

**Emotionally
Healthy
Schools**

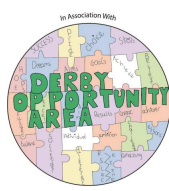
Emotionally Healthy Schools

Final Report

December 2020

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“Undertaking the Mental Health in School award has helped us to focus on the fundamental principles that underpin positive mental health and wellbeing. Everyone in school is able to talk about mental health; how it affects themselves and others, how to develop strategies to develop and promote good mental health and how to support each other to maintain it.”



Project Overview

This OA-funded project aimed to support school leaders in Derby to improve outcomes by developing nurturing environments, policies and facilities that are conducive to positive emotional well-being.

There were 4 key components:

1. Training a mental health lead in every school
2. Creating an online 'one stop shop' for school professionals
3. Supporting a new student placement pathway from the UoD in schools
4. Creating PDFs for mainstream schools to support with SEN and mental health

Summary of Outcomes

All 4 aims have been met, with every school now having a fully trained, fully resourced Designated Lead for Mental Health in their school. This has involved a 2 day training event with Minds Ahead, an option of attending several workshops designed to suit the needs of Derby Schools, ongoing CPD and support through regular network events and a website that provides a one stop shop for Derby schools. Every school has conducted an audit, which has been submitted to the Carnegie Centre for Mental Health in Schools and quality assured. Every school has identified areas of strength and areas in need of improvement using a universal template and shared understanding of what 'good' looks like.

The networks were attended by over 300 staff live and watched on recording almost 1000 times. Guest speakers have included international speakers, such as Natasha Devon, Prof. Barry Carpenter and Dr. Dan Siegel.

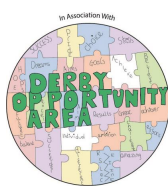
School mental health leads have reported huge improvements in their confidence. Over 95% felt that the award improved their school leadership of mental health, 84% felt that pupil wellbeing was improved as a result and 79% believed staff wellbeing was improved.

There is also a marked improvement in the way that whole school staff self-reported their understanding of mental health. In a sample of 130 secondary school staff from 3 schools, there has been an improvement in confidence across all statements. The largest increase has been in those who agree or strongly agree with the following statements:

- I am knowledgeable about the various mental health services that are available for children and young people in Derby – 73% (increase of 35%)
- My school does a lot to promote good mental health – 84% (increase of 33%)
- I am confident that I know where to find information about emotional health and wellbeing – 75% (increase of 32%)

We have asked a sample of 1,890 KS2 pupils from 3 schools if they know where to find help when they are sad, angry, upset or worried. 84% said that they sometimes, often or always know where to go, which has largely stayed the same since the start of the pandemic, with a small dip in the same sample group of 2%. This is reassuring considering the current circumstances surrounding the pandemic and experiences of being isolated at home.

“Children can now confidentially talk about keeping their minds healthy. Staff also understand the importance of them being mentally healthy as well as being more equipped to identify the early signs of poor mental health in themselves or the children.”



I think we help each other at this school. - Secondary School pupil

1. Training a Designated Senior Lead for Mental Health in Every School

The Carnegie Centre of Excellence for Mental Health in Schools were awarded the contract for delivering the training, which is a partnership between Leeds Beckett University and Minds Ahead. All Derby schools engaged with the training out of the intended 104. The additional schools were The Virtual School, Derby College and Transition 2, who attended both the training and network events.

DSLMMH Training and Workshops

The core training offer was a 2 day training session to induct staff to the role of Designated Senior Lead for Mental Health. Every school completed both days.

Across the 2 cohorts, 76% reporting increased confidence at the end of the training, with the second wave of schools being generally less satisfied than the first. In the second wave of schools, 74% reported the training being useful compared with 100% rating the session as good or very good in the first wave.

“A really full day with plenty of good information”

“Great networking opportunity”

This may be explained by higher confidence levels in the second group of schools at the start of the programme, with schools in the second wave of schools rating themselves higher across the board, including 30% higher in their confidence at having policies to support the emotional needs of staff, pupils and parents.

The training also offered 24 separate workshops, with some being repeats due to high popularity. The workshops were chosen or developed for Derby schools following evaluation of their initial diagnostics and on further consultation with staff during the 2 day training event. The chosen workshops were:

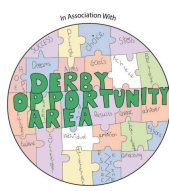
- Briefing and developing my staff on mental health
- Strengthening staff mental health
- Pastoral Leadership
- Engaging parents with mental health
- Mental Health Support Strategies for Primary
- Fostering attachment in the classroom
- Mental Health Support Strategies for Secondary
- Developing our school’s mental health policy
- Embedding mental health in the curriculum
- Supervision support for staff working with vulnerable children and young people

207 unique members of school staff attended these workshops from 92 schools across Derby City, in addition to the DSLMMH training. Most workshops were well received, with 7 of the 10 receiving 100% feedback of good or very good. The sessions with lower feedback ratings were looked into immediately and re-worked for future sessions.

“This has been like a sleeping giant. I have always wondered what that missing part was... This project has woken this sleeping giant.”

Mental Health in Schools Award

76 schools have gone on to complete the Mental Health in Schools Award, with 48 achieving bronze, 22 silver and 6 gold. Half of the gold awards were to Special Schools, with 1 Secondary and 2 Primaries also achieving gold. There



are several schools who were unable to achieve an award within the timeframe, but who have booked final verification calls directly with Leeds Beckett for next term, which is outside the remit of this project but we very much support.

“The award is very focused, there are so many different parts to it that at the beginning it did feel overwhelming. At the start I was just thinking about the children. Now we are seeing it much more as a bigger picture, and it’s not something that is one or two people’s role, it’s got to be that culture in school and it has to be something that we continue, whether we got the award or not, this is a really important issue..... The different sections make you look at it all differently. The organisational structure of the staffing is different from how you support the staff. They are two different things that at first, I didn’t understand this. Have the staff had training? How much do they understand? It focused us.”

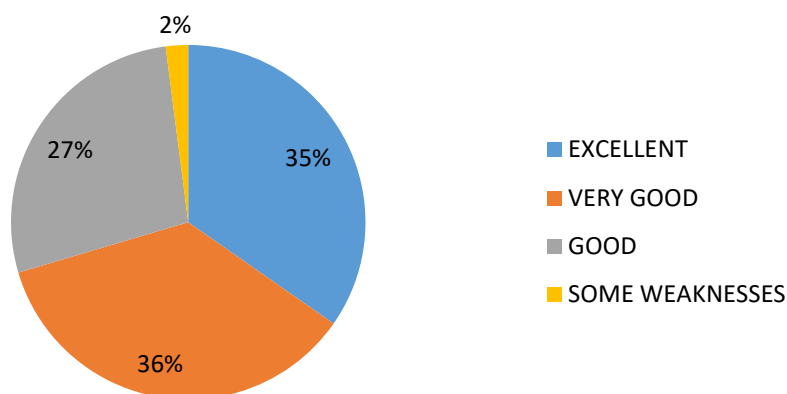
Network Events

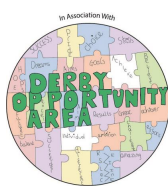
10 Network events were delivered altogether, initially in person on a termly basis at the Derby Conference Centre or Pride Park Stadium. All schools were invited together, rather than splitting into phases. Generally this worked well, with 98% of all feedback that the content was relevant to them. 104 schools attended the network events, with some schools sending 2 or 3 delegates.

When the national lockdown began, we moved to virtual events, which ran via zoom on a monthly basis. Initially these were run as supportive sessions and we did a round to share good practice/ things that had gone well to support wellbeing in schools as well as briefing on NHS and local service providers. By summer 2020, we had started to structure the sessions more and in July we proceeded with our keynote speaker, Natasha Devon, who was originally due to present at our final celebration event. This event proved popular, with 72 individuals attending live and 573 views of the online recording.

Further speakers included: Professor Barry Carpenter, Jill Mahon from Trauma Informed Schools UK (TISUK), Dr. Dan Siegel and Dr. Frances Maratos. These events attracted new school staff, with over 300 individuals attending live events and almost 1000 views of our recordings altogether. The feedback was consistently good, with 98% reporting the events as good, very good or excellent across all networks.

Feedback across all network events





Suggestions for future events include:

- National policy updates
- More high quality guest speakers
- Updates from NHS providers
- More practical tips and suggestions for use in school

“A great way to ensure that we are still focusing our attention on the children who need most support.”

“The Network events so far have been incredibly valuable, thank you.”

“Absolutely brilliant event today, very inspirational and useful content. Thank you”

“Thank you for the opportunity to hear such high quality speakers.”

In place of the final celebration, we developed a series of 10 podcasts which were short audio recorded interviews, plus one video recording, with some of our schools in Derby, including 5 of those who achieved gold. These have been published on the website and on Twitter to support the legacy of the project.

Grant Funding

£236,353 has been paid out to schools in grant funding through the project. Out of the 100 schools who were eligible for further grant funding, 91 have submitted their action plans to gain funding from the project for their school development. The applications for competitive grants (grants 3 and 4) totalled £135,186 of which £86,353 was granted.

“Massive, massive, massive, massive. This has been one of the biggest personal shifts in my career; the impact on the staff has been significant. It has empowered me to be able to use a vehicle to drive through changes that were absolutely necessary. I always knew that these were important things but now I know why they are important.”

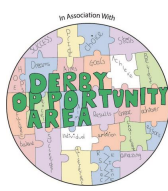
The grant funding breaks down as follows:

Grant 1: £50,000 was granted to 100 schools at £500 each to cover time spent on the project, such as developing policies, conducting the audit and/ or surveys.

Grant 2: £91,000 given to 91 schools at £1000 each to cover action plans.

- 64% of this funding was for CPD, of which 35% covered fees and/or supply costs for Mental Health First Aid, 10% was for training in staff wellbeing and 2% was training for pupils, such as wellbeing ambassadors. The rest of the CPD was wide ranging and included mindfulness, ELSA training and supporting parents. Providers included Educational Psychology, Bridge the Gap, Tamba Roy, Art of Brilliance and Relax Kids to name a few. 52% of the training was for whole school teams, with Governors, SENCOs, TAs and Pastoral teams also benefitting as well as some additional top up training for DSLMHs. A small amount went to training parents at 3% and to SLT at 4%.
- 30% of the remaining funding was for physical resources including decorating nurture spaces, providing worry boxes, display boards, furniture for calm spaces, wellbeing zones and peer ambassador equipment.
- The remaining 6% paid for time to develop internal policies and procedures to improve wellbeing within school settings.

Grant 3: £45,347 was granted to 27 schools at an average of £1,680 per school.



- 76% of the funding was granted for CPD/ training of which 90% was to train whole staff teams, 3% was to parents, 8% was to pupils, 16% was to TAs and pastoral teams and 1% was for the DSLMH.
- 3% was spent on time to strengthen internal policies and procedures
- 21% was provided for books, furniture and resources for nurture provision

Grant 4: £41,006 was granted to 41 schools at an average of £1,000 per school.

- 71% of this funding was for additional books and resources including switching sensory equipment to those that are wipe-able due to covid-19, additional books, such as supporting those who are bereaved, extending library collections and further nurture room equipment
- 29% was for CPD, including Mental Health First Aid, peer mentors, internal training and shadowing and some external specialist trainers.

"The biggest impact was raising the profile of mental health and its importance in everyday life for pupils, staff and parents."

There is some information in school that helps me with stress. - Secondary School pupil

2. Website

The School Development Support Agency (SDSA) won the tender to develop the Emotionally Healthy School website (www.emotionallyhealthyschools.org). Since the launch in May 2019, the site has continued to grow and develop with increased subscribers, visits and activity. The number of 'entries' has fluctuated with more visitors to the website in June '20 and November '20 and lower entries in July and August which could be related to the summer break.

Overall, the user feedback and analytics confirm the clear navigation, accessible resources and ease of finding useful links. The analytics incl. bounce rate, time on page and visits are reflective of a 'one stop shop' as users leave the website once they have found what they are looking for. 85% of users rated the website 4 or 5 stars out of 5 with comments including;

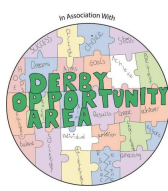
Highlights

- The website contains 83 pages and 292 posts
- There are 176 subscribers from Derby City schools or Derby LA ranging from Heads, Teachers, DSLMH and SENDCos
- The forum has 23 topics with 18 replies. The most popular topics being 'Ideas for books to use in a Primary school' and 'What do you want to get out of DSLMH day 2?'
- There have been 22142 total sessions, with 46336 page views
- The average session duration is 2m 8s
- The highest session was on 4th June 2020, with 177 unique sessions, which could be due to the DSLMH network on 3rd June or the PSHE Matters free resources that were uploaded on 3rd June
- The top posts/pages are
 1. Homepage – Emotionally Healthy Schools
 2. The Leuven Scale
 3. A Recovery Curriculum

'Lots of resources and downloadable information. Easy to access and navigate'

'Clear, accessible and relevant information'

'Enabled good links to be located to point colleague in the right direction'



"I spend a lot of time researching mental health resources which would be of interest and use to schools and without doubt the Derby Emotionally Healthy Schools website is leading the way! This online resource was created for schools and it supports them in reviewing, evaluating and implementing their whole school approach to mental health. There is a huge range of resources and links to materials and other websites to assist schools whatever their stage of development. It is easily structured so that readers can quickly find what they are looking for. Although written specifically for Derby schools, any school interested in being mentally healthy would find this a valuable resource."

- Dean Johnstone, CEO of Minds Ahead

"A lot of people have told me where to find help so now I know." - Primary School pupil

4. SEND Materials

St Andrew's led the development of 5 PDF flyers for all Derby schools to use with families of children with SEN and in need of emotional support. They were developed in collaboration with the Derby SEN Healthy Minds Network. The Network consists of representatives from Derby's SEN schools. The PDFs include:

- Emotional and Mental Health (Calm, Concern, Crisis)
- Mindfulness & Calming Strategies
- Parent Support
- Sibling Support
- Transition Support

The materials were presented to DSLMHs during their core training. These were also launched at the Derby SEN Conference at the University of Derby on 9 July 2019 and shared at the OA Celebration event at Market Place in Derby on 13 July 2019. They have also been presented at the SENCO networks and the DSLMH Networks.

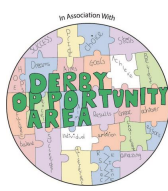
They are available on the website here: <https://emotionallyhealthyschools.org/assess/send/>

School always makes me feel welcome - Primary School pupil

5. University of Derby

A new placement scheme has been set up at the University of Derby, placing students from the following programmes into schools:

- Counselling and Psychotherapy
- Social and Community Studies
- Arts therapies
- Mental Health Nursing
- Adult Nursing
- Occupational Therapy



Momentum was starting to gather as we became subject to Covid-19 restrictions which impacted on students not being permitted to take up placements in Schools as we would have predicted.

We have, however, committed to continuing the programme as benefits to Schools and to students has been really positive. We would be willing to offer more (long arm) support to students in Schools if that will facilitate greater uptake.

We have appointed a Senior Placement Lead who will be in a better position to co-ordinate placements in future (Jan Royal-Fearn).

Overall we have seen circa 25-30 placements opportunities taken up.

Case Study 1

In September 2019 we commenced a child nursing programme and in January 2020 used 4 primary schools for a first placement for our student nurses. This placement aimed to link into their ongoing study of child development, increasing understanding of family dynamics and how education provides a wider breadth of support for children and their families around wellbeing and safeguarding liaison as well as seeing how schools support children with a variety of healthcare needs and support plans.

From this, initial placement evaluations highlighted the wealth of mutually beneficial opportunities that such placements offer. Health is regarded as a conduit to education, thereby information sharing, health promotion and advice were integral components of this placement. Students received positive feedback from the schools, highlighting their enthusiasm, professionalism and willingness to support staff and children across the age ranges.

Case Study 2

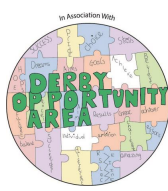
September - December 2019 - we had 2 OT students placed at Ivy House School. The feedback from both of these students was extremely positive about their experiences within the School environment. They did both find the placement challenging initially, as there was not an OT on site with them full-time. However, this supported their independence and autonomy within their final placement. The work they engaged in was deemed to be of real benefit to the students within the school and they were also able to promote Occupational Therapy within a school environment. These students provided feedback at one of your events earlier this year. The students have now graduated and both are working within paediatric settings as a result of the placement experience.

“Student A and Student B were awesome last year and the students really benefitted from having them! If there is any chance Ms A could return it would be fantastic.” (school representative)

“Our students really benefitted last year from having someone external to talk to so it is exciting that this can happen again this year.” (school representative)

“I’m glad to have been a help there, and thank you for your help arranging and organising the placement” (Student A)

“I spoke with school representative a while ago and she said that the school would be very grateful if a couple of third year students would be willing to volunteer there again” (Student A)



There are lots of staff who I can go to if I need help. - Secondary School pupil

Evaluation

Please refer to the full impact report that has been completed by Prof. Jonathan Glazzard at Leeds Beckett University.

At the start of the programme, all schools were asked to undertake surveys, to gather a baseline for parent, staff and pupil mental health in Derby city. This has been a useful exercise for many schools, who have used these results to prioritise their workload and indeed many speak about this in the podcast series that was developed.

However, as the pandemic has hit during this project, it will undoubtedly disrupt our results and so we have not been able to proceed as originally intended. What we have done, is to collate a baseline that will sit within the City and can be accessed in future to evaluate the impact of any future interventions.

We have taken a sample from 3 primary schools for KS2 pupils and 3 secondary schools for staff, to see if there had been any shift.. For KS2, there has been a drop, which in one school, school B, who had the highest reporting at the start of the project, we have seen a 7% drop in confidence. For the other schools the drop is negligible. This may be showing us the impact of the lockdown and school closures on pupil confidence.

For staff, we have seen a much greater shift, with improvements made on every statement. Some highlights that demonstrate project success are:

- I feel confident in my ability to support the emotional needs of children/young people. (+9%)
- I am knowledgeable about the various mental health services that are available for children and young people in Derby. (+35%)
- I understand thresholds for children and young people’s mental health services in Derby. (+11%)

“I feel as a school we going in the right direction for improving mental health and wellbeing and knowledge of it but I feel we still have a long way to go.” – School staff

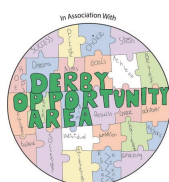
The full survey results of sampled pupils and teachers are available here.

KS2 Pupils:

	Before	%	After	%	Difference
School A	132/144	92%	436/480	91%	-1%
School B	631/668	94%	596/685	87%	-7%
School C	586/756	78%	554/732	76%	-2%
TOTAL	1349/1568	86%	1586/1897	84%	-2%

Staff:

	A	B	C	Pre	%	A	B	C	Post	%	+/-
I feel confident in my ability to support the emotional needs of	33/43	58/89	30/36	121/168	72%	24/28	71/90	10/11	105/129	81%	+ 9%



children/young people.											
I feel confident that I can spot a child/young person who needs additional support for their mental health.	31/ 50	79/ 89	27/ 35	137/ 174	82%	25/ 28	85/ 90	9/ 11	119/ 129	92%	+ 10%
I am knowledgeable about the various mental health services that are available for children and young people in Derby.	13/ 46	38/ 75	8/ 35	59/ 156	38%	16/ 28	72/ 90	6/ 11	94/ 129	73%	+ 35%
I understand thresholds for children and young people's mental health services in Derby.	6/ 46	26/ 89	5/ 35	37/ 170	22%	9/ 27	29/ 90	4/ 11	42/ 128	33%	+11%
My school has policies in place that support the emotional health and wellbeing of children.	31/ 44	11/ 89	14/ 35	56/ 168	33%	25/ 28	29/ 90	9/ 11	63/ 129	49%	+16
My school has policies in place that support emotional health and wellbeing of staff.	21/ 48	10/ 87	9/ 35	40/ 179	22%	21/ 28	10/ 79	7/ 11	38/ 118	32%	+10%
If I had a mental illness I would not tell anyone at work.	15/ 50	29/ 89	9/ 35	53/ 174	30%	7/ 28	20/ 82	6/ 11	33/ 121	27%	-3%
My school does a lot to promote good mental health.	23/ 49	63/ 89	3/ 35	89/ 173	51%	20/ 27	81/ 90	7/ 11	108/ 128	84%	+33%
My school's culture and ethos is focussed on emotional health and wellbeing.	21/ 58	51/ 89	5/ 35	77/ 182	42%	22/ 28	36/ 70	7/ 11	65/ 109	60%	+18%
I know strategies for dealing with stress.	31/ 45	59/ 84	18/ 35	108/ 164	66%	24/ 28	82/ 87	10/ 11	116/ 126	92%	+26%
I recognise the signs of poor mental health.	30/ 44	45/ 89	23/ 35	98/ 168	58%	25/ 27	61/ 82	10/ 11	96/ 120	80%	+22%
If I had a mental illness, I would not seek help from a mental health professional.	11/ 53	14/ 85	19/ 35	44/ 173	25%	5/ 28	14/ 90	3/ 12	22/ 130	17%	-8%
I am confident that I know where to find information about emotional health and wellbeing.	25/ 48	37/ 89	12/ 35	74/ 172	43%	24/ 28	58/ 83	9/ 11	91/ 122	75%	+32%