

Middlewich High School



Character, Emotional Health and Wellbeing Offer 2018-19

AcSEEDTM
Emotional Wellbeing in Schools and Colleges

Context

Character, emotional health and wellbeing are vital to the development of young people, who cannot only perform in academic examinations, but who also possess the 'soft skills' needed to survive in today's society.

"The function of education, therefore, is to teach one to think intensively and to think critically. But education which stops at efficiency may prove to be the greatest menace to society. The most dangerous criminal may be the man gifted with reason, but no morals. We must remember that intelligence is not enough. Intelligence plus character- that is the goal of true education. The complete education gives one not only the power of concentration, but worthy objectives upon which to concentrate." Martin Luther King Jr. 1948

Research evidence shows that half of all lifetime mental health problems develop by the age of 14 and affect up to 1 in 4 people. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.

At Middlewich High School we are proud to be the Lead School for Cheshire East's Emotionally Healthy Schools Programme and support the Local Authority Transformation Plan, which aims to support Cheshire East's vision for the wider transformation of children's mental health so that by 2020 we will have built on the following objectives:

1. Every young person in CE has access to a graduated and timely response to emotional health issues, ranging from maintaining a healthy mind to acute crisis.
2. That CE has a joined up system that operates across the THRIVE Model and harnesses the capacity of the third sector.
3. All CE educational settings are better equipped to support the emotional health of their populations, working within the getting help and getting advice quadrants of the THRIVE Model.
4. Coordinated and robust risk support is available for the most vulnerable between partners, including youth justice.
5. Everyone in contact with children and young people feels equipped to actively support their mental health and wellbeing.
6. That access to getting more help and risk support is available through local settings, including primary, acute and specialist care, is timely and based on clear pathways of care linked to different types of need.
7. Well informed commissioners with comprehensive intelligence about needs and provision who strive to co-produce with children, young people and their families; leading to innovative, creative and responsive support across a range of services from primary care to inpatient and secure settings.

Character Development & Education

There has been growing interest in character education over the last decade. There has been increasing recognition of the role that certain character traits or attributes such as resilience, self-regulation, and emotional and social skills can play in enabling children and young people to achieve positive health, education, employment and other outcomes. Character education includes any activities that aim to develop desirable character traits or attributes in children and young people. It is believed that such desirable character traits:

- Can support improved academic attainment
- Are valued by employers

- Can enable children to make a positive contribution to British society.
(Ref: *Developing character skills in schools Summary report August 2017; NatCen Social Research & the National Children’s Bureau Research and Policy Team*)

Character development is a vital part of building resilience for young people. Our i-Value programme aims to support this for all students. Our Reflection Friday sessions for staff and students also help foster skills of self-review and positive growth mindset. Resilience Doughnut also supports character development and allow staff and students to focus on the positives in their lives and how their support systems can develop skills in all areas of emotional health and wellbeing.

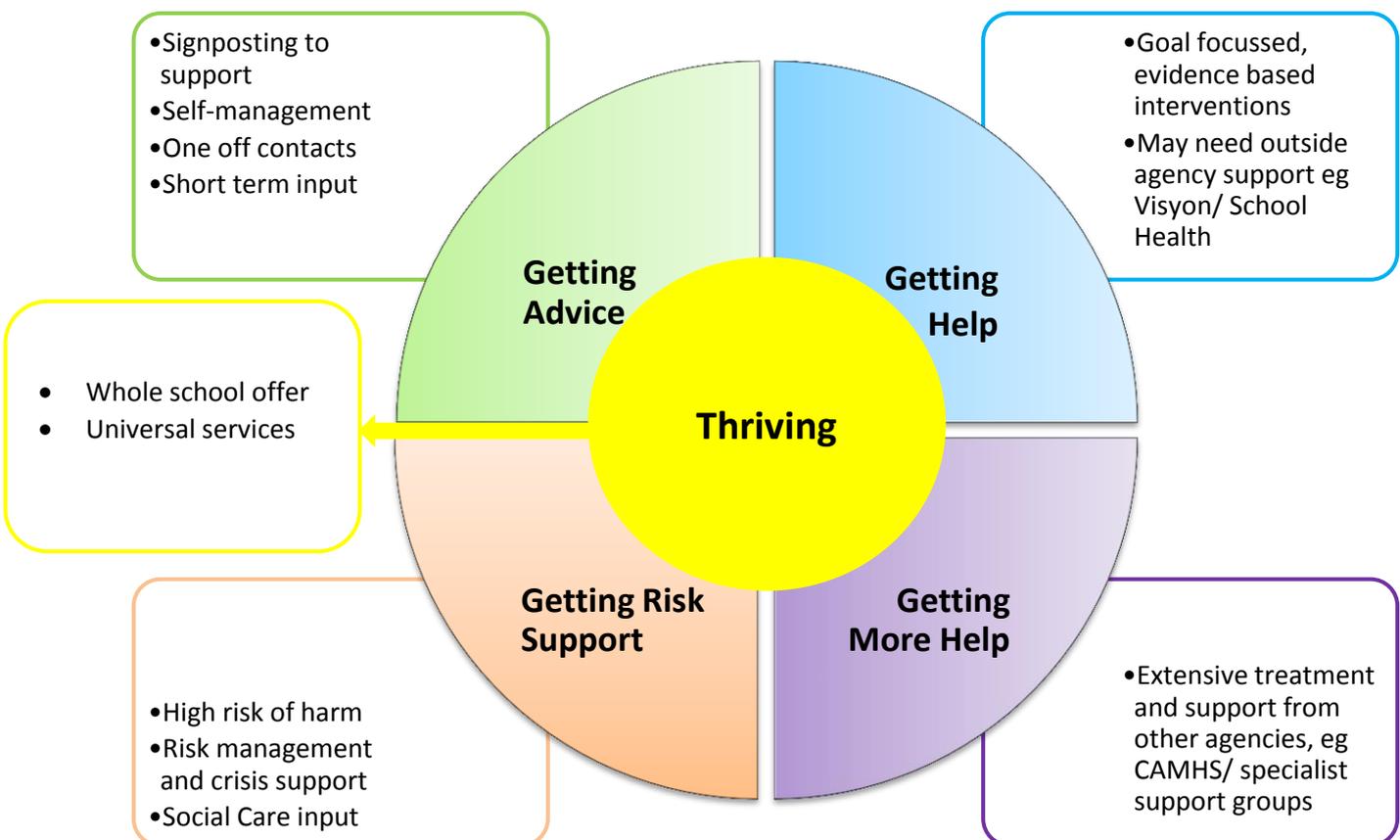
Our extended our Student Leadership group to have a student Character and Wellbeing Student Leadership group. This group will work alongside staff to develop policy and practice across all the themes of our school development plan. Last year these students undertook Mental Health Awareness training alongside staff and we also have two students and six members of staff, who have completed Mental Health First Aid Training, through Public Health England.

We are delighted that our work has been formally recognised and that we have gained accreditation with the AcSEED organisation.

The THRIVE Model

The THRIVE framework is an integrated, person centred and needs led approach to delivering mental health services for children, young people and their families. Emphasis is placed on prevention and the promotion of positive mental health and wellbeing. At Middlewich High School young people and their families will have active involvement in decisions about their support needs, through shared decision making. The THRIVE framework below describes five needs-based groupings for young people with mental health issues and their families. Whilst the framework is circular it is important to note that at any point people may be in different sectors and need input to manage their need at that time.

(Ref: *THRIVE Elaborated; Wolport et al Nov 2015*)



Based on research by Wolport et al 2015, approximate numbers for each sector of the THRIVE framework are summarised below:

Aspect of THRIVE	Approximate % of population	Estimated number of MHS students
Thriving	72	470
Getting Advice	28	180
Getting Help	61	110
Getting More Help	11	12
Getting Risk Support	5	1

Thriving- the Middlewich High School offer to all

The main source of support for the vast majority of students is their Form Tutor. Tutors should always be the first port of call for students and/ or parents. In addition our Inclusion and Wellbeing Team (IWT) are available for any student or parent who has any concerns. The IWT structure is detailed below:

Inclusion & Wellbeing Team				
Assistant Headteacher/ Safeguarding Lead Miss Holmes				
Head of Student Services/ Deputy Safeguarding Lead Mr Wiseman				
Head of Year 7 Mr Evans	Head of Year 8 Mrs Lythgow/ Mrs Chisholm	Head of Year 9 Mr Pearce	Head of Year 10 Miss Robinson	Head of Year 11 Mr Priestley
Deputy Safeguarding Lead Mrs Christmas		Inclusion Specialist Mrs Davenport		Inclusion Specialist Mrs Perks
Attendance Officer Mrs Burton			Learning and Welfare Officer Mrs Berry	
Character and Wellbeing Lead Mrs Denham			Character and Wellbeing Lead Mrs Chisholm	
i-Value Lead Mrs Parkins				
Team Administrator and Reprographics Mrs Fahrenholz				
Form Tutors				

We will be introducing the Resilience Doughnut to students and their families in year 7, alongside the use of Resilience Doughnut to identify, track and monitor students' wellbeing.

Students in Year 10 will have the opportunity to undertake a one week work experience placement.

Getting Advice

Form Tutors and the Student Services Team will be able to give advice on many aspects of health and wellbeing. Our School Nurse, Helen Scanlan is also available to give advice to students and families. In addition there are numerous online advice and support sites. Some recommended sites are:

Useful websites:

Live Well: a directory of support and advice where you'll find useful information and advice on a range of subjects, and an easy to use directory of services & activities in Cheshire East. <http://www.cheshireeast.gov.uk/livewell/livewell.aspx>

You in Mind: a directory of support for mental health issues, in the local area. www.youinmind.org

Young Minds: a charity committed to improving the wellbeing and mental health of children and young people. www.youngminds.org.uk

Kooth: an online counselling and emotional well-being platform for young people. www.Kooth.com

NSPCC: is the UK's leading children's charity, preventing abuse and helping those affected to recover. www.nspcc.org.uk

Childline: get help and advice about a wide range of issues, call us on 0800 1111, talk to a counsellor online, send an email or post on the message boards. www.childline.org.uk

Samaritans: a safe place for you to talk any time you like, in your own way – about whatever's getting to you. You don't have to be suicidal. Whatever you're going through, call us free any time, from any phone on 116 123. www.samaritans.org

Papyrus: is the national UK charity dedicated to the prevention of young suicide. www.papyrus-uk.org

Proud Trust: is a life-saving and life enhancing organisation that helps young LGBTQ+ people empower themselves. www.theproudtrust.org

My Mind: is an NHS website, run by CWP CAMHS. This site has been developed for everyone interested in the mental health and well-being of young people. www.mymind.org.uk

Visyon: a charity supporting the emotional health of children, young people and their families. www.visyon.org.uk

B-eat: a charity supporting anyone affected by eating disorders such as anorexia or bulimia. www.b-eat.co.uk

Charlie Waller Memorial Trust: a good source of information about anxiety and depression. www.cwmt.org.uk

Getting Help

For most students the offer to all will help them to develop resilience and have good emotional health, enabling them to achieve well in school. For some students they may need additional support to realise this. As such we offer additional group sessions for each yeargroup, according to need, as described below:

<p>Year 7 – Team of life</p> <p>Building a support team and personal resilience (Mrs Christmas)</p>	
<p>Year 8 – Stay strong</p> <p>Character and resilience (Mrs Davenport, Mrs Perks)</p>	
<p>Year 9 – Get it together</p> <p>Exam stress/coping strategies (Mrs Davenport, Mrs Perks)</p>	
<p>Year 10 – Choices</p> <p>Self-esteem and relationships (Mrs Perks, Mrs Davenport)</p>	
<p>Year 11 – Life lines</p> <p>Supporting transition to adult life (Mrs Davenport)</p>	

Students will be invited to take part in these groups, based on a variety of indicators. Parents will be asked to give permission for their child to partake in the groups and will also be offered advice in supporting the work done in the group, at home.

Getting More Help

In addition to the above group sessions we also offer the following

Self-Esteem Program (all)	1:1- To identify strengths to help raise self-confidence.
Anger management (all)	1:1/Group -Identifying triggers before they escalate. Strategies given support self- control.
Emotional Health (all)	1:1 Supporting students with a wide range of Emotional and Mental Health difficulties.
Crisis Support (all)	1:1/ Group to support following crisis/ critical incidents.
Bereavement Support – (Mrs Davenport)	1:1 support – Offering support to students who are struggling with bereavement. Students are able to access a variety of support via children’s bereavement support.
Drawing and Talking Therapy – (Mrs Christmas)	1:1 30min session for 12 weeks. Drawing enables symbolic and safe expression of deep worries and feelings. Giving students an opportunity to express in a visual form any worries or preoccupations from deep in the mind that they otherwise find extremely difficult to talk about.
BRAVE	An online CBT course for parents and students.

Support from other agencies and services

For some students with significant emotional health or wellbeing needs it may be appropriate to refer to other agencies for more specialist support. We work closely with our School Health team, Educational Psychology team, CAMHS and voluntary organisations eg, Visyon and Just Drop in. In addition we may also refer students and families to other services. For some families it may also be necessary to initiate a CAF to ensure that all agencies supporting the young person and their family are working together. Some students may be supported by Social Care and may be on a Child in Need (CIN) or Child Protection (CP) plan.

Getting Risk Support

For students with extreme emotional health needs a Risk Management or Safe Plan may be initiated. This will be drawn up jointly with other agencies supporting the student and their family and will be agreed and shared with all those working with the student. Students will generally be supported by a CAF, CIN or CP plan.

Identifying Need and Measuring outcomes

As a school, we will be introducing the use of Resilience Doughnut as a central part of our work on Character and Wellbeing education. The Resilience Doughnut report gives us an overview of wellbeing for each student and also enables us to identify any common issues for groups of students. This will be introduced initially with Year 7 and then rolled out to other yeargroups throughout 2017-18. More information can be found at <https://www.resiliencedoughnutuk.com/>.

For any student requiring additional support one or more of the measures will be used to gauge the impact of intervention and measure progress for individuals.

Overarching theme for intervention/support	Agreed goal/ desired outcome	Measure of need and outcome indicator that can be used
Relationship /interpersonal	Make more friends	Strengths and Difficulties Questionnaire (SDQ); www.sdqinfo.com Child Outcome Rating Scale (CORS)
	Have better family relationships	SCORE Index of Family Function and Change-15 (SCORE-15)
	Have less fights	Me and My School (M&MS) https://www.mindtools.com
Coping with specific problems and symptoms	Better management of child's behaviour by parent	Brief Parental Self-Efficacy Scale (BPSES)
	Less symptoms eg PTSD	Impact of Events Scale (IES) stress.lovetoknow.com
	Less low mood	Strengths and Difficulties Questionnaire (SDQ)
		Revised Child Anxiety and Depression Scale (RCADS)
		How are things: Depression/low mood (PHQ-9)
Manage intrusive thoughts and compulsive behaviours	OCD subscale of Revised Child Anxiety and Depression Scale (RCADS)	
Personal functioning	Doing better at school	Number of days attending school; academic achievement
	Feeling happier	Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS)

(Aspects of table derived from Jacob, Edbrooke-Childs, Law, et al 2015. Goal frameworks taken from Jacob, Edbrooke-Childs, Holley, Law, & Wolpert, 2015.)

We also work closely with our SEND team and will use other assessment tools as felt to be necessary. Any support felt to be needed will be discussed with the student and their family and action plans and desired outcomes agreed. Any parent/carer who feels their child may have a learning need should contact Mrs Barton (SENCO) to discuss their concerns.

Support for Parents/Carers

Whilst support for young people is a vital part of what we do at school, we also recognise that the most important people in their lives are their families. When a child is struggling with an emotional health need, families can often be left feeling somewhat lost in a complicated system, not knowing where to go for support. At Middlewich High School we feel that support for families is therefore equally as important as that given to students. We are therefore offering the following sessions for parents/ carers throughout the year. The sessions are intended to develop parental understanding of issues that impact on their children, strategies to support them and where to go to for additional help. Sessions are determined by need, but may include:

- Building resilience
- Dealing with bullying
- Spotting signs of mental ill health

- Managing anxiety and/or depression
- Safe use of social media
- Drug and alcohol issues
- Safeguarding, including CSE, grooming and radicalisation

Parents are encouraged to contact school if they have any concerns about their child. We also offer a parent support group where parents have the chance to discuss any concerns, are supported and given advice on various topics which affect the wellbeing of young people. Parents will be given strategies to help support their children and signposted to further support as appropriate.

In addition, for more information about mental health needs the Mind-Ed website now has a section for families. This can be accessed via: <https://www.minded.org.uk/> .

Charlie Waller Memorial Trust <https://www.cwmt.org.uk> .

Staff Support and Training

At Middlewich High school we believe that the wellbeing of staff is paramount to supporting the emotional health and wellbeing of students. We do not expect that staff access emails outside of the working day.

Staff training and development in the area of emotional health and wellbeing will continue this year. Staff are directed to the Mind-Ed online training facility for information and training on specific areas of emotional health needs. The link for this resource is: <https://www.minded.org.uk/>.

Staff will also undertake annual safeguarding training and a number of twilight sessions to develop their understanding of issues around emotional health and wellbeing.

Staff will also be offered the chance to take part in Reflection Friday alongside students.

Support for Other Schools

The Headteacher, Mr Simpson, and Assistant Headteacher, Miss Holmes, are both Specialist Leaders in Education (SLE) for Emotional and Mental Health Education. We are the first people in the UK to be designated as SLE in this field. This enables us to offer formal support and guidance to colleagues across the UK in developing their provision for Emotional and Mental Health Education and a whole school approach to improving outcomes for young people.

For more details on any of the above, please contact Clare Holmes, Assistant Headteacher:
clare.holmes@middlewichhigh.cheshire.sch.uk or 01606 288170.