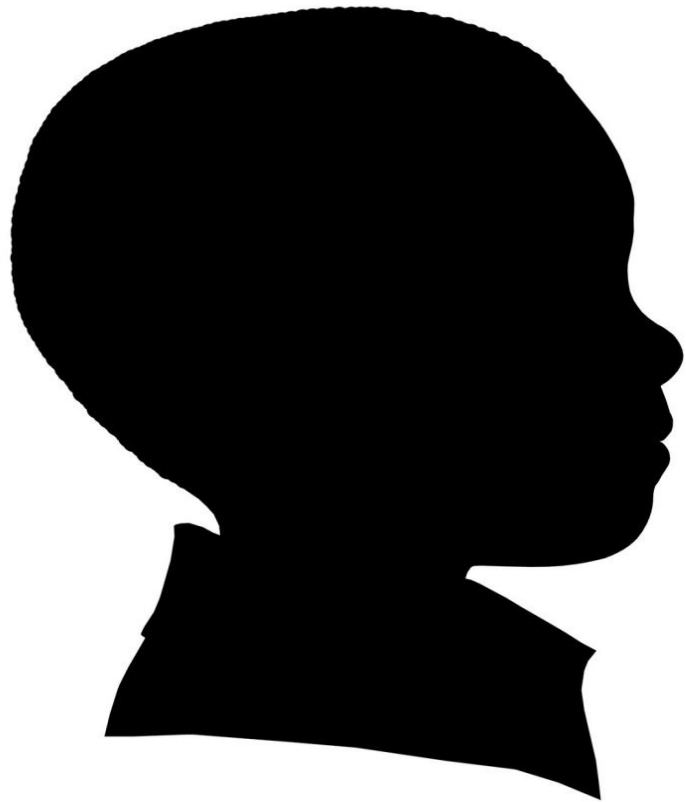
Resilient children

“can resist adversity, cope with uncertainty and recover more successfully from traumatic events or episodes”



Newman, T (2002)

Where will he end up?





“ Ordinary magic .. In the minds, brains and bodies of children, in their families and relationships and in their communities

Masten (2014)

”

Some key ideas...

- Asset focused
- Positive chain reactions
- Attention to effective detail
- Compensatory experience and challenge
- Child centred
- Ordinary magic
- Resilient Moves



Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow with Thomas 2007

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow with Thomas 2007					
	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
	Enough money to live	Help child/YP understand their place in the world		Engage mentors for children/YP	
		Being safe	Tap into good influences		Solving problems
	Access & transport	Keep relationships going	Map out career or life plan		Putting on rose-tinted glasses
		The more healthy relationships the better		Fostering their interests	
	Healthy diet	Take what you can from relationships where there is some hope	Help the child/YP to organise her/himself	Calming down & self-soothing	Help the child/YP take responsibility for her/himself
		Get together people the child/YP can count on			
	Exercise and fresh air	Responsibilities & obligations	Highlight achievements	Remember tomorrow is another day	Foster their talents
		Focus on good times and places			
	Enough sleep	Make sense of where child/YP has come from	Develop life skills	Lean on others when necessary	There are tried and tested treatments for specific problems, use them
	Play & leisure	Predict a good experience of someone or something new			
	Being free from prejudice & discrimination	Make friends and mix with other children/YPs		Have a laugh	

NOBLE TRUTHS

ACCEPTING	CONSERVING	COMMITMENT	ENLISTING
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Beating the odds for better results



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FREE, PRACTICAL RESOURCES TO HELP EVERYONE IN THE SCHOOL COMMUNITY STEP UP AND SUPPORT PUPILS' ACADEMIC RESILIENCE.

YoungMinds

- Tel: 020 7089 5050
- Parents Helpline: 0808 802 5544
- Website: <http://www.youngminds.org.uk>
- Publications: 020 7089 5062
- Training & Consultancy: training@youngminds.org.uk