



Jayne Abbott - Resilient Schools Programme Manager

The Department for Education (DfE) recognises that: **“in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy”** There is good evidence to support this assertion and Ofsted has highlighted that children and young people themselves say that they want to learn more about how to keep themselves emotionally healthy. Moreover, schools have a duty to promote the wellbeing of students.

What is the Barnet Resilient Schools Programme?

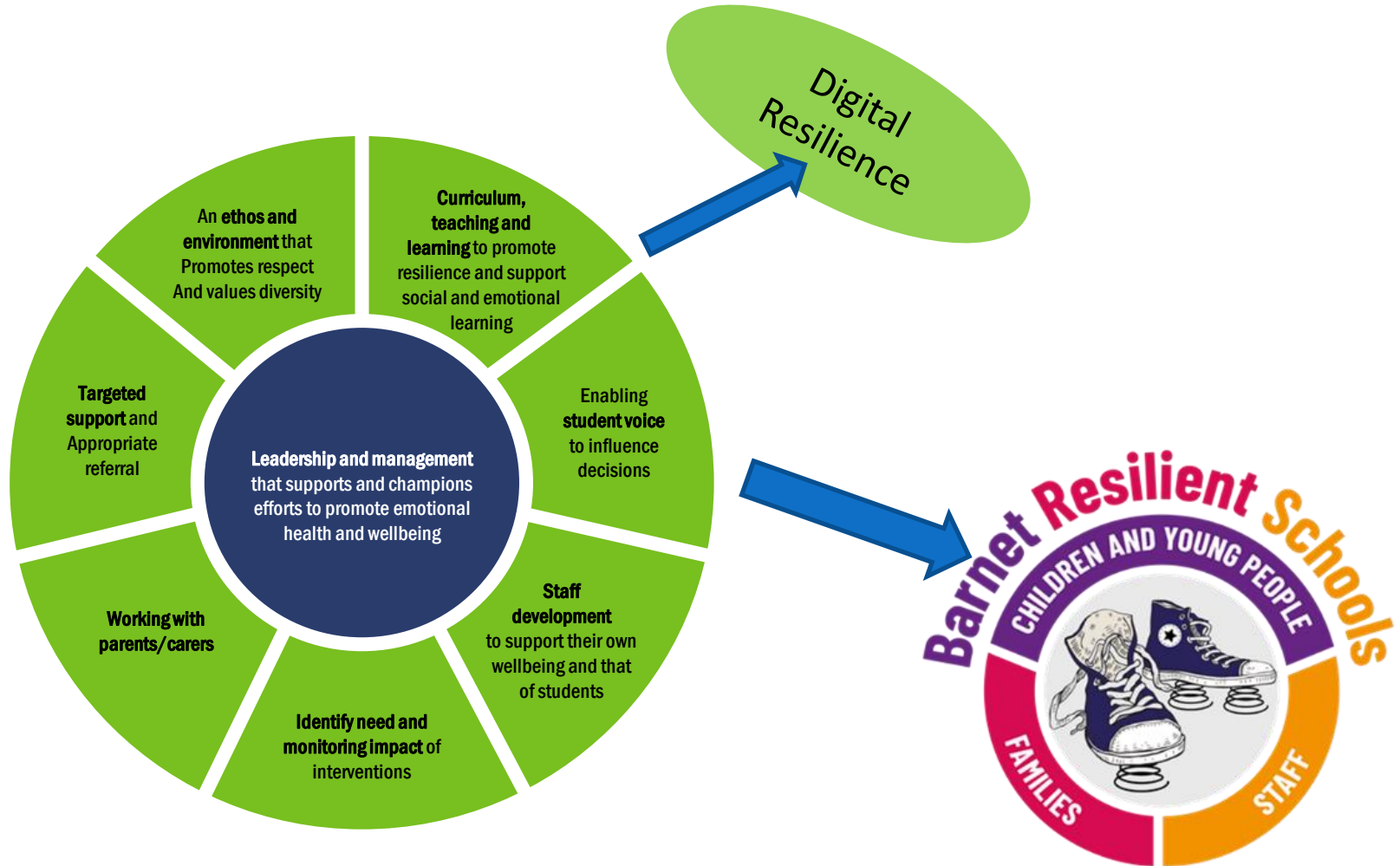
The Programme Aims To:

Raise awareness and de stigmatise mental health

Help school communities (pupils, staff, parent and carers to recognise their own and others mental health needs and be confident to seek support for themselves and others.

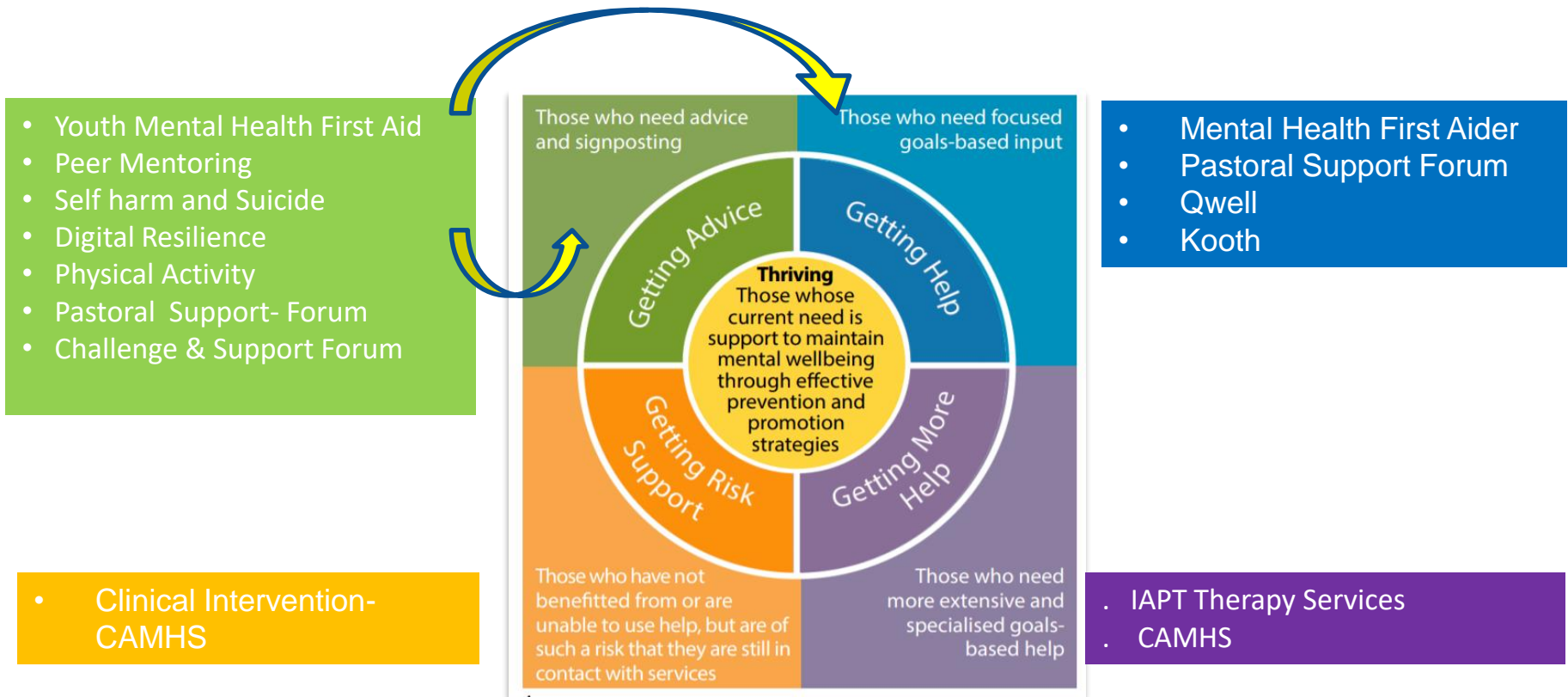
Through awareness be able to intervene early to prevent the escalation of poor mental health

Whole School/College Approach To Wellbeing and Mental Health

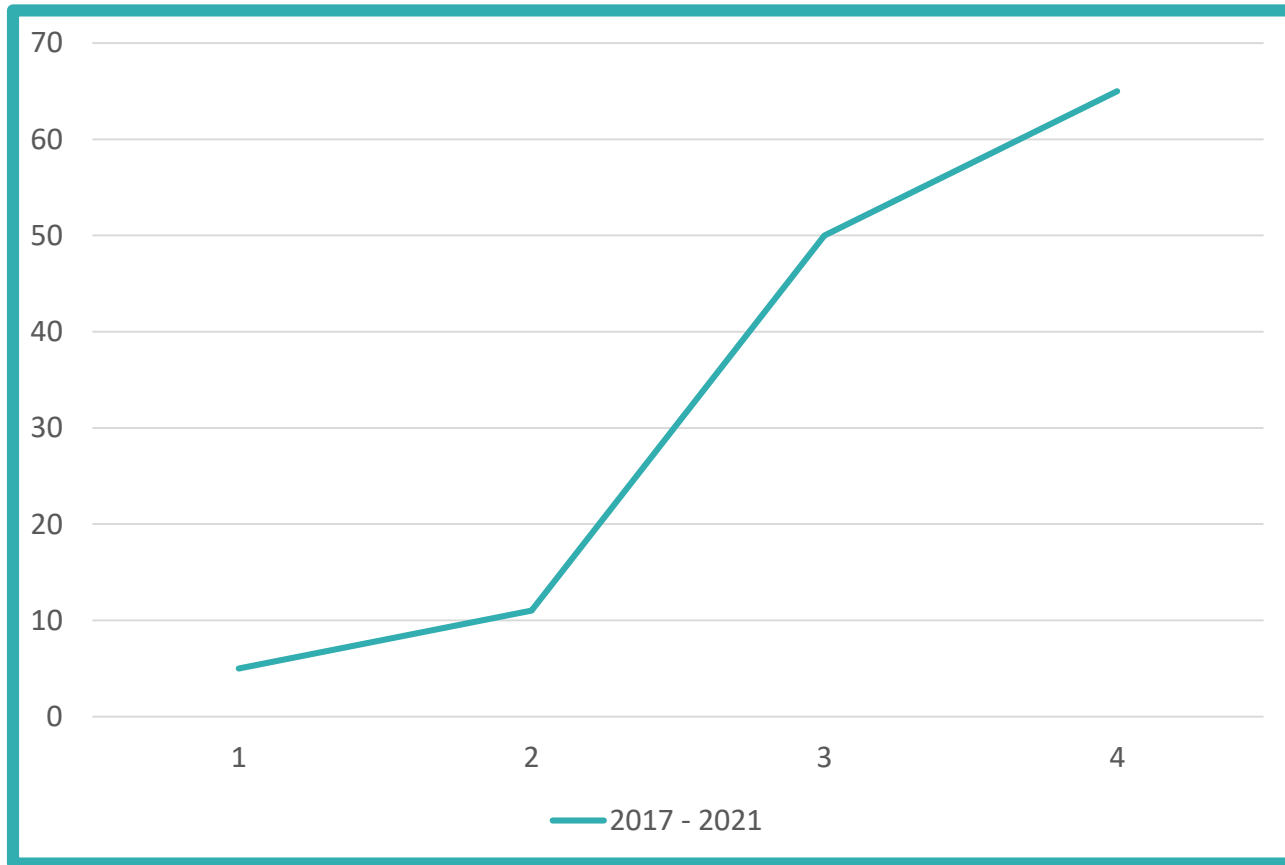


(Source Public Health England and Children and Young Peoples Mental Health Coalition, 2015)

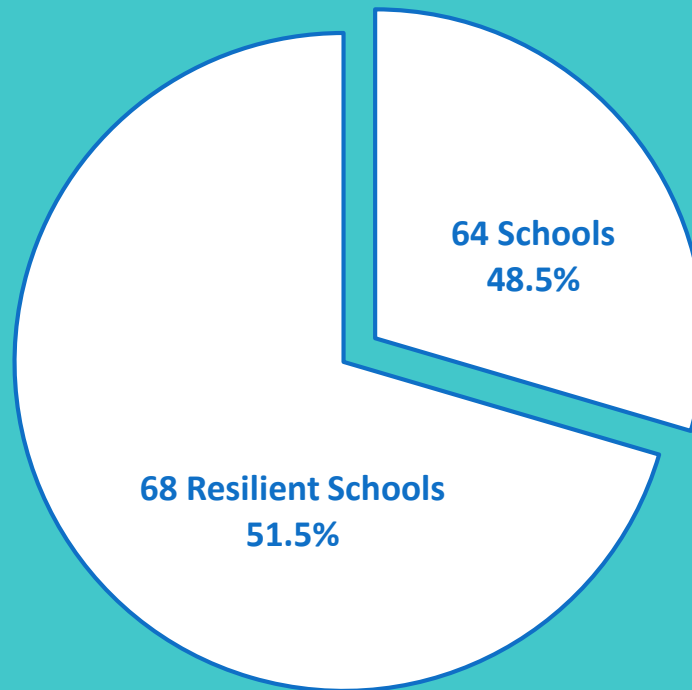
Resilience Schools & the Thrive Model



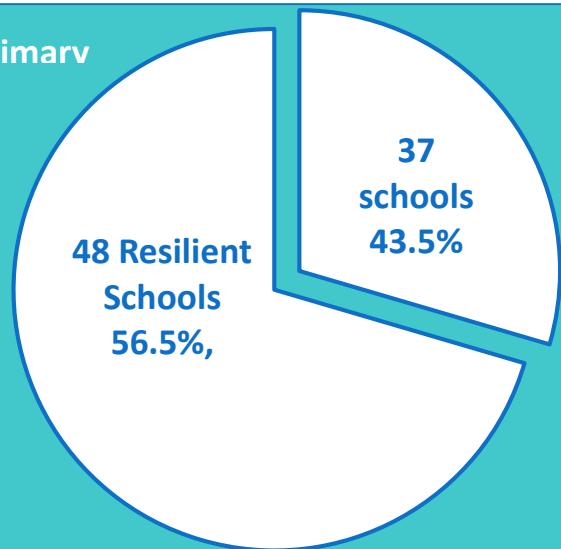
Resilient Schools 2017 - 2021



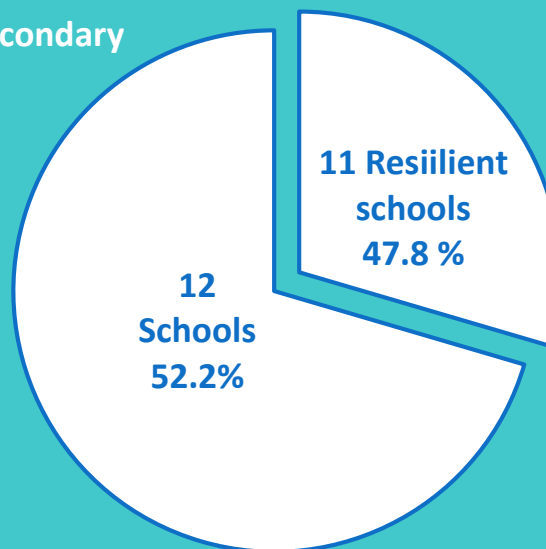
RS as a % of all Barnet Schools



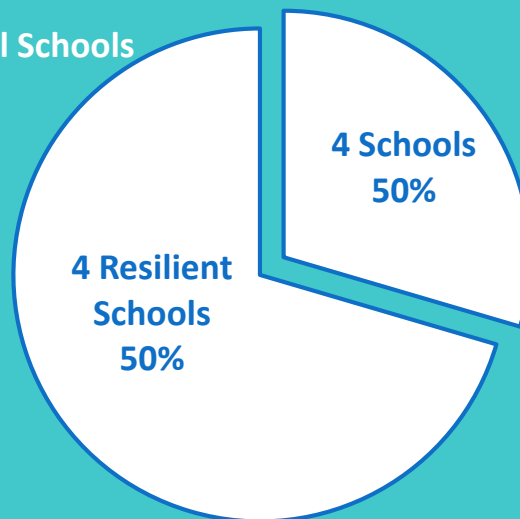
Primary

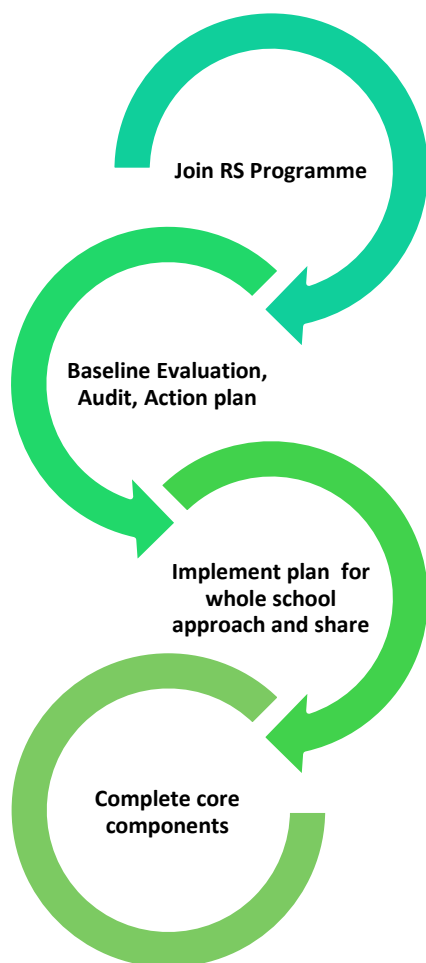


Secondary



Special Schools





Any Barnet Primary or Secondary school may join the programme at the beginning of each academic year. This enables all schools to take part in the evaluation process and make the most of the training and support on offer.

Barnet Resilient Schools can also help you achieve Silver and Gold in the Healthy Schools London Awards.

The baseline evaluation provides a starting point and gives you insight into your school. The audit enables you to build on your school's strengths, address challenges and plan the Resilient Schools programme for your school

Staff training, network meetings and other support resources are available to help you implement and develop activities for your school. Taking part in the audit and follow up evaluation will enable you to keep track of your progress and achievements.

When you have established the core components of the Resilient Schools programme your school will be eligible to use the RS logo to increase visibility and recognition of your achievements.

Evaluation

- Annual baseline Survey (September)
- 6 month audit
- Follow Up Survey (June)

Audit

- Strength based audit and addressing gaps
- Progress Tracker

Youth Mental Health First Aid/MH Awareness

- Train Staff
- Deliver Staff inset – MH awareness
- Deliver Parent Session
- Deliver sessions to targeted, evaluation year groups

Promotion of Kooth/Qwell

- Assemblies
- Leaflets, Posters & Cards

Physical Activity

- Promotion of 'extra 20 minutes' and the impact on Mental Health.
- Links to support and resources

Self Harm & Suicide Document

- Add to existing safeguarding or mental health policy

Digital Resilience

- Raising awareness of the impact on mental health through signposting to resources and commissioning of campaign style co produced video

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Additional Support

- Network Meetings
- Support Meetings
- Peer to Peer Support
- On line Support through Programme Manager and RS website
- Links to support and resources
- Challenge and Support Forum
- Pastoral Forum

Additional Training

- Mindfulness
- Dfe Return to Wellbeing
- Psychological First Aid
- Emotion coaching
- Unconscious Bias
- Restorative Justice
- Zones of Regulation

Peer Champions

- Application and Interview
- 1 day MHFA Champion Training
- Co production Workshop
- Implementation

AUDIT TOOL

This can underpin, reinforce a Whole School approach – not replace it.



- Looking at your key strengths
- Looking at your challenges
- Using as a reflective piece
- Enables and formalises the sharing of good practice between schools

Working with Parents/Carers

Key Question: How does the school or college work in partnership with parents and carers to promote emotional health and wellbeing?

Links with the Ofsted Inspection Framework: Links with the Ofsted inspection framework: The Ofsted inspection criteria expects schools to be engaging parents in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development.

Ofsted inspectors have a duty to have regard for the views of parents. Inspectors will also take account of the results of any surveys carried out or commissioned by the school

Baseline 20/21

Awareness of Programme

- ☐ Lack of awareness of the Resilient Schools Programme among the responding staff and parent/carers.
- ☐ 52% of staff responding (62.46%)
- ☐ 87 % parents/carers were not aware of the programme. (84.67%)

Resilience

- ☐ Generally, participants were resilient, open to trying new things, can stay optimistic, know how to manage strong feelings, know the things they find hard and can bounce back after difficult times.
- ☐ Almost ¼ students responding stated that they disagreed or strongly disagreed with the statement that they could handle unpleasant or painful feelings (1 in 5)
- ☐ 16% of responding students disagreed or strongly disagreed with the statement “I can bounce back when I feel disappointed”.(13%)

Confidence

- Generally, those responding stated they were confident in the ability to help themselves or have friends, parents and carers around them to support them.
- The responses showed less confidence in knowing where to get support in the community and how to access the on-line counselling services Kooth and Qwell

Mental Health

- ☐ The participants responded positively to their knowledge of mental health, how openly mental health is talked about in their schools, how best to support themselves and in their confidence to support others.

Internet/ Social Media

- ☐ Fewer parents/ carers responded positively to knowing where to seek help when things are difficult on line.
- ☐ Just over 1 in 3 students agreed or strongly agreed that they had experience of being pressured to respond to chats or adverts online.

Emotional Status

- ☐ Generally, the participants responded positively to the statements that they are satisfied with their life and felt happy the day before taking the survey.
- ☐ 1 in 10 students responded that they were un happy or very unhappy in their life

Key Learning

- Good levels of wellbeing and resilience
 - Some students found it hard to “bounce back” and “handling difficult things” (13%)
 - Some students found it difficult to seek help from school staff (1 in 5)
 - Over half of students did not know how to access Kooth
 - 1 in 10 students responded stating they were unhappy or very unhappy
 - Over 1/3 students had experienced pressure on line
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- Lack of awareness of Resilient School Programme (parents and staff)
 - Unsure where to go in the community to seek help (parents/ staff)
 - Unsure where to seek help with difficulties on the internet (parents/ staff)

Responding to Findings

Awareness of the RS programme	Promotion- leaflet, termly newsletters
Using student input more	Student group to design Mental Health poster
Awareness of Kooth Signposting to services and support	Promotional materials and staff sessions on the service/alternatives
Digital resilience	Information and signposting to resources available on website. Development of a co produced digital campaign style video
More training packages and resources	Mapping of training and linking with other training programmes. Resource bank on website.
Aligning RS with other Services	Collaborating with CCG, Family Services, BICs and BELS to develop and align services and pathways
Parent engagement	Developing more support for increasing family engagement. Exploring MHFA for parent/carers
Developing mental health agenda for schools	Pastoral Forum Challenge and Support Forum
Developing “champions”	Peer Champions

Youth Mental Health First Aid

- To preserve life where a person may be a danger to themselves or others
- To provide help to prevent the mental health problems developing into a more serious state
- To promote the recovery of good mental health
- To provide comfort to a person experiencing a mental health problem

Mental health problems covered are:

- Depression ~ Anxiety ~ Eating Disorders ~ Psychosis ~ Self Harm
Suicide

Mental health crisis situations of:

- Suicidal behaviour/thoughts
- Panic attack/Acute stress reaction
- Acute psychotic behaviour

Empowering Parents, Empowering Communities

- Being A Parent (2-11yrs)
- Living with Teenagers (11-16yrs)
- Baby & Us (0-1yr)
- Manualised programmes co-produced by parents & parenting practitioners
- Eight 2hr sessions for between 8-12 parents
- Community location, children centres, schools etc
- Universal access & on-site crèche
- Additional specialist programmes for families whose children have SEND and conflict in families

What Next?

- Train the trainer – June
- Parent Group Leaders training
September – (Additional Mental Health
First Aid Training)
- 1st Groups Spring term 2022



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