



Mental Health in South Staffordshire Schools:

HOPE

(Helping Our Pupils' Emotions)

Report 2017 - 2018

Rachel Rayner, Project Lead - 30 March 2018



Mental Health Day 2017

Introduction

“Helping Our Pupils’ Emotions”, hereafter referenced as HOPE was commissioned in 2015. The project had previously been known as ASPEN, (established as school-based CAMHS in January 20015-March 2012) based in Burton on Trent, East Staffordshire. ASPEN (Additional Support for Pupils’ Emotional Needs) was jointly commissioned by local authority, health and education to deliver interventions, training and support to schools via direct intervention or training school staff to intervene. It was the latter approach which was cost-effective and delivered positive outcomes on a broad scale to vulnerable pupils and their families.

When the Staffordshire Local Transformation Plan (LTP) was approved in 2015 it included a stream addressing mental health in schools via training for support staff. Based on the previous recognised success of ASPEN, the HOPE Project was asked to develop a model to deliver the same package across all of the South ¹Staffordshire CCG’s. This was agreed and the first training of HOPE began September 2016.

The LTP aim:

- ❖ Increase mental health awareness in schools via pastoral staff
- ❖ Increase ability of school staff to manage emotional wellbeing & to make appropriate referrals
- ❖ Minimum of 5 secondary schools per area enrolled & trained.

In September 2016 35 schools enrolled (11 Secondary/24 Primary) 42 staff trained

In September 2017 17 additional schools enrolled (4 Secondary/13 Primary)

March 2018 in *total there are 54 schools and 74 school staff involved with HOPE.

*(including long term schools involved in ASPEN/HOPE previously)

For September 2018 there are already 30 schools signed up to attend the next tranche of training. Word of mouth has spread about the project and current schools are sharing their good experience of being involved in HOPE at various formal/informal school networks.

A number of schools have been declined to attend as they are in Stoke vicinity or North Staffordshire. There are increasing requests from these areas as they hear about the project from colleagues in South of the county.

The following report demonstrates that the stated aims have been met and there are a number of additional outcomes and benefits to the project. Five secondary schools per area has not been attained but this is an ambitious aim in a climate where the education structure is under significant change.

¹ East Staffordshire/Cannock Chase/Stafford & Surrounds/South East Staffordshire & Seisdon

Current Involvement

CCG	Secondary	Primary	Total
Cannock Chase	2	*5	2
East Staffs	4	20	24
SES & Seisdon	3	7	10
Stafford & Surrounds	3	9	12
**Out of area	1	2	3
TOTAL	13	38	51

*One primary school had a staff person attend that was changing jobs 2017 to teach Newly Qualified Teaching staff and she used the training to inform her teaching at a local University

**Two schools contributed financially to join the project as they are out of the South Staffordshire CCG vicinity

Development

Initially there was a need to develop promotional materials and to talk with schools to invite them to participate. A flier has been developed, service level agreement and training & networking dates set for the year ahead. Schools book onto the training using Eventbrite (an online booking system).

Foundation Training

Over July, September, October 2017 four days of training delivered. All training delivered from one large central venue in Rugeley.

Training covers the following:

Day One: Understanding MH of CYP -anxiety / depression / overactivity & using outcome measures to monitor interventions

Day Two: Self-harm, suicide and listening / questioning skills

Day Three: Using evidence -based approaches and feedback tools for effective practice and documentation

Day Four: Taking care of yourself and understanding reflective practice (aka clinical supervision) Meet the supervisors

Training Feedback: Overall the feedback and comments have consistently been positive (see appendix C). The feedback from trainees demonstrates that the training meets the aims of the LTP - upskilling school staff to manage the emotional wellbeing of

students and to support their needs as well as making improved referrals when needed. One aspect of the project that cannot be evidenced is that schools have reduced the number of referrals into specialist CAMHS. Anecdotally the feedback is that HOPE mentors are working with young people that prior to the training they would have referred into specialist CAMHS.

Networking and Supervision

Networking sessions are hosted termly. These are not well attended. Typical apologies cite being unable to be released from school duties. The networking offers guidance, support and resources. Staff always advise that the support has been instrumental in helping them implement and manage the role and colleagues expectations.

“May I say what a great meeting today and I found it very supportive. Although I had been on one attachment course I had not actually heard of the Shield of Shame and after some research tonight it is exactly what I am sure the child concerned is feeling and I can now put in place some further strategies. Some of the other ideas such as positive group games, where you celebrate ‘not winning’ from today’s group discussion is something I will certainly adopt too”

Supervision has been received with some trepidation. Although trainees all experience supervision in action there are many that continue to believe the supervision is a managerial meeting where they will be corrected. This ethos has been challenging to overcome. A Supervision Alliance scale has been used to ask for feedback when staff have received supervision. Of the forms received so far there is resounding positive feedback that supervision and networking has been supportive. See table for some comments on the value of networking and supervision (from trainees completing feedback June 2017).

Leeds Alliance Supervision Scale	% with high agreement
Supervision sessions are focused	96.7%
Supervisor and I understand each other in supervision sessions	98.3%
Supervision sessions are helpful to me	96.2%

Additional Training

In addition to the four days foundation training further days have been offered to support the schools development of a whole-school approach to mental health in schools:

Mental Health in Schools Conference (June 2017) co-hosted with Charlie Waller Memorial Trust

Taster in Theraplay (September 2017)

Experiencing Yoga and Mindfulness to teach in the classroom (September 2017)

Transition training (October 2017) looking at key transition stage between year 6 to year 7. "Train the trainer" model encouraged attendees to share with colleagues and incorporate the training sessions into the curriculum

Whole school approach to mental health (November 2017)

Emotion Coaching (January 2018) two days

Attachment (February 2018)

Level 2 attachment training: Toxic stress and the impact of developmental trauma (Rescheduled to April due to inclement weather in March 2018)

Outcomes

There is evidence that HOPE provides objectives from three key government publications; Future in Mind, Five Year Forward View and Transforming Children and Young People’s mental health provision: a green paper. The objectives it meets are listed below and evidence follows from the audit of HOPE 2016-2017. (Feedback from the second tranche (2017) will be completed May/June 2018 at the end of this academic year.)

<u>Future in Mind:</u>	<u>Five Year Forward View</u>	<u>Green Paper:</u>
<ul style="list-style-type: none"> - Promoting resilience, prevention and early intervention - Improving access to effective support – a system without tiers - Care for the most vulnerable - Accountability and transparency - Developing the workforce 	<ul style="list-style-type: none"> - Improving outcomes for children and young people with a joint-agency approach - Intervene early and build resilience - Improving access to high-quality evidence-based treatment for CYP 	<ul style="list-style-type: none"> - A designated lead in mental health responsible for school’s approach to mental health. The lead will oversee the help the school gives to pupils with mental health problems, the lead should be able to spot pupils showing signs of mental health problems, offer advice to colleagues about mental health, refer to specialist services if needed.

OUTCOMES

CCG	Total schools involved (2016-2017)	Number of forms returned	Pupils support in HOPE	Referred onto specialist CAMHS
Cannock	9	4	168	10 (6%)
East Staffs	19	9	442	35 (8%)
SES&Seisdon	8	8	222	22 (10%)
Stafford	7	4	60	18 (30%)

The project delivery is dependent on the leadership attitude to mental health, school ethos, time capacity and autonomy of the HOPE mentor. Where HOPE has developed effectively and is well supported the school offers:

- **Self referral** to drop in sessions, 1:1 meetings or ongoing support. Parents can access and request this support in many of the HOPE schools.

- **Easy access** to mental health support
- In a comfortable, **familiar environment**

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- Quick and **responsive to need**
 - **Needs-based** provision for range of mental health problems
 - Uses **evidence based** practice to encourage safe practice
 - **Reduced referrals to specialist CAMHS**
 - All-inclusive - children in care, special education needs, diagnosable mental health conditions, and many more

Overall Impact of Hope intervention:

- project enabled pupils access in turn lessening impact on already overstretched services with families also more aware of self-help.
- Ultimately inclusion, with children having strategies to empower and provide resilience, pupils better supported and staff better trained to assist.
- The project impact has been significant with the ability to meet demand and exceed expectations of pupils and parents. Access to dropbox (priceless information and tools) has been a real success.
- One pupil saved from permanent exclusion showing significant improvement with intervention.
- Teachers report a positive impact on those pupils involved with the Hope Project.
- - A direct result of Hope intervention has been an improvement in attendance of some pupils therefore having a positive impact on their education.
- **“Hope is a project we cannot do without in our school .. the listening ear service has been a lifeline for one pupil particularly”**
- Introduction of Pooky Knightsmith’s Not Now Celeste book particularly beneficial for a family suffering long- term depression.
- Look back over the year: Listening ear has had a major impact, preventing the need for greater support and making it acceptable to talk about emotional support without a stigma attached and actually being quite ‘cool’.
- Distraction box was a big hit.
- Awareness of emotional help and support increased amongst pupils and parents.

Overview of Outcomes

Positives

- Wider range of support, more access to resources, more strategies for learners.
- Raised profile of emotional wellbeing.
- Less referrals to external agencies, with pupils not accepting support previously engaging with this project. Role in school promoted to parents meaning more pupils actively seeking support.
- Shift of focus to self-help rather than parents and pupils expecting school to 'fix it'. positive feedback, engagement with parents.
- Listening ear worked well.
- Tailored support. Word of mouth for self-service support worked really well.
- Deep learning days. Introduced mindfulness and goody bags. VIP pass for pupils attending 1:1 to use Wellbeing Area a big hit.
- How to starve the anxiety / anger gremlin books have been particularly useful.
- File set up for all staff to share resources. Own oxygen mask first approach with parents to enable them to help/support their child.

Barriers: challenges :

- The majority of respondents mention time constraints
- Time (particularly for accurate paperwork and using outcome / feedback tools), parental engagement, lack of dedicated working / meeting space.
- Lack of time and allocated space previously highlighted as a major challenge now been overcome with overwhelmingly positive outcomes. Self-harm / sexual health current issues with not as much support as would like from parents and sometimes unhelpful staff attitudes are a barrier.
- Time and volume of students needing support remains greatest challenge

Biggest challenges: time, resources and cost

To note Cannock is the most deprived area currently servicing vulnerable pupils and yet found to be the most enthusiastic

Costs

Summary of costs

Activity	Description	Cost
Promotion & Introduction	Distributing the flier, contacting schools across South Staffordshire, answering queries, communicating with current enrolled schools and invoicing	£1,000
Evaluation	Distribution of supervision feedback and audit form Summary of training events/supervision	£1,000
Administrative	Summary of feedback & audit forms	£1,000
Training	Planning, preparation, travel, refreshments, room hire, handouts when appropriate and sundry items. 12 training days	£12,000
Supervision & Networking	Networking (2.5 hrs) is offered per half term and supervision (1hr) per half term or as needed	£6,000
TOTAL	(Cannock £4,552.18/East Staffs £4,424.60/SES & Seisdon £7,177.93/Stafford & Surrounds £4,845.29)	£21,000

Conclusions

HOPE has been cost-effective and demonstrated good outcomes. For the minimal investment schools have received multiple training opportunities and professional support to meet the needs of vulnerable pupils from years one to eleven. This equates to £388 per school at current numbers.

It has met the aims of the CCG funding and its impact has reached far beyond the intended aims. The most effective schools are those that allow the HOPE mentor protected time out of the classroom and dedicated space to develop the role.

There is increasing demand for schools to join HOPE. Commonly, schools advise they are struggling to manage the increasing mental health needs of pupils in a climate where available resources are diminishing.

APPENDICES

APPENDIX A:

HOPE Flier that is sent via E-school bag to all Staffordshire schools



The flier features a central logo with the word 'HOPE' in large green letters, where the 'O' is a yellow sun with a smiley face. Below it, 'Helping Our Pupils' Emotions' is written in black, with a small smiley face icon. The text 'EMOTIONAL AND MENTAL HEALTH SUPPORT FOR CHILDREN & YOUNG PEOPLE' is centered below the logo. A red horizontal line separates this from the heading 'NEED MORE MENTAL HEALTH SUPPORT, TRAINING, KNOWLEDGE?'. The main body of text describes a free service for training and ongoing support for teaching staff in Staffordshire, and a three-day training package focusing on resilience, mental health, self-harm, and self-esteem. Below the text is a graphic of red and white sticky notes with handwritten terms: Grief, Anxiety, Phobia, POST-TRAUMATIC STRESS, STRESS, Shame, DEPRESSION, and PANIC. The flier concludes with the question 'INTERESTED?', contact information for Rachel Rayner (Project Manager), the website hopeproject2016@cutlook.com, the phone number 07962 229 206, and the Twitter handle @hopeproject2016. At the bottom, logos for four Clinical Commissioning Groups are displayed: South East Staffordshire and Sekeston Peninsula, Central Cheshire, East Staffordshire, and Stafford and Lichfield.

HOPE
Helping
Our Pupils'
Emotions

EMOTIONAL AND MENTAL HEALTH SUPPORT FOR
CHILDREN & YOUNG PEOPLE

NEED MORE MENTAL HEALTH SUPPORT, TRAINING, KNOWLEDGE?

A **FREE** SERVICE TO OFFER TRAINING AND ONGOING SUPPORT TO TEACHING STAFF IN STAFFORDSHIRE TO IDENTIFY AND MANAGE THE EMOTIONAL AND MENTAL HEALTH NEEDS OF YOUNG PEOPLE WITHIN THE SECONDARY & PRIMARY SCHOOL SETTING.

A PACKAGE THAT OFFERS THREE DAYS TRAINING (Sept/Oct 2016) AND AWARENESS RAISING FOCUSING ON RESILIENCE, MENTAL HEALTH, SELF HARM AND SELF ESTEEM WITH ONGOING PROFESSIONAL DEVELOPMENT AND SUPPORT THROUGH REGULAR NETWORK MEETINGS

Grief Anxiety Phobia
POST-TRAUMATIC STRESS STRESS Shame
DEPRESSION PANIC

INTERESTED?

Contact Rachel Rayner (Project Manager)
hopeproject2016@cutlook.com
07962 229 206
@hopeproject2016

South East Staffordshire and Sekeston Peninsula Clinical Commissioning Group
Central Cheshire Clinical Commissioning Group
East Staffordshire Clinical Commissioning Group
Stafford and Lichfield Clinical Commissioning Group

APPENDIX B

Current schools:

1	Cheadle PS	- OOA -	1	2017
2	Cannock Chase HS	Cannock	1	2016
3	Cardinal Griffin HS	Cannock	1	2016
4	Chadsmoor Junior School Jr	Cannock	1	2016
5	Longford PS	Cannock	2	2016
6	Norton Canes PS	Cannock	1	2016
7	St. Josephs RC Primary, Hednesfield	Cannock	1	2016
8	Staffordshire University Academy HS	Cannock	2	2016
9	Heath Hayes Academy, PS	Cannock	1	2017
10	Abbot Beyne HS	East Staffs	2	2016/2017
11	All Saints Federation, Newborough PS	East Staffs	1	2016
12	Eton Park PS	East Staffs	2	2016
13	Fountains HS/PS	East Staffs	4	2016
14	Horninglow PS	East Staffs	2	2016
15	Kingfisher Academy	East Staffs	2	2016/2017
16	Lansdowne Inf	East Staffs	2	2016
17	Springcroft PS	East Staffs	1	2016
18	St. Modwens PS	East Staffs	1	2016
19	William Shrewsbury PS	East Staffs	3	2016
20	Anglesey PS	East Staffs	2	2009
21	Christ Church pS	East Staffs	1	2009
22	John of Rolleston	East Staffs	1	2009
23	Mosley Academy	East Staffs	1	2009
24	Richard Wakefield	East Staffs	2	2009
25	Rykneld	East Staffs	left	2009
26	Victoria	East Staffs	2	2009
27	Winhill Village	East Staffs	left	2009
28	All Saints -Leigh	East Staffs	1	2017
29	de Ferrers HS	East Staffs	2	2017

30	Holy Rosary, PS	East Staffs	1	2017
31	Pingle HS	OOA	2	2017
32	Flax Hill & Lark Hall	SES&S	1	2016
33	Lakeside PS	SES&S	1	2016
34	Moorgate PS	SES&S	1	2016
35	Nether Stowe HS	SES&S	1	2016
36	Tamworth enterprise Coll HS	SES&S	left	2016
37	William MacGregor PS	SES&S	1	2016
38	St Peter & St Paul PS	SES&S	2	2017
39	Willows PS	SES&S	1	2017
40	Coton Green	SES&S	2	2017
41	Rawlett HS	SES&S	1	2017
42	Wolverhampton Uni	SES&S	1	2017
43	Blessed William Howard HS	Staff & S	2	2016
44	Leasowes PS	Staff & S	2	2016
45	Redbrook Hayes PS	Staff & S	1	2016
46	St.John's First School	Staff & S	1	2016
47	Fulford PS	Staff & S	1	2017
48	Sir Graham Balfour HS	Staff & S	2	2017
49	Berkswich PS	Staff & S	left Jan 2018	2017
50	Christ Church, Stone	Staff & S	1	2017
51	All Saints-Bednall	Staff & S	1	2017
52	Veritas PS	Staff & S	1	2017
53	St. John's PS	Staff & S	1	2017
54	Clayton Hall Academy PS	Staffs & S	1	2016
55	Picknalls	East Staffs	2	2017

APPENDIX C

Training comments:

Totally amazing training and trainers. Love the video clips that help break up the session and aid understanding. Maybe set up a user group for this cohort of listening ears so we can stay in touch ask for inspiration (forum?)

Thanks for all of the interesting info + sources

It would have been nice to have sat in our 'cluster' groups from day 1. Would have preferred emails with attachments, we have had issues on our school system with 'dropbox'. Overall - fabulous! Thank you

Resources have been a little hit & miss. Sometimes freely available & other times hard to find. Cluster groups from first day. Thank you

I have really enjoyed the training and it will help me within my role. Thank you

Networking with primary schools separately, rather than a mix of primary, secondary. really enjoyed each session. Thank you!

The resources on the dropbox are fantastic, trainers knowledge is outstanding in all its equipped us with the knowledge and ability to complete sessions with more confidence and knowledge ourselves.

More information on sessions you can deliver / discuss with students. Week 1...Week 2...To get the program[me] off the ground. Possibly have extra sessions to allow more time for group discussions about different scenarios. lots of information to be able to get started. Has opened my mind to different things and has changed some of my opinions. The 'ACES' video was particularly striking.

Feel less scared about certain situations.

Really useful info given. Day 3 would have given more context as to expectations of what the role should look like (not sure if this is miscommunication with school). Great networking and confidence building hoping it will continue!

Really interesting, maybe more primary focus would be good. Day 3 would have been better on Day 1 - we spent a lot of time finding / making resources & forms in between these days. Fascinating and thought provoking though! Thank you.

The delivery of the training was excellent and very informative. The course has given me a new found confidence in my job role. Thank you!

Very informative course, lots of ideas & suggestions to trial at school. Maybe better to have 8 1/2 day sessions - so not brain overload

I think it may be useful to have one session where primary and secondary school are

separate but feedback to each other the next session.

It all came together for me on week 3/training day 3 with how to look at outcomes. As a school we have a very nurturing ethos that so much of the training can add to + enhance. The outcomes really pulled it altogether + gave me a very exciting + clear vision for my school. Thank you!

Good training, have enjoyed the interactive approach. I personally would have liked sessions to be closer together (break between day 1 & 2 too long although I do appreciate summer holidays got in the way). Looking forward to networking meetings.

I have found this course very informative and useful. The resources we have been given access to are invaluable. I would like the course to run over a few more days so that information could be better processed. It would be nice if further dates & courses could be available at the start so that schools can plan for this.

All of the trainers are approachable & helpful. I have really enjoyed the course and would recommend it for others.

Great course, loads of helpful information both electronic and paper. Great for meeting other staff from other schools and sharing good practice. There is a lot of information to take in and I found this overwhelming at times and feel I need time to sort through, digest and collate together the information to use successfully within my work environment. I did get anxious regarding all the information! But really enjoyed the course and have made some good friends. Great course providers/practitioners.

Training has been excellent very useful to have email with attachments. knowing what is going to be explored in the next training session is useful. (The venue, although great to have everyone, could not always hear, which could become frustrating - appreciate this could not be helped)

I have found this training very helpful. It has been good to have the 4 days to go through the information and it has been delivered excellently. I am excited to adapt what I have learnt to support identified in school. I am also keen to think about my staff's wellbeing and I am gong to plan 1/2 termly slots for them to have 'supervision' times to ensure they are getting supported too.

Great training and really useful. Continued support as we move forward and implement is great.

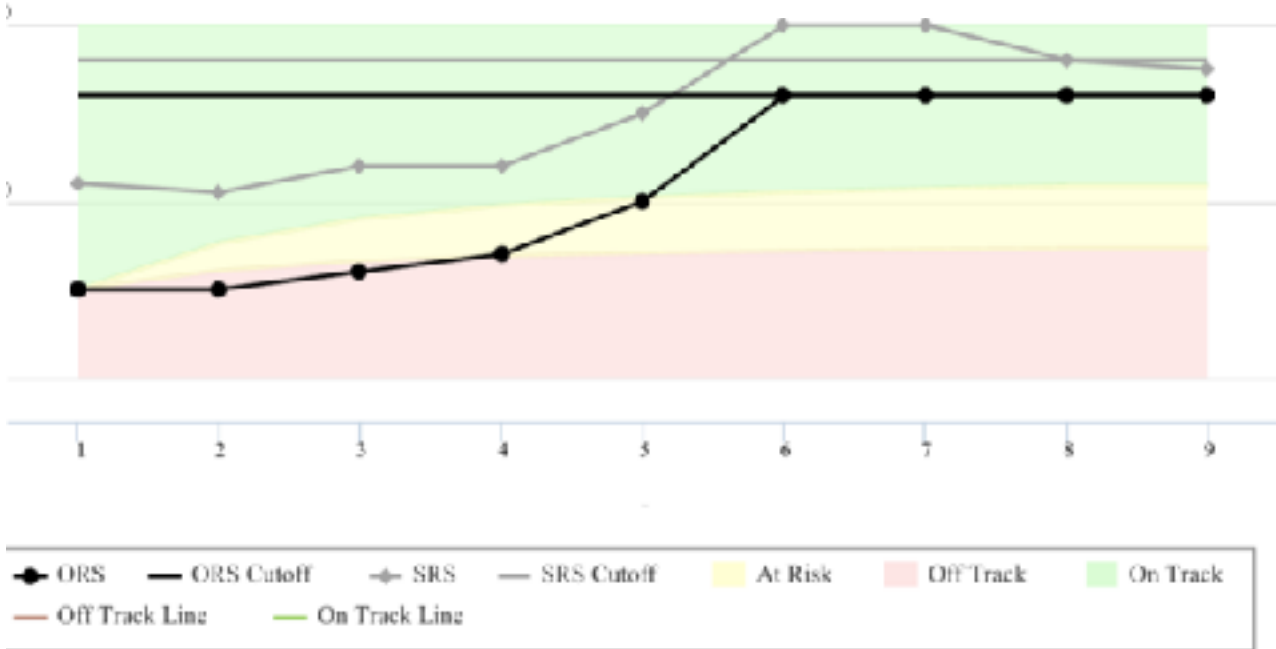
Acoustics not great. Difficult to hear at times. Some people talking when presenters were which also made hearing difficult at times.

Thank you. Lots of things to reflect upon!

APPENDIX D

Example of feedback form and outcome measures

Measuring and monitoring outcomes of interventions using "My Outcomes"



Parent: _____
Child Group Session Rating Scale (CGSRS)
 (Ages 0 to 12)

How was our group today? Please put a mark on the lines below to let us know how you feel.

Listening
 The leader or group did not listen to me or let me talk. (Smiley face) _____ The leader and group listened to me and let me talk. (Smiley face)

How Important
 We do not talk about or do important things. (Smiley face) _____ We talked and did important things. (Smiley face)

What We Did
 I do not like all of what we did today. (Smiley face) _____ I like what we did today. (Smiley face)

Overall
 Every session would be good for me for the rest of the year. (Smiley face) _____ Today was good for me I feel like a part of this group. (Smiley face)

So far so good. I feel we have made progress.

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Session feedback tool. SRS ensures the therapeutic relationship is working effectively which in turn enables a good working relationship which research shows is a key component of working effectively.