

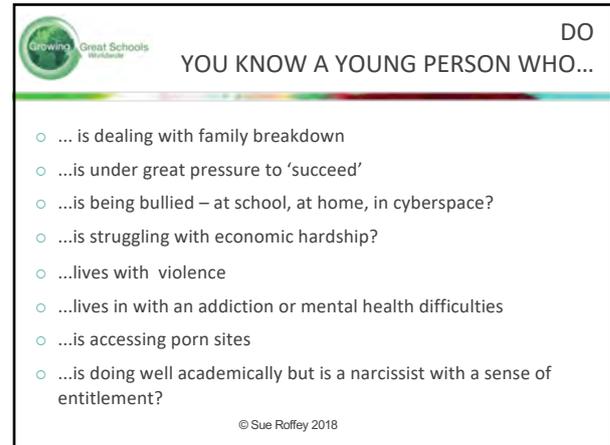




MENTAL HEALTH AND WELLBEING IN SCHOOLS

PROFESSOR SUE ROFFEY

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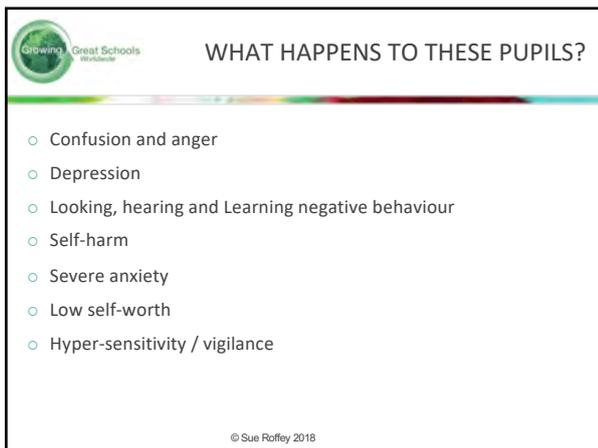




DO YOU KNOW A YOUNG PERSON WHO...

- ... is dealing with family breakdown
- ...is under great pressure to 'succeed'
- ...is being bullied – at school, at home, in cyberspace?
- ...is struggling with economic hardship?
- ...lives with violence
- ...lives in with an addiction or mental health difficulties
- ...is accessing porn sites
- ...is doing well academically but is a narcissist with a sense of entitlement?

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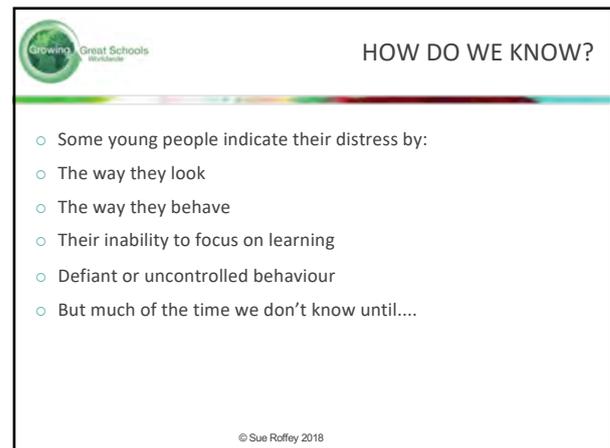




WHAT HAPPENS TO THESE PUPILS?

- Confusion and anger
- Depression
- Looking, hearing and Learning negative behaviour
- Self-harm
- Severe anxiety
- Low self-worth
- Hyper-sensitivity / vigilance

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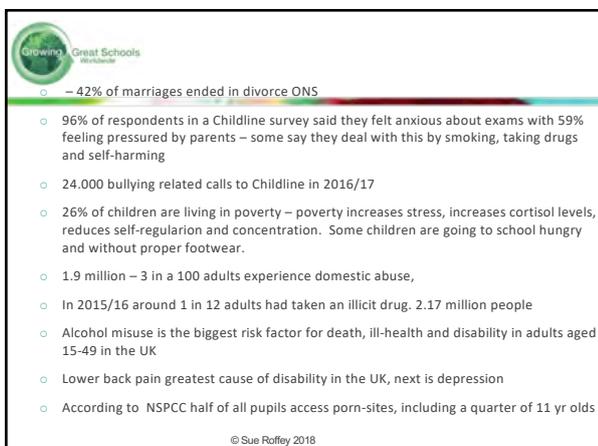




HOW DO WE KNOW?

- Some young people indicate their distress by:
- The way they look
- The way they behave
- Their inability to focus on learning
- Defiant or uncontrolled behaviour
- But much of the time we don't know until....

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- – 42% of marriages ended in divorce ONS
- 96% of respondents in a Childline survey said they felt anxious about exams with 59% feeling pressured by parents – some say they deal with this by smoking, taking drugs and self-harming
- 24,000 bullying related calls to Childline in 2016/17
- 26% of children are living in poverty – poverty increases stress, increases cortisol levels, reduces self-regulation and concentration. Some children are going to school hungry and without proper footwear.
- 1.9 million – 3 in a 100 adults experience domestic abuse,
- In 2015/16 around 1 in 12 adults had taken an illicit drug. 2.17 million people
- Alcohol misuse is the biggest risk factor for death, ill-health and disability in adults aged 15-49 in the UK
- Lower back pain greatest cause of disability in the UK, next is depression
- According to NSPCC half of all pupils access porn-sites, including a quarter of 11 yr olds

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THE WINDS OF CHANGE

- Mental health now out in the open – everyone is talking about it.
- House of Commons Joint Report of the Education and Health Committees May 2017 Children and Young Peoples Mental Health – the Role of Education
- *Schools have been pursuing academic attainment at the expense of mental health and wellbeing*
- *OFSTED will be asked to pay more attention to how schools are addressing wellbeing*

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HEADS ROUNDTABLE
MAY 2017

- *The knife-edge of Ofsted inspection has fuelled a toxic accountability culture in schools. It has been responsible for many schools losing sight of outcomes for children's sake and has buoyed perverse incentives, valuing compliance over curriculum experience and paperwork over people.*
- *The sector's unhealthy obsession with accountability measures for accountability's sake needs to stop. As does our mutual compliance with such a crude and de-humanising process such as labelling and valuing teachers and schools on the basis of simplistic Ofsted judgements.*

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Transforming Children and Young People's Mental Health Provision: a Green Paper

Department of Health | Department for Education

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MAIN POINTS

- Additional £1.4 billion for children and young people's mental health over five years
- Recruit 1,700 more therapists and train 3,400 staff to deliver evidence based treatments
- 70,000 more young people per year to receive support from MHS
- Designated senior lead in each school to oversee MH and WB
- Mental Health support teams linked to groups of schools
- Every member of staff receives mental health awareness training
- Whole school approach

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CONSULTATION – DEADLINE MARCH 2

- YES to a whole school approach
- BUT ...we need to move from a primary focus on picking up the pieces of poor mental health to one that promotes wellbeing
- From one that promotes a medical model where problems exist solely within the individual who has a 'disorder' and needs treatment to an eco-systemic one where the whole system is involved – school, family, community.
- From one that focuses solely on young people to one that takes account the wellbeing of teachers. If we want children to flourish we must cherish teachers

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IMAGINE...

<ul style="list-style-type: none"> ○ School A: <ul style="list-style-type: none"> - Hierarchical structure. - High levels of control / conformity - Limited opportunities for participation/consultation - Emphasis on academic success / winning - Low tolerance of difficult behaviours. - Focus on getting rid of problems - Promotes itself as a 'good school' with excellent results 	<ul style="list-style-type: none"> ○ School B: <ul style="list-style-type: none"> - Focus on the quality of relationships throughout - Emphasis on the value of the 'whole child' - Has high expectations for all - Values diversity and inclusion – and creativity - Structures opportunities for participation - Focuses on strengths not deficits - Promotes itself as a 'caring school.'
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ASK YOURSELF?

- Which school would you rather work in?
- Which school would you prefer your own children to attend?
- Which is more likely to have better behaviour?
- Which is more likely to promote mental health and wellbeing?
- Which school is likely to have more engaged students
- Which is therefore more likely to achieve better academic outcomes for everyone?

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A FOCUS ON SCHOOL AND STUDENT WELLBEING ENHANCES...

- Academic engagement and achievement
- Mental health and resilience
- Pro-social behaviour and a socially responsible life-style
- A focus on relational quality in school also enhances teacher wellbeing
- Wellbeing and resilience is about the whole child, and the whole school

(Noble, T., McGrath, H., Roffey, S. & Rowling, L. (2008) Federal Scoping Study on Student Wellbeing)
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THE LINKS WITH LEARNING

- Public Health England (2014) Pupils with better emotional health at age 7 had value-added key stage 2 score 2.46 points higher (equivalent to more than one term's progress) than pupils with poorer emotional wellbeing
- Durlak et (2011) meta-analysis of the impact of 213 school-based social- emotional learning programs involving 270, 034 students from kindergarten to high school found that not only did their SEL skills, attitude and behaviour improve but also that there was an 11 percentile improvement in their academic achievements

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WELLBEING AND WELFARE A DIFFERENT FOCUS

<ul style="list-style-type: none"> ■ WELFARE ■ Individual students ■ Reactive ■ Specific, add-on ■ Picking up pieces ■ Finding the time ■ Experts and professionals 	<ul style="list-style-type: none"> ■ WELLBEING ■ All students – UNIVERSAL ■ Pro-active ■ Part of school life ■ Builds positive relationships and resilience ■ Planning time ■ Everyone is a teacher for wellbeing
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WELLBEING

- Is NOT
- A program
- Something you do once a week
- Something for pupils at risk
- Is
- About everything that happens in a school
- And how it happens
- Wellbeing is encapsulated not just in policy but in the everyday micro-moments of interaction
- It is very largely about relationships and school culture
- Everyone is a teacher for wellbeing

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THE ENVIRONMENTAL FACTORS IN RESILIENCE




- Believing in the best
- High expectations
- Opportunities to feel you belong and participate in your community

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TEACHERS CAN TURN LIVES AROUND

- Teachers are often judged by student academic outcomes
- Few acknowledge just how much difference teachers often make in the lives of their students
- Whatever a young person brings with them is either modified or exacerbated by what happens at school
- The micro-moments of warmth, interest, acceptance and kindness are literally magical – over time they can change everything – self-belief, world view, even the brain itself
- A school can provide the most stable, predictable environment in a young person's life.
- A whole child, whole school approach to wellbeing supports both mental health and an effective learning environment

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PATHWAYS TO STUDENT WELLBEING

- Physical and emotional safety
- Pro-social values
- Social and emotional learning
- A supportive and caring school community
- A strengths based approach
- A sense of meaning and purpose
- A healthy life-style

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SO HOW DO BEGIN?

- The vision, values and skills of school leaders
- What do you want for your students as they grow into adulthood?
- How is this vision communicated?
- Who is on your team? A hero-innovator usually fails to produce sustainable change.
- How do you get parents on board?
- How do you get staff on board?
- Teacher wellbeing is critical

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TEACHER WELLBEING IS CRITICAL

- Creative Caring for Teachers: Education Canada
- <https://www.edcan.ca/articles/creative-caring-teachers/>
- Pupil Wellbeing: Teacher Wellbeing. Two sides of the same coin
- <http://bit.ly/2fDYKAU>
- For Students to Flourish we must Cherish Teachers
- <http://educationmattersmag.com.au/students-flourish-must-cherish-teachers/>

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SOW SEEDS OF WELLBEING : FROM LITTLE THINGS BIG THINGS GROW!



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IT TAKES COURAGE SO IS IT WORTH IT?



- A much happier and healthier school – for everyone
- Less time spent reacting to problems
- More success for more students
- Not a panacea but a different way of looking at things
- A sense of professionalism and integrity
- Ensuring school life is congruent with healthy child development

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MORE INFORMATION

- www.growinggreatschoolsworldwide.com - information, research, good practice and links with others who want an education that meets the needs of the whole child
- www.circlesolutionsnetwork.com - helping kids become solutionaries – finding answers to things that matter. This pedagogy for social and emotional learning is based in the ASPIRE principles
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