

MENTAL WELLBEING IN SCHOOLS

SUPPORTING MENTAL HEALTH IN
EDUCATION



SUPPORTED BY



SCHOOL MENTAL HEALTH SUPPORT PROGRAMME

SEPTEMBER 2018 - JULY 2019

COURSE INFORMATION

MENTAL WELLBEING IN SCHOOLS

INNOVATION & RESILIENCE EDUCATION

CURRENT STATUS OF THE MENTAL HEALTH CRISIS

The latest statistics around Mental Health are troubling:

- 1 in 10 young people are diagnosed with a mental health condition
- 1 in 2 of all mental health problems are established by 14 years old
- Among teenage girls, there has been a 68% increase in self-harm cases since 2011
- The World Health Organisation advises that if we do not act urgently, "...by 2030 depression will be the leading cause of the disease burden globally"

In a recent report, the BBC highlighted that school leaders have warned that funding for professional mental health services in schools has "plummeted".

"There are not enough resources there already," said Paul Whiteman, General Secretary of the National Association of Head Teachers.



SCHOOL MENTAL HEALTH SUPPORT PROGRAMME

In many cases, students, parents and teachers are not receiving sufficient support with mental health issues. Yet, in the vast majority of cases, effective education can treat and prevent mental illness in adolescents and adults. School staff can easily be equipped with the knowledge they need to have an immediate and significant impact on mental illness within their school. They can direct students towards finding innate reserves of resilience, creativity and engagement.

At Mental Wellbeing in Schools, we train staff and create PSHE units that introduce school staff to a deeper understanding of mental health and wellbeing. We teach a very simple and profound understanding of the mind that counsellors, psychiatrists and psychologists in the US are starting to use to get extraordinary results in young people.

Throughout our work in primary and secondary schools in the counties of Hertfordshire and Essex, it has become clear that school staff need better support in meeting the mental health needs of their students, parents and colleagues. Currently, very little is being done to train teachers in effective methods of support and prevention. Outside agencies such as CAMHS are hugely overstretched and unable to cope with the volume of referrals they are receiving from schools.

We have therefore created a year-long training programme to equip school staff with a stronger skill base to enable schools to support the mental health of their students to greater effect in-house, thus reducing their reliance on external bodies like CAMHS.

MENTAL WELLBEING IN SCHOOLS

INNOVATION & RESILIENCE EDUCATION

THE IMPACT OF THIS NEW UNDERSTANDING IN EDUCATION

| Areas of change | How this new understanding of the mind facilitates these changes |
|---|--|
| Supporting students with anxiety, depression, self-harm, eating disorders and other mental health issues | Educating students and families in a deeper understanding of the human mind can bring an end to debilitating mental illnesses such as anxiety, depression, self-harm and eating disorders. The understanding that we teach shows people that all of their mental health issues stem from chronic mental stress experienced over a prolonged period of time. This chronic stress is always created from within their own thought system. By realising this on a deep level, students recognise the difference between clear rational thinking and confused, distorted thinking. When this realisation is achieved, students regain a feeling of peace and resilience that lasts for life. |
| Relieving pressure on local CAMHS services and providing an effective method of prevention for mental illness | CAMHS and NHS services are hugely overstretched and waiting times are exceptionally long in many areas. The education that we provide shows families where their young person's condition is coming from and we allow them to independently reflect and realise effective ways of approaching their condition. It is possible for anyone to disseminate the information in this programme. Once teaching and support staff understand what we are teaching and they see just how effective it is, they can infuse it into the school culture, thus reducing the number of referrals to outside bodies. |
| Supporting staff well-being, stress levels and workload | Generally, teaching staff experience high stress levels and are continually fighting against an extensive workload. As a secondary school teacher, I noticed that my well-being increased greatly when I encountered this simple understanding of the mind. My performance and engagement transformed, but nothing in my environment changed. I lost the vast majority of my stress and I taught better than ever, yet the students and workload were exactly the same. If staff are experiencing high levels of well-being and performance, this will transform the state of mind of the students and make them much more engaged with the school as a whole. |
| Education for families dealing with mental illness | In our extensive work with families, we have noticed that when any one member of the family receives a mental health diagnosis, it often impacts everyone else in a very negative way. The belief that a person can be broken has a hugely detrimental effect because people believe that the rest of their life will always be challenging and limited. It can make families very reactive. We have noticed that when this understanding of the mind is deeply embedded within a family unit, huge transformation takes place. There is more goodwill, hope, love and kindness and reactivity levels drop substantially because people can see that other people are not their behaviour - behaviour is simply a reflection of state of mind in the moment. |

MENTAL WELLBEING IN SCHOOLS

INNOVATION & RESILIENCE EDUCATION

Areas of change

How this new understanding of the mind facilitates these changes

Transforming working relationship between school and challenging families

Having worked in a school for several years, I became very familiar with the struggles schools sometimes have when trying to engage or deal with challenging families. This understanding of the human mind gives a person a very clear insight into why these relationships can sometimes be fractious and facilitates better connection, goodwill and constructive working relationships, even in the most difficult of circumstances.

Improving academic achievement in the student body through expanding students' appreciation of learning

During my time as a teacher, one of the biggest hurdles I faced when dealing with students was them holding the belief that they were fundamentally "stupid". Their self-confidence was low and often resulted in poor behaviour in the classroom, which greatly impeded their potential to learn. As I began to introduce them to this understanding of how we work, we began to explore how learning really happens for human beings and how natural a process it truly is. The fact that babies teach themselves to walk and talk proves how fundamental this ability to learn is. Understanding how learning really happens destroys any limiting beliefs about a student's intelligence and allows them to access their full potential more of the time, thus improving their performance both in the classroom and throughout exam periods.

Improving engagement and relationships across the school community

A deep understanding of how people's minds work is extremely powerful when it comes to building strong, supportive and healthy relationships across a school community. When a person realises their own health and potential, connecting to their lives and to other people is an effortless process which can only manifest in positive ways. When we feel content and at peace within ourselves, we are able to engage with life, we are more creative, we are more loving and we are more open. When these qualities present themselves across an entire school community, the progress of that school will exponentially increase. Our aim is to teach school staff how to embed this simple understanding of the mind into their organisations. We ask for two members of staff because the chances of profound impact are much greater if two people can support each other in delivering this understanding to students and staff.



MENTAL WELLBEING IN SCHOOLS

INNOVATION & RESILIENCE EDUCATION

SCHOOL MENTAL HEALTH SUPPORT PROGRAMME

OBJECTIVES OF THIS PROGRAMME:

This programme educates teachers and support staff in how to support and transform the mental health of their entire school community. This course is designed:

- To give staff a deep understanding of how the mind works and to educate the whole staff community on the requirements for mental wellbeing
- To offer schools an exciting research opportunity - we will provide participants with tracking metrics which are internationally validated so that you can monitor the impact of this programme on the overall wellbeing of your school community
- To help schools to improve their **value added** rating
- To improve teaching and learning and overall academic attainment and to ensure that teachers feel confident in delivering effective mental health support to students and parents
- To stop bullying and improve working relationships between staff and students
- To transform teachers' wellbeing and engagement with their work and their students
- To give staff effective tools for dealing with difficult people
- To ensure that students are resilient, creative and thoroughly engaged in their local community
- To strengthen the family unit and ensure that it is supportive for everybody in it - this will ensure that students feel less inclined to become involved in the use of alcohol, drugs, or gang activity
- To improve the capabilities of senior leaders and establish excellent working relationships between staff and school leaders
- To alleviate the strain on local NHS services
- Lower stress levels of the entire school community

All participants in this programme should feel completely supported throughout the year via our online and in-person services.

MENTAL WELLBEING IN SCHOOLS

INNOVATION & RESILIENCE EDUCATION

SCHOOL MENTAL HEALTH SUPPORT PROGRAMME

The School Mental Health Support Programme has a separate track for primary and secondary school staff.

Below is an outline of the course components. There is a more detailed explanation of each training day and the PSHE unit at the end of this document.

| Course Components | Explanation |
|--|---|
| Resources | Participants will receive a range of physical resources and online resources so that their understanding will continue develop outside the training days. |
| 6 X In-Person Training Days (One per half term) | These are full-day trainings that will focus on expanding a participant's understanding and supporting them in implementing this new appreciation of the mind into their school culture. We will also be focusing in detail on the most effective way to deliver the PSHE unit to students in KS1, KS2, KS3, KS4 and KS5. |
| 2 X In-Person Visits with workshop for all PSHE staff | The purpose of these visits is to allow us to ensure that participants feel supported and we want to make certain that all PSHE staff receive high quality training before they deliver the PSHE unit in the last half term of the academic year. |
| 6 X Online Private Coaching Sessions | These are private, one hour sessions that allow participants to explore this understanding on a profound and personal level. They are exceptionally important because it ensures that any inconsistencies in learning can be examined and discussed. |
| 6 X Webinars and Unlimited Online Support | Webinars will last for one hour and focus on specific issues that schools are facing regarding meeting the mental health needs of students and staff. Participants will have the opportunity to ask questions here and ask experts for feedback. Similarly, if participants have any immediate issues and require support from practitioners at Mental Wellbeing in Schools, we can offer specific help through online platforms such as Skype or Zoom. |
| PSHE Unit containing 6 lessons | We have developed specific PSHE units for every Key Stage. You will receive the appropriate programmes for your school when you begin the course. The aim of this unit is to provide students with an accurate appreciation of how they work and demonstrate what is possible when they are in a good state of mind. This unit is to be taught in the final half term of the academic year. |
| TOTAL COST: | £2980 for 2 members of staff (£1490 each, includes VAT) |

MENTAL WELLBEING IN SCHOOLS

INNOVATION & RESILIENCE EDUCATION

| Training Days | What we will do |
|---|---|
| Training Day 1 - Thought, mood and feelings | Here, we will be demonstrating how the Power of Thought creates our experiences and concepts. Understanding where our experience of life comes from allows us to be less frightened of or troubled by negative experiences, which in turn allows them to pass quicker. We will also explore how state of mind impacts our performance in various different areas of life, and how being more sensitive to this allows us to excel effortlessly. |
| Training Day 2 - Building incredible relationships and dealing with challenging situations | Relationships can only flourish when people are in an open and relaxed state of mind. This training day will focus on highlighting the potential for excellent relationships within the whole school community. We will also be analysing the necessary ingredients for good relationships and delving into the role state of mind plays in this issue. It is surprisingly intuitive. We will also explore what makes relationships difficult in the first place and how to approach these challenging situations with a different appreciation of what is really causing problematic behaviour. |
| Training Day 3 - Disorders and bullying - effective prevention and treatment | When problems arise within a school community, they are always born out of a low state of mind, caused by chronic mental stress over a prolonged period of time. The only way to improve how a school deals with issues like bullying or mental health diagnoses is to really understand what causes them. Essentially, you are looking to raise the state of mind of the entire school - only then can true transformation take place. In this session we will explore how this is not only possible, but also simple and effortless when approached in the correct way. |
| Training Day 4 - Mental Health vs Mental Illness | Mental health is often confused with mental illness. Mental <i>health</i> is rarely discussed, however it is the essential ingredient to success and removing insecurity from people's lives. Without a deep understanding of mental health, engagement and change are exceptionally difficult. Yet, every human being is born with perfect, unbreakable mental wellbeing. It's just that over time, as we begin to use the power of Thought to create our experience of the world, we regularly wander away from the health that lies dormant inside us. We will discuss in this session how to wake up that health and the impact this will have on anyone experiencing mental illness. |
| Training Day 5 - High performance and effective class and time management | In a classroom, state of mind is the most important point of leverage. If a teacher is in a good state of mind, they will improve the resilience, creativity and attainment of their pupils. When pupils become less engaged with their thinking, they experience being in the present moment. When this happens, they lose the limited beliefs that impede their academic progress and enjoyment of life. High performance and effective time and class management are the result of dropping limiting beliefs. They are effortless to achieve once you have a stronger appreciation of how human psychology works. |
| Training Day 6 - How this has the potential to solve every issue within a school setting | Any problem a school community is experiencing must be coming from a low state of mind. Low states of mind impair our ability to view a situation with clarity, compassion or creativity, and as a result of this, problems inevitably arise. In this mindset, the problems are always being caused by external factors which means that finding solutions is often an arduous and frustrating process. Understanding that when our state of mind raises, we are more innovative and creative and have much more powerful problem-solving abilities, enables us to spend more time focusing on enhancing the feeling of wellbeing within the school community, safe in the knowledge that as this feeling embeds problems will either be far easier to solve or disappear entirely. |

MENTAL WELLBEING IN SCHOOLS

INNOVATION & RESILIENCE EDUCATION

PSHE UNIT

The PSHE unit is an integral part of installing this new understanding of the mind into your school culture. Participants will be given the appropriate courses for their school - we have developed PSHE units for Key Stages, 1 - 5.

Participants will be taught how to teach each lesson in these PSHE units at the training days. Our intention is that staff deliver this unit to the student body in the final half term of the school year to ensure that staff feel confident with relating the material and answering students questions.

The 2 members of staff in this course will have to run their own trainings at school so that all staff can teach these lessons. These lessons have been created so that teachers need have very little input. The vast majority of them are activity and video based.

| Sessions | Content |
|--|--|
| 1 - The Human Thought System | This lesson will outline how the Power of Thought creates our feelings and experience |
| 2 - Stress and Mental Illness | This lesson will demonstrate the cause of mental illness to students. Chronic mental stress is the root of all mental illness. If a student realises this on a deep level, they will not experience chronic stress. |
| 3 - Fear and Insecurity Vs Confidence | This lesson will show students what fear and insecurity is and what they need to do to overcome them. Confidence is an innate gift that human beings possess. Students will be able to see how to access this incredible resource. |
| 4 - Healthy Relationships | This lesson will allow students to explore what makes a relationship healthy or unhealthy. They will explore why relationships breakdown and learn how to effectively transform negative interactions. |
| 5 - Intuition Vs Intellect | This lesson is focused on delving into the power of our natural intuition and how it is the positive driver of our lives. Students will discuss the impact that our intellect has on our well-being. |
| 6 - High Exam performance and unlocking their potential | This lesson will demonstrate how learning happens and highlights the necessary requirements for high attainment. Many of them are counter-intuitive. |

If you would like to register your interest in this programme, please email us at info@mentalwellbeinginschools.org

If you have any questions relating to this programme, please get in touch at info@mentalwellbeinginschools.org. Similarly, we would welcome the opportunity of discussing our work with you by phone, or in person.

MENTAL WELLBEING IN SCHOOLS

INNOVATION & RESILIENCE EDUCATION

DETAILS OF SCHOOL MENTAL HEALTH SUPPORT PROGRAMME TRAINING 2018-2019

All trainings will take place at the Rhodes Arts Complex in Bishop's Stortford, Herts, CM23 3JG. The venue has parking, refreshments and a buffet lunch is included in the price.

Bishop's Stortford is close to Stansted Airport and easily accessible via public transport.

| Training Days | Secondary School Training Dates | Primary School Training Dates |
|---|---|---|
| Training Day 1 - Thought, mood and feelings | Secondary Staff - Tuesday 18th September 2018 | Primary Staff - Wednesday 19th September 2018 |
| Training Day 2 - Building incredible relationships and dealing with challenging situations | Secondary Staff - Thursday 29th November 2018 | Primary Staff - Friday 30th November 2018 |
| Training Day 3 - Disorders and bullying - effective prevention and treatment | Secondary Staff - Monday 21st January 2019 | Primary Staff - Tuesday 22nd January 2019 |
| Training Day 4 - Mental Health vs Mental Illness | Secondary Staff - Friday 8th March 2019 | Primary Staff - Thursday 7th March 2019 |
| Training Day 5 - High performance and effective class and time management | Secondary Staff - Wednesday 1st May 2019 | Primary Staff - Thursday 2nd May 2019 |
| Training Day 6 - How this has the potential to solve every issue | Secondary Staff - Tuesday 2nd July 2019 | Primary Staff - Wednesday 3rd July 2019 |

If you are unable to attend a training day, a Mental Wellbeing in Schools practitioner will conduct a one-hour, private coaching session with you so that you do not miss the content that is covered.

MENTAL WELLBEING IN SCHOOLS

INNOVATION & RESILIENCE EDUCATION

TESTIMONIALS

“This training for a selected group of staff has had tremendous impact on how we deal with thoughts and situations and the ultimate aim is for us to develop this coaching approach ourselves and put a robust programme together to support these vulnerable young people. This is an ongoing journey and Edward Anthony and Charlie Turner have delivered powerful coaching sessions with staff and our Year 6 classes. We need this to continue so we embed a sustained approach.”

- **Mrs P. Moore, Headteacher, Windhill 21 Primary School**

“I just wanted to let you know how impressed my husband and myself are with the lesson you gave our daughter during detention a couple of weeks ago. She literally got into the car buzzing about what you had told her that day. We just want to thank you for giving her something she can take with her throughout her school life and into the future!”

- **Mrs D, Year 9 Parent**

“Mental Wellbeing In Schools coaching is an exciting development for all of us who are interested in ensuring the excellent mental health of children and young people. We saw clear evidence last year that the work we are doing to improve the mental health of our school community is leading to significantly positive approaches to resilience. Ed Anthony and his team have been instrumental in leading this work and I thoroughly recommend them to you.”

- **Mrs C. Tooze, Headteacher, Herts & Essex High School**



“As her parent, I have seen my daughter change from her former self into a confident young woman who seems to have such poise and inner confidence. She seems “bulletproof” and now swears by the strategies she has learnt via this programme. She swears it has changed her life. This work IS getting results.”

- **Mrs S, Year 11 Parent**

“I look back to the days when I couldn’t go to school and I can see how and why I was feeling like it and I see it was time wasted during a section of my life which could have actually been fun and stress free. There isn’t a day that goes past when I don’t use what I’ve learnt because life is full of hurdles to go over, but my hurdles that were once mountains are now pebbles on the floor I can simply step over. There isn’t a second when I think this wasn’t useful and I will continue to progress and practice my understanding for the rest of my life.”

- **Josie, Year 12 student, former school refuser who suffered from high levels of anxiety**



“The students’ levels of resilience are very impressive. We are delighted with the results we have seen at Herts & Essex and are in full support of this programme.”

- **Mrs E. Kirkham, Deputy Head, Herts & Essex High School**