Welcome to the
The 2019 Northamptonshire TaMHS Conference

Mental Health: The Bigger Picture

Northamptonshire Educational Psychology Service

Northamptonshire TaMHS
Targeted Mental Health in Schools Programme

Camhs
Where Young Minds Matter

Children First Northamptonshire
Building-Blocks of Provision for Building Mentally Healthy Schools in Northamptonshire

As informed by Northamptonshire TaMHS Targeted Mental Health In Schools Project & Programme Est. 2009

October 2019

More Targeted Programmes or Support Wave 3 focused

Targeted Programmes or Support Wave 2 focused

Universal Programmes or Support Wave 1 focused

Essential Foundation Programmes & Approaches

Essential Underpinnings for work with children

For further information, please see www.northamptonshire.gov.uk/tamhsupdate
For enquiries, please contact tamhs@childrenfirstnorthamptonshire.co.uk
Twelve key themes identified:
1. Positive impact on staff attitudes towards mental health
2. Opportunities for staff development including training
3. Positive structural changes within schools
4. Positive impact on outcomes for children
5. Positive impact on outcomes for staff
6. Positive impact on outcomes for parents/carers
7. New resources accessed and developed
8. Impacted on the role of senior leadership and management teams, and on School Development Plans etc.
9. Schools identified future aspirations
10. New interventions/programmes were implemented following staff training etc.
11. Raised the profile of mental health and wellbeing
12. Schools developed ways to monitor and measure wellbeing.
## 10 Years of Northamptonshire TaMHS

<table>
<thead>
<tr>
<th>Year(s) of TaMHS Input</th>
<th>Primary/Infant/Junior</th>
<th>All-Through</th>
<th>Secondary</th>
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<tbody>
<tr>
<td>2009-11</td>
<td>11</td>
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<td>2</td>
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<tr>
<td>2011-12</td>
<td>5</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
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<td>40</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>2013-14</td>
<td>26</td>
<td>1</td>
<td>3</td>
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<tr>
<td>2014-15</td>
<td>24</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2015-16</td>
<td>20</td>
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<td>5</td>
</tr>
<tr>
<td>2016-17</td>
<td>15</td>
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<td>2017-18</td>
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<tr>
<td>2017-19</td>
<td>25</td>
<td>1</td>
<td>0</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>183</strong></td>
<td><strong>3</strong></td>
<td><strong>21</strong></td>
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</table>
| **GRAND TOTAL** Number of All Schools Fully Engaging 2009-19 | **207**
If you think the time is ripe for TaMHS to be involved in your school, then sign-up at our TaMHS stall to be invited to a briefing and/or get your HT to contact us.

tamhs@childrenfirstnorthamptonshire.co.uk
TaMHS Accreditations - 2018-19

☑ Blisworth Primary
☑ Earls Barton Primary

☑ Brackley Junior
☑ Grange Primary Academy, Kettering
☑ Helmdon Primary Kettering
☑ Buccleuch Academy
☑ Newbottle and Charlton
☑ Pattishall CE Primary
☑ South End Junior
☑ Woodford Halse Primary
Save the Date …

Next Year’s Northamptonshire TaMHS Conference: 6th October 2020

Theme: Mindfulness

Keynote: Katherine Weare

Professor of Education at the University of Southampton & Author of ‘Happy Teachers, Happy Children’
World Mental Health Day 2019

Thursday 10th Oct

World Mental Health Day 2019
Working together to prevent suicide

- Every 40 seconds, someone loses their life to suicide!
- 2nd Leading cause of Death for 15 to 29 year olds

Hence:
- Build Coping skills in CYP for now & adulthood
- Tackle stigma
- Support children, young people, colleagues, parents/carers...
- Self-care

small things that make a big difference when someone is suicidal.
Meeting the Mental Health Needs of Every Learner

Dr Pooky Knightsmith

@PookyH
- Chair – children & young people’s mental health coalition

- PhD in child and adolescent mental health

- Focus on practical strategies...

- …& policy change

- Lived Experience
The Litmus Test – 6 Questions
Litmus Test Questions

Staff at my school are happy and healthy

We recognise and support our most vulnerable learners

Parents positively engage with my school

Students, staff and parents seek help when needed

The voice of every learner is heard and valued
<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
</tr>
</thead>
</table>

Work your weaknesses and they will become your future strengths.
Start
Stop
Continue
Change

Action Planning

To Do List
Staff at my school are happy and healthy.
Why does it matter?

You cannot pour from an empty cup

Sustainable change must have staff at its heart

Staff as role models

Staff at my school are happy and healthy
Some schools

- Provide a healthy lunch
- Don’t send emails out of hours
- Provide supervision
- Celebrate success
- Share and learn from mistakes
- Aim to reduce marking load
- Review staff wellbeing regularly
- Provide a wellbeing budget
- Have regular socials
How are you? (x2)

- Quick win -
LIVE WELL, TEACH WELL
ABIGAIL MANN
A PRACTICAL APPROACH TO WELLBEING THAT WORKS

ANDREW GOWLEY
THE WELLBEING TOOLKIT
SUSTAINING, SUPPORTING AND ENABLING SCHOOL STAFF
FOREWORD BY JILL BERRY

help    observe    consult    assess    focus    advise    encourage    appreciate    develop
My school feels safe and welcoming.
Why does it matter?

- Safe base – basic human need
- Impact on students, staff and parents
- Secure foundation from which to flourish
Some schools

- Meet and greet everyone kindly
- Are inquisitive not punitive re lateness
- Represent diversity in their displays
- Have a calm but happy ‘buzz’
- Have quiet spaces
- Have clear, consistently enforced rules
- Have a range of spaces for use at break
- Have zero tolerance of bullying
- Support bullies as well as bullied
- Have buddy benches / peer support
- Have a school counsellor
Frontline staff

- Quick win -
HOW TO CREATE KIND SCHOOLS
12 EXTRAORDINARY PROJECTS MAKING SCHOOLS HAPPIER AND HELPING EVERY CHILD FIT IN

JENNY HULME
FOREWORD BY CLAUDE KNIGHTS, CEO of Kidscape

FEATURING
KIDSCAPE
ANTHONY MOROWITZ
THE PRINCE'S TRUST
JAMIE OLIVER
THE MENTORING AND BEFRIENDING FOUNDATION
JILL HALL Denny
ACHIEVEMENT FOR ALL
HENRY WINKLER
DIVERSITY ROLE MODELS
CHARLIE CONDOU

NATIONAL AUTISTIC SOCIETY
JANE ASHER
CARERS TRUST
MICHAEL SHEEN
NSPCC
ADE ADEPUTAN
The voice of every learner is heard and valued
Why does it matter?

The expert in the student is the student

Some voices dominate

Some voices are easily lost

The voice of every learner is heard and valued
Some schools

- Have a school council
- Involve pupils in recruitment
- Hold surveys or focus groups
- Have ask it baskets
- Explore & celebrate difference e.g. in assemblies, displays, PSHE
- Have 360 assessment
- Involve pupils in planning PSHE
- ...and teaching PSHE
- Hold pupil drop in sessions
- Leaders lunch with pupils
‘You asked, we did’
- Quick win -
We recognise and support our most vulnerable learners
Why does it matter?

Success for the most vulnerable = success for all

Many fly under the radar

Small amount of support can make a big difference

We recognise and support our most vulnerable learners
Some schools

- School uniform
- Hold support groups for young carers
- Have a digital safeguarding system
- Have named LGBTQ+ staff champions
- Host coffee and chat sessions
- Run a nurture group
- Hold breakfast clubs
- Have a part time social worker on staff
‘Talk to me about...’ champions

- Quick win -
help observe consult assess focus advise encourage appreciate develop

the Simple Guide to Child Trauma

Betsy de Thierry

What it is and How to Help

Foreword by David Shemmings
Illustrated by Emma Reeves

Addressing Adversity

Prioritising adversity and trauma-informed care for children and young people in England

Edited by Dr Marc Bush
Foreword by Sarah Brennan OBE
Parents positively engage with my school
Why does it matter?

Team around the child

Parenting is hard!

Promotes wellbeing of pupils & parents

Parents positively engage with my school
Some schools

- Allow parents into classroom at drop-off
- Have home-school journals
- Clear expectation on parents to engage
- Hold workshops for parents
- Target parents in need
- Provide space for tea and chat
- Have an engaged PTA
- Consider accessibility for parents
- Recognise some parents’ school issues
- Contact parents with GOOD news!
Good news phone calls - Quick win -
Engaging Parents
Janet Goodall and Kathryn Weston
BLOOMSBURY
Students, staff and parents seek help when needed.
Why does it matter?

Important skill – not just for EHWWB

Seeking help is a sign of strength

Shows awareness of pathways

Students, staff and parents seek help when needed
Some schools

- Share information:
  - Online
  - In pupil planners
  - In assemblies
  - In PSHE
  - On toilet doors
  - On posters

- Have pupils design posters
- Celebrate help-seeking
- Explore barriers to help-seeking
- Consider accessibility issues for some
- Engage pupils in developing pathways
Toilet door posters

- Quick win -
Safe and reliable advice about young people’s mental health, created by experts and parents together.

Try 'bullying'
Staff at my school are happy and healthy

The voice of every learner is heard and valued

We recognise and support our most vulnerable learners

Parents positively engage with my school

Students, staff and parents seek help when needed

Pick two to focus on..
GOALies
[Go Out And Listen]

- Quick win -
Two new mental health videos a week…
Timings?

9.00am – Welcome & House-keeping - Mike Simons, Northamptonshire TaMHS Co-Lead & Area Principal EP
9.10am Key Note Speech - Pooky Knightsmith, Chair of CYP Mental Health Coalition [Keynote: Meeting the mental health needs of every learner]
9.55am Introduction to the rest of Conference Programme, Mike Simons
10.00am AM Courses
11.00am Refreshment Break, Stalls & Networking
11.20am AM Courses (continued).
12.45pm Lunch (Grab Bag), Stalls & Networking
1.45pm PM Courses
3.00pm Refreshment Break, Stalls & Networking
3.20pm PM Courses (continued).
4.25pm Evaluation /Next Steps
4.30pm Finish
Where to next?

Listening to Children
– Fair Isle – Here!

Mindfulness - Longstone
Self-harm- Bamburgh
Keys for Happier Living - Farne
Using Drawing, Talking, Stories and Puppets - Bede

Attachment – So What? - Pendeen
Solution Focused Approach: An Introduction - Portland

Solihull Approach: A Taster Session - Lantern
Anxiety & Emotionally Based School Avoidance – Lakeside

Afternoon - 1:45pm

help observe consult assess focus advise encourage appreciate develop
Where to next?

Tracking CYP’s Mental Health & Wellbeing
- Fair Isle – Here!

Peer Support - Longstone
Engaging Parents / Carers - Bamburgh
Promoting Positive Transitions - Farne
Promoting Positive & Healthy Relationships - Bede

Coping Skills - Pendeen

Language of Wellbeing & Mental Health - Portland

Loss, Separation & Bereavement – Lantern

Emotion Coaching – Lakeside

Morning - 10.00am

help  observe  consult  assess  focus  advise  encourage  appreciate  develop