

Schools and Mental Health: What can schools do in a time of austerity?



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Today's Presentation

- Do I buy paper, pants or professionals?
[some concerns that schools have]
- Something BAD is likely to happen
[a reflection on the current situation]
- What can be done?
[some thoughts and resources]

**Do I buy paper,
pants or
professionals?**

Supporting Emotional Wellbeing in Schools in the Context of Austerity



Terry Hanley, Laura Anne Winter, Kimberley Burrell
The University of Manchester

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- What types of professionals are supporting the emotional wellbeing of pupils in schools?
- What activities do professionals undertake when supporting the emotional wellbeing of pupils?
- What reasons do professionals undertake when supporting the emotional wellbeing of pupils?
- Do professionals believe their work has changed as a consequence of the wider context of austerity?

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[Executive Summary](#)

What types of professionals are supporting the emotional wellbeing of pupils in schools?

Achievement team & teacher
Assistant/ Deputy Head Teacher
Curriculum support officer
Director of Achievement
Director of Inclusion
Director of Student Support
Education & Welfare Officer
Form Tutor
Governor
Head of Department
Head of Year
Literacy Co-ordinator
Mentor (LAC & PP)
Newly Qualified Teacher
Pastoral Team Leader
Safeguarding Co-ordinator/Lead
SENCo
SENCo assistant
Spring Space Co-ordinator
Teaching Assistant

BAME Mentor
Brook Counsellor
CAMHS Worker
Counsellor
Educational Psychologist
School Nurse

What activities do professionals undertake when supporting the emotional wellbeing of pupils?

- **Relationships and role modelling**
- **Targeted interventions**
- **Whole school interventions**

What is emotional wellbeing?

“We have a uniform bank where students can go if situations like that arise. I’m just trying to think of ... like things like food, because we, we have a lot of students who are free school meals, so we provide food for those, we do free breakfasts in the morning so, I think that there are a lot of situations that could arise but we ... I think we’re quite good at dealing with those so it doesn’t manifest as much as it might do in other schools or other environments”

(Achievement Team member, Hillview Academy)



- **Supporting access to learning**

“They can’t attain if they’re not feeling safe, it’s Maslow’s triangle isn’t it? If they don’t feel safe, looked after, nurtured, school’s the last thing on the list”

- **Supporting holistic growth**

“Time to be”

“So you don’t go into teaching to help people write essays do you? You go into teaching because you want to you know you want to be part of that rounding and that sort of good citizenship really”



The University of Manchester

Do professionals believe their work has changed as a consequence of the wider context of austerity?

YES

Do professionals believe their work has changed as a consequence of the wider context of austerity?

- The perceived increase in deprivation
- The impact of welfare reform and disability support
- The limited funding available to schools
- The limited funding available to external resources
- Vote to Leave the EU & Policy changes and educational reform

“So they’ve decimated the service but if we wanted a nurse we could buy one. It wouldn’t increase our budget, it would have to come from somewhere else.

Educational psychologist - we buy in ... again, it’s not changed the headline figure, but it is a service that we now buy that historically was available through the local authority.

Lollipop lady/man - that’s a service that you now have to buy as a school.

The things like, you know, the slashing Children’s Services budgets and the support that’s available, that’s all coming down to school. We’ve just employed another person to work alongside me to take that work, that early help work but historically that would have been done by Children’s Services and Family Support workers, and they are just not there”



“At present opinion is divided on the subjects of education. People do not take the same position about what should be taught by the young, either with a view to the best life or with a view to the best life; nor do they agree whether their studies should be directed to the intellect or to moral character.”

#whatwouldyoucut

**Something BAD is
likely to happen**

Need

Limited training and support

Provision

Why children's mental health is important



1^{IN} 10

children and young people experience a mental health issue at any one time

IN THE PAST YEAR ALMOST

20,000

young people contacted Childline with suicidal thoughts – that's more than double the number five years ago

In an average group of 30 15-year-olds:



7

Seven are likely to have been bullied

1

One could have experienced the death of a parent

10

Ten are likely to have watched their parents separate

6

Six may be self-harming

The cultural argument

THERAPY

The economic argument

50% of mental health problems are established by
age 14 and 75% by age 24

(Kessler, Berglund, Demler, Merikangas & Walter, 2005)



- PM: "I want us to employ the power of government as a force for good to transform the way we deal with mental health problems right across society"
- comprehensive package of reforms to improve mental health support at every stage of a person's life – with an emphasis on early intervention for children and young people
- leading mental health figures to undertake independent expert report on companies' work to support mental health

Future in mind

Promoting, protecting
children and young people
and wellbeing



Children and
young people in schools

March 2016



Mental Health
First Aid skills
are important in
schools

10%

of children have
a mental health
issue—that's around
3 in every class¹

¹ http://www.youngminds.org.uk/training_services/policy/mental_health_statistics

The proposals include:

- creating a new mental health workforce of community-based mental health support teams
- every school and college will be encouraged to appoint a designated lead for mental health
- a new 4-week waiting time for NHS children and young people's mental health services to be piloted in some areas

[weblink to green paper](#)

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

Presented to Parliament
by the Secretary of State for Health and Secretary of State for Education
by Command of Her Majesty

December 2017

Cm 9523

Some quotes from professionals.....

“We used to have a huge, huge pastoral team in school. We had a full time mental health worker, well one and a half, a full-time social worker, properly qualified etc. We had various mentors and so on and so on and they’ve all gone and now we’re left with, you know, a few people who are experienced and doing what they can”

(Education and Welfare Officer, Littlewood School)

“If you’ve got your Mum at home crying her eyes out because she’s skint, she thinks she’s going to be made homeless, that then means that that young person comes into school with the weight of the world on their shoulders”

(Safeguarding Coordinator, Hillview Academy)

“[The] bedroom tax caused chaos for loads of our families, you know, because they were suddenly having to pay all of this money and then actually you know ... The government was saying “you can move, you can move to a smaller property” well they can’t, there aren’t any, there is nowhere for anybody to move”

(Safeguarding Coordinator, Hillview Academy)

“There were lots and lots of charities that were lottery funded or local council funded, you know, that you could use in the interim and they were really good, you know, working with families in the area. And most of those are non-existent now, they’ve lost the funding and they’ve gone”

(Teaching Assistant, Newtown School)

“You’ve stuff coming from the Home Office or the Health department that this is the school’s responsibility but you’re not getting that reflected in ... This is a priority and this is a priority and yet that priority is not necessarily measured in terms of what an Ofsted would look for, in terms of judging a school, it’s not always what’s looked for in terms of when DfE guidance comes out”

(Director of Children and Family Inclusion Services, Littlewood School)

“I’m not a social worker, I was never trained to be a social worker and sometimes I wonder how much of my job falls into that, you know. I’m a teacher, I’m an English teacher, that was my starting point but most of my work now is around pastoral needs and that’s quite telling I think”

(Assistant Head Teacher and Pastoral lead, Hillview Academy)

The proposals include:

- creating a new mental health workforce of community-based mental health support teams
- every school and college will be encouraged to appoint a designated lead for mental health
- a new 4-week waiting time for NHS children and young people's mental health services to be piloted in some areas

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We need to know more about community-based MH teams:
Investment in young people's mental health services is clearly needed

- Services have been depleted
- Calls for investment have been made for years (Future in Mind)
 - Why no counselling?

2

Many schools have mental health leads:
They need more resources not affirmation of their existing ones



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4 weeks waiting times:

This sound great

BUT

May create perverse ways of working
focusing upon throughput rather than
quality support



**One step forward, two steps
back - Blog post**

What can be done?

Multi layered approach



Be Political

This is not all about Schools, families and individuals!:

“The key point, of course... is that the problem of educational inequalities is caused by society, not by schools”

“Teachers on their own cannot make all the difference, although they can certainly make a difference”

(Lupton, 2014)



“At present
education
about wealth
with a view
life; nor is
mainly

Ofsted
raising standards
improving lives

subjects of
position
either
the best
should be
or to moral

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is caused

“Teachers on their own
difference, although the
difference”

bacp | counselling
changes lives

(Lupton, 2014)

Be Community Orientated

This is not just about pupils:

- Supporting the supporters:

The management in schools should be mindful of the impact of this type of work on staff members and ensure safeguards such as supportive supervision and training are available to staff

- Policies
- [Helplines](#)
- Supportive supervision – [Paper](#)
- Training – next page

Be Resourceful

There is lots of good stuff out there for free:

- MindEd – [Educational resource for professionals](#)
- Mentally Healthy Schools - [Resources for schools](#)
- Anna Freud Centre - [Schools in Mind](#)
- PSHE Association - [Teaching resources](#)

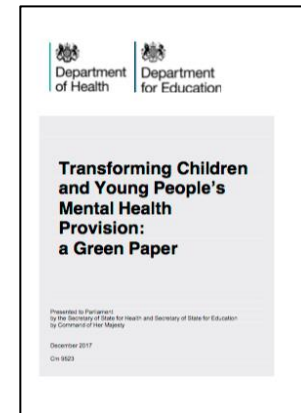
Be Cautious



The greatest enemy of knowledge is not ignorance,
it is the illusion of knowledge.

(Stephen Hawking)

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