



Mental health is not extracurricular

Katrina Jenkins

Families, Children and Young People's Programmes

Mental Health Foundation

Overview

- Our work – the Mental Health Foundation
- Focus on Prevention
- Campaign: 'Make it Count'
- Our Programmes – Families, Children and Young People
- Peer Education Project



Dedicated to finding and addressing the sources of mental health problems



Our **vision** is to make the same progress for the health of our minds that we have achieved for the health of our bodies

Our **mission** is to help people understand, protect and sustain their mental health



We focus on Prevention

2 in 3 of us will
experience mental a
mental health problem at some
point in our lives



1 in 6 people in the
past week experienced
a common mental
health problem



The estimated cost
to the UK economy:
over £100 billion
each year



Areas of work

- Programmes – practical, innovative, asset-focused
- Research – evidence-based
- Influencing policy
- Campaigns and awareness-raising events
- Information tools

*Source: YouGov Plc. April 2014



**mental
health
foundation**

**mental
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foundation**

Mental Health
Foundation

SUMMARY REPORT



MON

TUES

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FRI

MAKE IT COUNT.

**MENTAL HEALTH IS
NOT EXTRACURRICULAR.**



Mental Health
Foundation

70 YEARS

Campaign launch – World Mental Health Day

- Public petition
- Guides for parents, pupils and school staff
- Policy briefing



Why 'Make it Count' now?

- Children spend approx. 30 hours/week in school
- 96% teachers believe they have come into contact with pupils experiencing a mental health problem (NASUWT Survey)
- 60% trainee teachers are not confident about identifying students' mental health needs
- 73% trainee teachers feel that mental health is not given enough priority in their training (Glazzard, 2018)
- More than 1 in 10 children (11%) have no one to talk to at school if they feel worried or sad (YouGov survey)
- Incidence of mental health problems in children is increasing (Pitchforth et al, 2018)

Top five asks

1. Peer education in mental health
2. Training for all school staff
3. Education about mental health for all
4. Expert support in schools
5. Measurement of wellbeing

Leadership and strategy

1. School leaders to promote mentally healthy ethos and culture
2. Evidence-based and strategic implementations
3. Measuring wellbeing (e.g. Good Childhood Report, 2018)
4. Ofsted inspection framework – accounting for wellbeing
5. Training for school leaders/teachers in interpreting wellbeing data

By 2020:

Let's give school leaders the evidence to understand what works in supporting their own pupils' mental health by introducing a mental wellbeing measure in our schools.

Expert in-school support

1. Independent, trained counsellors on site
2. Mental health support worker in every school
 - a. Clear links to external/specialist services

By 2021:

Let's provide independent counsellors in every school to help give pupils the timely support they need in an environment in which they feel comfortable.

Focus on teachers

1. Sustained and ongoing training for teachers in children's mental health
2. Prioritising children's mental health in ITT and CPD
3. Mental health in training to include child development, adolescent brain, mental health promotion
4. Supporting teachers' mental health – a workplace issue
5. Review of teacher workload
 - a. Increase time for professional development (e.g. MH training)
 - b. Reduce workload in other areas

By 2020:

Let's give teachers the knowledge and confidence to make schools mentally healthy places by guaranteeing at least one day a year of Continuing Professional Development (CPD) dedicated to learning about children's mental health and adolescent brain development

Focus on curriculum

1. Mental health as a meaningful feature of school curriculum
2. Quality, evidence-based syllabus with resources to aid delivery
3. Regular, timetabled lessons
4. Setting minimum hours/week for teaching about mental health
5. Ensure greater attention for teachers delivering lesson content

By 2020:

Let's guarantee all school children a minimum of one hour a week of the new Health Education curriculum focused on practical strategies for staying well and seeking help, delivered appropriately by well-trained teachers.

Focus on children

1. Including children in creating a mentally healthy culture
2. Peer support to improve wellbeing
3. Peer education to reduce stigma
4. Peer involvement to increase engagement with interventions/support

By 2020:

Let's help young people support one another and break down the stigma often associated with mental health by introducing a peer-led mental health programme in every school



Questions?

Top five asks

1. Peer education in mental health
2. Training for all school staff
3. Education about mental health for all
4. Expert support in schools
5. Measurement of wellbeing

Discussion: What could these policy asks look like in practice?

Ideas and challenges



Peer-to-peer



Innovative

Preventative



Evidence-based

Co-produced

Our Programmes

Creative



Interactive



Community-building

Enhancing capacity



Families, Children and Young People's Programmes

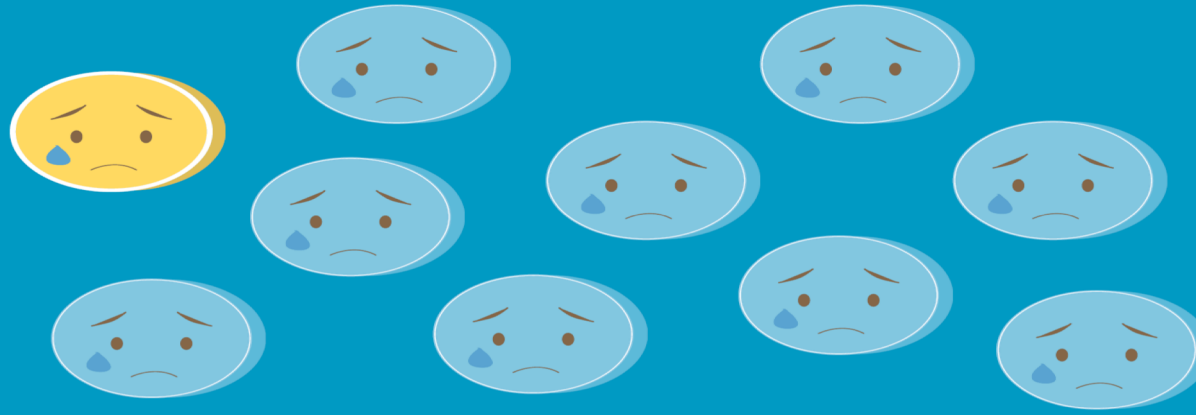
Earliest opportunity – perinatal

Childhood – school

Young adults – university



Evidence of Need



- On average, over 30 hours per week on school grounds.
- Over 1 in 10 children (11%) have no one to talk to in school when they are worried or sad.
- 51% of surveyed young people said that they did not ask for help because they did not understand what they were going through.

From the **Mental Health of Children and Young People in England (2017):**

- One in eight (12.8%) 5 to 19 year olds had at least one mental health problem.
- The prevalence of mental disorders in 5 to 15 year olds has increased from 9.7% in 1999 to 11.2% in 2017.



Peer Education Project

Equipping young people with knowledge and understanding of mental wellbeing and how to safeguard their mental health and that of their peers

What is the Peer Education Project?

- Schools-based programme
- Peer-to-peer education
- Five-lesson syllabus
- Delivered to Year 7s
- Delivered by year 12s





Why Peer Educators?



Evidence suggests that:

- More credible, clear and relevant sources of information
- More comfortable asking questions
- Opportunity to develop role models
- Sustained social relationships developed through Peer Education

Why Year 7?

- Prevalence: 1 in 10 young people aged 5-16 have a mental health problem
- Key life transitions:
 - Primary to secondary school
 - Puberty and adolescence
- “Peak empathy” for others at age 9-11
- Friends and school are key sources of support at this age
- Opportunity to start whole-school culture from day 1



The project so far...

| Year 1 | Year 2 | Year 3 | Year 4 |
|--|--|---|--|
| <p>Consultation with Y7 students</p> <p>Development of syllabus content, 5 lesson structure</p> <p>Testing with Y12 students</p> <p>Delivered in 3 schools</p> <p>Small-scale evaluation</p> | <p>Adaptations to content and design process</p> <p>Delivered in 7 schools</p> <p>Independent evaluation: Anna Freud National Centre for Children and Families</p> | <p>Content adaptations based on evaluation feedback from teachers and students</p> <p>Train-the-trainer model</p> <p>Delivered in circa 40 schools</p> <p>9,000 school children</p> <p>Testing adaptations (e.g. SEN)</p> | <p>100+ schools currently signed up</p> <p>Over 20,000 school children</p> <p>New module: Body Image (May, 2018)</p> <p>PEP Platform</p> <p>Trialling: Webinar training</p> <p>Overview</p> |

PEP Materials

- Year 7 workbook
- Peer Educator handbook
- Implementation Guidance
- Parents' Resource
- And more!



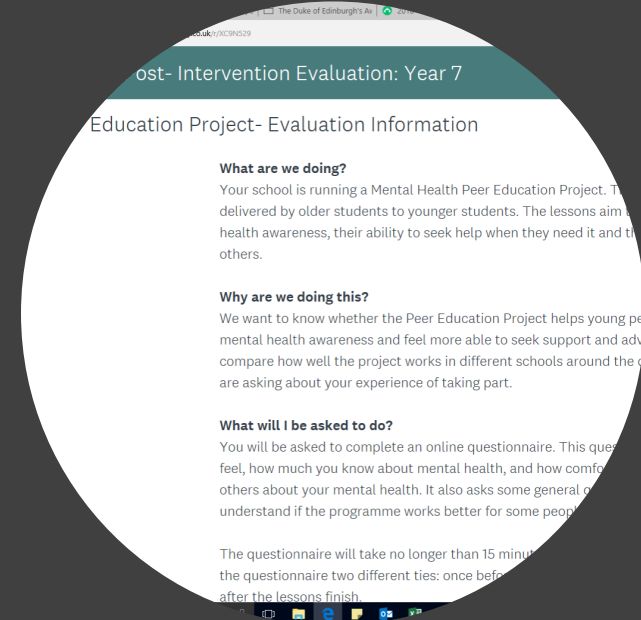
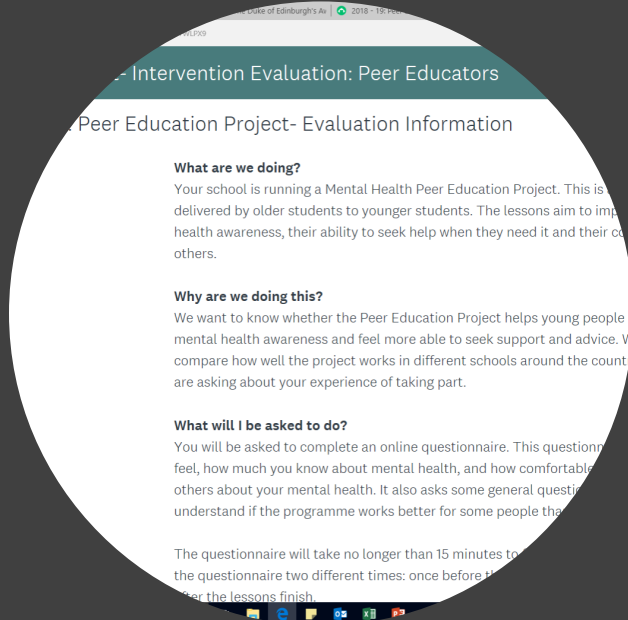
Wellbeing Toolkit

Wellbeing toolkit

Add things to your toolkit that can help you feel better when you're down, stressed or worried. These might be things you can do (e.g. rest, talk to someone) or objects (e.g. a journal or a favourite piece of clothing).

You can write or draw things in your kit.





PEP Evaluation

"I realised after doing these sessions that I didn't know much about mental health. It really helped me personally, and it was rewarding – and fun."

Peer Educator

How well does it work?

Our 2016-17 evaluation by the Anna Freud National Centre for Children and Families found that:

- Students **would recommend** that others take part (98% PE's, 88% Y7)
- Year 7 **find it helpful** to learn about mental health from their Peers
- Students **improved on key terms** (mental health, stigma, discrimination)
- Students **improved on key skills and attitudes** (knowing when and where to seek help, talking openly, supporting friends and staying well)

"I think it was easier that they were close to our age – they understood our feelings a bit more."

Year 7 student



Lucy's feedback

To MHF Supporters
My name is Lucy and I am 12 years old, I go to TRS, where the course took place. First of all, I really liked the layout of the books, with activitys at the back incase you finished early. I liked it because it helped calm me down after all my lessons at school. Also, the slideshows that were shown, were easy to read and the information was usegul and helped my gorm understand about Mental Health. The two girls that were mentoring us, knew what they were talking about and didn't hesitate to answer the question my gorm had for them. They didn't miss any weeks and were very clear when talking to us. Overall the course was really usegul in giving me a good understanding about mental health and how to comfot someone who may have to deal with mental health issues.

Thank you
for
listening!

Lucy

I hope you can help more children like me to take part.

Film clip: <https://youtu.be/dic-UPOJACw>





Reflection: Taking from today

What can you do to support children's mental health in school?

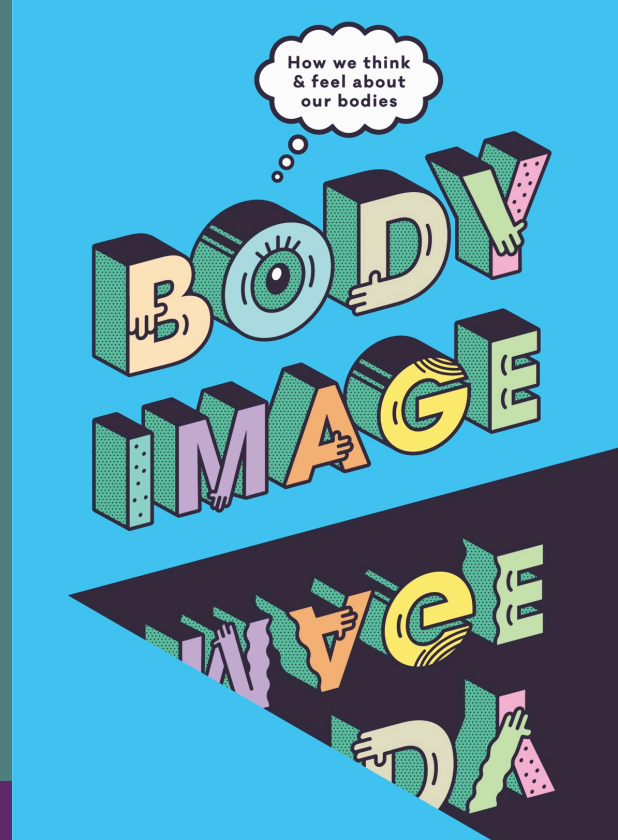
Get involved

Mental Health Awareness Week: Body Image
13th - 19th May 2019

Parent, pupil and teachers guides

‘How to’ ...guides

Wellbeing Week



Get in touch

Email: schools@mentalhealth.org.uk

Visit: www.mentalhealth.org.uk

Socials:



Twitter - @mentalhealth

Facebook - @mentalhealthfoundation

Instagram - @mentalhealthfoundation

