2019 Conference
Mental Health: The Bigger Picture

Target audience: Primary, Secondary and Specialist Schools; School Nurses; and other agencies who work with schools including the Voluntary/Charity Sector and Social Care

8th October 2019 at Kettering Conference Centre
£104 per attendee & £52 for 2nd attendee (same organisation)

Organised jointly by the Northamptonshire Educational Psychology Service and CAMHS Community Early Response & Intervention Team, this conference has been planned to help primary and secondary schools to meet children’s mental health and behavioural needs.

Following on from the success of last year’s conference, we have invited Dr. Pooky Knightsmith (Mental Health Author and Educator; Vice Chair: Children and Young People’s Mental Health Coalition) to present the Key Note Address again.
This time Pooky will be talking about creating mentally healthy schools, which meet the needs of every learner, to coincide with the release of her new book “Mentally Healthy Schools Workbook: A Practical Guide to Meeting the Needs of Every Learner”.

Pooky is an internationally respected and prolific keynote speaker, lecturer, trainer and author. Pooky develops and shares practical, evidence-informed approaches to promoting mental health – arming health, social care and education staff with the skills, information and knowledge they need to support the children in their care; whilst also working hard to drive collaboration and change at a national and international level amongst politicians and charity, business and service leads.

A choice of 18 half-day workshops/courses is available. For details of course content and learning objectives please visit: www.northamptonshire.gov.uk/tamhsupdate.

There will be a range of stalls show-casing interventions, resources and local support agencies - for perusing during breaks and lunch.

To apply for one or more places, please register and book at: www.northamptonshire.gov.uk/tamhs.
If you need help with your booking, please ring 01604 368123. Priority places and course choices will be given to early bookers. Bookings will close when full capacity is reached or at midnight on Friday 26th July 2019.

Confirmation of your courses will be provided early in Autumn 2019. All courses with good take-up will be run.

PARTNERSHIP WORKING
Morning Course Options

A: Coping Skills
We, as the CAMHS Community Early Response and Intervention Team (CERIT), are offering a practical session for the TaMHS Conference on building resilience with practical skills and coping strategies.

We will be practicing, demonstrating and modelling work with:
- Calming jars and mindfulness techniques, using the senses with young people and adults
- Relaxation and breathing techniques, self-soothing using your senses.
- CBT tools around detective-thinking and solution-focus.
- Solihull Approach model of containment, translating to supportive relationships in school settings and staff teams.

This will be an interactive, participatory and fun session. Come prepared to join in!

B: An Introduction to Emotion Coaching
Emotion coaching is a relational approach which helps children to become more aware of their emotions and to manage their own feelings, particularly during instances of misbehaviour. It entails validating children’s emotions, setting limits where appropriate and problem-solving with the child to develop more effective behavioural strategies. Emotion coaching techniques instil the tools that will aid children’s ability to self-regulate their emotions and behaviour. It enables practitioners to create an ethos of positive learning behaviour and to have the confidence to de-escalate situations when behaviour is challenging. Emotion coaching provides a value-added dimension to behaviour management strategies and creates opportunities for longer-term solutions to children’s wellbeing and resilience. Emotion coaching incorporates neuropsychology, attachment theory and a focus on developing and maintaining relationships with children to support their social, emotional and mental health and attainment.

This workshop is aimed at enabling school staff to:
- Explore the benefits of Emotion Coaching and to increase understanding of the impact of relationships between children and adults upon behaviour.
- Consider aspects of attachment theory relevant to Emotion Coaching.
- Discuss opportunities to receive whole school staff training in Emotion Coaching.
- Develop a plan in relation to how Emotion Coaching may be implemented successfully in their school*.

*Please note that this training offers to provide a brief introduction to emotion coaching- this is not the complete training package. It would be helpful if a member of senior management was able to attend this session if this is considered a beneficial whole school approach. Further training can be arranged by the Educational Psychology Service.
C: Engaging Parents and Carers in the School Community
Research tells us that if parents and carers are actively involved in their children’s learning and activities at school, they will be more likely to thrive both in terms of academic performance and also in their general wellbeing. Yet it can be difficult to involve all parents and carers in the school community, especially if their own experiences of school weren’t positive.

This workshop, facilitated by Information Advice Support Service for SEND in Northamptonshire, is aimed at enabling staff to:
- Explore barriers to parental and carer engagement
- Share good practice, reflecting upon their own experiences of working with parents and carers
- Identify appropriate strategies to that encourage parental and carer engagement, especially when working with those harder to reach parents and carers
- Identify ways that school staff can work with parents and carers to support their children.

D: The Language of Wellbeing and Mental Health
The first of its kind in TAMHS: A workshop exploring the views and experiences of young people and their mental health. Dr. Pooky Knightsmith will also be participating in this workshop.

E: Loss, Separation and Bereavement
Ninety-two percent of young people in the UK will experience a significant bereavement before the age of 16, and four to seven percent will lose a parent through death (Ribbens, McCarthy & Jessop, 2005). Only 1 in 10 adults bereaved as a child said that their school was very supportive at the time of their bereavement (Child Bereavement UK). With the high prevalence of bereavement and other significant losses experienced by children and young people, it is important that school staff develop their thinking, approaches and resources to be able to support these children more effectively. Being able to support children who have experienced a significant loss is one of the Building Blocks for Mentally Healthy Schools at the Wave 2/ Targeted Level within the Northamptonshire TaMHS Programme.

The course is for anyone who wishes to explore the issues that many children and young people experience and to discover strategies and resources to help.

The workshop should enable participants from any key stage:
- To be aware of the impact of bereavement and loss as experienced by children and young people
- To recognise why some children and young people may be more vulnerable than others and how the response if affected by age and stage of development
- To understand the impact on staff and the school community and how to approach this positively
- To be aware of a range of strategies and resources to help children deal with loss, including the Northamptonshire Child and Adolescent Bereavement Service.
- To consider how to apply learning to your school at whole school, groups, class and individual levels
F: Peer Support
Appropriate peer support within primary schools can and does increase the opportunity for personal and social development within individuals of any age. It can also provide additional support and encouragement on aspects of school work, help to build confidence and self-esteem, and encourage a more positive participation in school life. Peer supporters provide younger pupils with an initial, accessible point of contact from which to seek support and build life-skills in a language and manner that is both familiar and acceptable. In this way, peer support can build capacity within a school for improving children's mental health and also free-up some staff time to focus on higher level concerns. The training can build on whatever peer support is already taking place in school or can begin developing this kind of support within school for the first time.

The workshop should enable participants to:
- Have a clear awareness of the processes of setting up a peer support programme
- Understand the role of a peer supporter
- Understand how to recruit and train peer supporters
- Identify a sound structural framework in order to promote sustainability for a peer support programme
- Understand the importance of monitoring and evaluating a peer support programme
- Be clear about the next steps needed for me and my school to help set-up and run a peer support programme.

G: Promoting Healthy Relationships between Young People
Healthy relationships are core to our emotional wellbeing; research on emotional resiliency suggests connection with other people and social support are key in enabling us to manage the ups and downs of life. How can schools impact on young people's aspirations for healthy, respectful and supportive relationships and their ability to recognise and sustain them?

This workshop will consider:
- What healthy relationships for teenagers look like
- How to encourage such relationships
- How to help teenagers in your school who are at risk of unhealthy relationships.
**H: Promoting Positive School Transitions**

Research has shown that for many children transitions between schools can be unsettling and stressful. Particular groups are more at risk of heightened anxiety, social difficulties, and a decline in academic performance and motivation. Developing a sense of belonging can have a positive impact on the transition process. Facilitating a sense of connectedness where pupils in their new school feel that they are genuinely cared about, wanted, listened to and supported can positively impact on their engagement, achievement and emotional wellbeing (Keay, Lang and Frederickson, 2015)

**This course is aimed at enabling school staff to:**

- Explore the issues that children and young people may experience during the unsettling time of school transition
- Consider how to develop a sense of belonging and connectedness to promote a successful transition at the systemic, class and individual level
- To co-create a plan of action during the workshop to take back to their school.

**I: Tracking Children and Young People’s Mental Health and Wellbeing**

How can you assess the value of mental-health focused interventions in your school and track children’s wellbeing more generally? This course will show how to do this and identify the tools that have shown to be of value in tracking the progress of pupils and determining the worth of provision, to help decide on whether they should continue, be refined or cease. There will be an opportunity to examine these tools and to discuss their use with others in small groups and with the presenter. The session will include links with OFSTED emotional health and well-being outcomes; and the requirement to provide evidence of impact of interventions for individual pupils in need – as well as to evidence wellbeing at class and whole-school level.

**Learning Objectives**

- To know and understand what to look for in an evaluation or tracking tool.
- To become familiar with a range of evaluation and tracking tools.
- To share experiences of such tools already used by participants and presenters.
- To identify one or more useful tools to use back in school.
Afternoon Course Options

J: Attachment- So what?
Attachment theory was developed by psychologists to explain how children interact with the adults looking after them. A child who develops a secure attachment style will have the confidence to explore their environment and develop a good sense of self-esteem. For children who don’t develop secure attachment styles, there are potentially serious consequences for their time in education, their emotional well-being, and their journey to adulthood.

This half day training is aimed at helping school staff to understand:
• How attachment difficulties begin and how they can present in children and young people
• How attachment difficulties affect learning, education and social development
• How they can support children and young people with attachment difficulties.

K: Emotionally-Based School Anxiety
This workshop will explore recent research and good practice in relation to emotionally-based school anxiety. We will consider ecological and social, emotional and mental health factors that can impact on school attendance for children and young people. Strategies and resources to support children and young people successfully back in to school will be shared with the participants. The session is particularly aimed at staff working with Key Stage 3 pupils although it may also be helpful for those working with Years 5 and 6. The workshop will be delivered by a Specialist Senior Educational Psychologist for Social Inclusion.

This workshop is aimed at enabling school staff to:
• Reflect on their current practice working with pupils who are experiencing Emotionally-Based School Anxiety and identify areas they would like to develop further
• Review recent psychological research in this area and consider how to apply good practice models in their own schools
• Learn more about the structured group intervention work developed by Northamptonshire Educational Psychology Service in supporting pupils with Emotionally-Based School Anxiety
**L: Keys for Happier Living**
This course is for anyone who is keen to establish an ethos of positivity and change within their setting, for individual pupils and staff alike.

Action for Happiness- a movement for positive social change, with the goal of happiness for everyone- have reviewed the latest research from psychology and related fields considering what influences our levels of happiness. Everyone’s path to happiness is different, but the evidence suggests that there are some commonalities in what can help us to experience greater levels of happiness.

Action for Happiness have brought together this research to develop the ‘Ten Keys for Happier Living’ all of which consistently have a positive impact on people's happiness and well-being.

This workshop will provide an overview of the ‘Ten Keys for Happier Living’ based on the ‘GREAT DREAM’ model by Action for Happiness and will also provide information about the Keys to Happier Living Toolkit for Primary Schools (KS2). This is an evidence-based resource for teachers to support children to learn, develop and embed the core skills for emotional wellbeing and resilience.

The Keys to Happier Living toolkit has received the PSHE Association Quality Mark indicating that it meets the requirements of their ten principles for effective Personal, Social and Health Education.

**M: Listening to Children: Eliciting and understanding the child’s perspective to support change**
Every child has the right to be involved in decisions made about them as set out in the United Nations Convention on the Rights of the Child and numerous other sources of law and guidance. Involving the child in decisions about them as well as the process of changing their own behaviours enhances their sense of autonomy, competence and belonging; increases their motivation and contributes to positive emotional well being.

Using psychological theory and techniques including Personal Construct Psychology and Solution Focused Approaches, this session will help practitioners to understand and gain the child’s perspective of a particular situation, thus enabling them to share their views.

**Delegates will be provided with:**
- An understanding of the benefits of gaining a rich picture of the child’s perspective
- Awareness of the key principles for consulting with children and young people
- Practical guidance on talking with children and young people
- Knowledge of effective techniques for eliciting children and young people’s views

All of which will enable children and young people’s voices to be heard, so that they are at the centre of any decisions.
**N: Mindfulness**

Mindfulness is an approach to building resilience to cope better with the stresses of life; it enhances our emotional wellbeing and has been shown to enhance performance in a range of activities such as sport, music and academia, through improved attention control and through the promotion of confident, positive focus and greater self-efficacy.

This short course offers an introduction to the principles, rationale and practice of mindfulness, and gives the opportunity to consider the potential of mindfulness to school situations both in terms of staff development and approaches to working with children and young people.

**This half-day training is aimed at enabling school staff to:**

- Understand what mindfulness is (and what it isn’t), and the growing research evidence for its effectiveness
- Understand how mindfulness can be applied in their own lives, with opportunities for practical experience during the session
- Extend their knowledge of mindfulness based approaches with easy to use ideas to apply in their own work with children and young people
- Consider how they might develop mindfulness practices more generally within their school community
- Know where further help and resources can be accessed.

**O: Self-Injury**

Self-injury (also referred to as ‘self-harm’) is any type of behaviour which results in an individual intentionally damaging or injuring their body. It can take many forms including self-cutting and risk taking behaviour.

Since 2005 there has been a dramatic increase in self-injury figures (NHS Digital), with 13-45% of adolescents reported to have engaged in non-suicidal self-injury (STORM). There is also evidence of increasing prevalence of self-injury in primary-aged children.

It is therefore important that school staff understand such behaviours and are able to support children/young people who engage in such behaviours hence this workshop being a Wave 2 Building Block within the Northamptonshire TaMHS Programme.

**This workshop is aimed at school staff from any Key Stage, and aims to enable them to:**

- Understand why children and young people engage in self-injury
- Know how to best to respond to and support children and young people who engage in self-injury
- Know where further help and resources can be accessed
P: Solution Focussed Approach: An introduction
Solution Focussed Brief Practice can enhance well-being and performance by enabling a person to feel in control of their situation and with a clear small-step approach to improving whatever situation they are trying to find a way forward with.

Solution focussed brief practice can be used on a 1-1 basis or with a group of students or adults.

This in an introductory session and will cover the key aspects of solution focussed brief practice with time to practice these skills. Other key skills will be talked about and then practice can be followed up at a later date.

The session will:
- Introduce you to key terminology in relation to solution focussed work
- develop your awareness about the knowledge and skills necessary to effectively practice solution focussed brief work in an educational setting
- help you start to understand how using solution focused brief practice can support the well-being of staff and students
- provide you with the opportunity to practice some solution focussed skills
- help you start to understand what is and what is not solution focussed brief practice

Q: Solihull Approach: A taster session
The Solihull Approach is a nationally recognised and locally endorsed theoretical approach to working to working with children and their families that enhances team working within and across services. It focuses attention on promoting the emotional well-being and mental health in infants, children, adolescents and families. The Solihull Approach draws on theories of psychotherapy, child development, including attachment and behaviourism, and brings them together in a practical way. The model integrates the concepts of Containment; Reciprocity and Behaviour Management into a reflective model that informs practice. It supports practitioners in their work with children and families and helps parents and carers to understand their child. It provides a framework for thinking about children's behaviour that develops practice and consistent approaches across agencies and within services.

This taster session will:
- Provide knowledge of the Solihull Approach model and the theory that underpins it.
- Highlight how the Solihull Approach can be used to inform reflective practice.
- Provide a knowledge base that will be helpful when working with colleagues already trained in the Solihull Approach
- Inform working practice.
- Provide a platform for consideration of the Solihull Approach Foundation Course training for the individual, team or service.
R: Using Drawing, Talking, Stories and Puppets with children

The purpose of the course is to enable participants to become aware of how drawing has helped many children, particularly when they find it difficult to talk about themselves or their difficulties. Safety is often the key issue around talking, or maybe the lack of words to express how they feel. The use of puppets and stories are also helpful to children which we will examine, considering the use of stories for different issues children experience. The session will be interactive and practical in nature.

This session enable delegates to:

- Understand how they can help children to draw and talk.
- Provide some theoretical background to children and drawing.
- Explore examples of work done with children in school.
- Consider how materials developed by Margot Sunderland, Marge Heegaard & others can be used.
- Consider practical activities that can be used to help children draw 1:1 with an adult.
- Provide examples of how puppets can be used with children to help them talk.
- Explore how stories can be used to help children express themselves
- Evaluate the work with children.