

Maintaining Mental Health into Adulthood

Alpiri Strategic Document including Implementation Plan



‘working with schools to develop resilience and mental wellbeing’

Whole School Approach



What does mental health and well being in adulthood look like?

- paid work (or positively contributing to society)
- lifelong learning
- participation in community (positive socialisation)
- living the life you want in the community of your choice defined by your interests, activities and abilities

Mindful Emotion Coaching

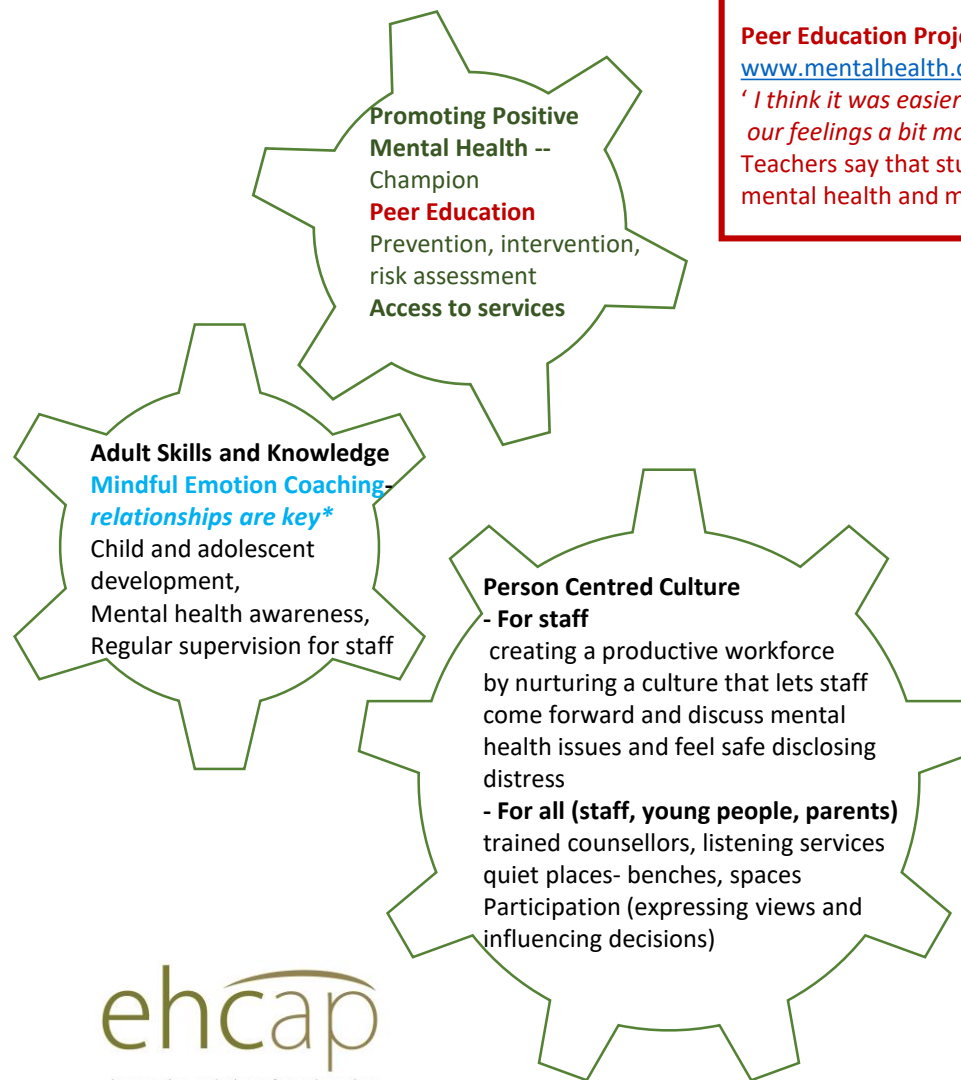
- focusing on the 'how to' of developing emotion resilience.
- building emotional resilience by talking about emotions behind behaviours and understanding the neuroscience of brain development and mindful awareness
- working with the neurobiological, emotional and social aspects of human interactions
- cascading the work of Dan Siegel and John Gottman
- looking at how to manage our own emotions when young people are struggling to regulate theirs.
- identifying the core human emotions and how the brain reacts when we find ourselves in danger of 'flipping our lids'.
- the 5 practical steps of Emotion Coaching and how to apply these in everyday situations.
- www.emotioncoaching.co.uk for further information

Maintaining Mental Health into Adulthood

Dr Marnie Aston and Dr Sarah Temple

working with schools to develop resilience and mental wellbeing

'promoting positive relationships in schools'



ehcap
innovative solutions for education,
health, care and prison services
www.ehcap.co.uk

Peer Education Project – Mental Health Foundation

www.mentalhealth.org.uk Helen Bohan hbohan@mentalhealth.org.uk

'I think it was easier that they were close to our age- they understand our feelings a bit more' (Year 7 student)

Teachers say that students became more open in the way they talked about their mental health and more respectful when talking about the mental health of others

Aston Themes for Schools

1. Having an authentic listening and participation ethos, and systems for implementing it
2. Understanding and promoting emotional wellbeing, mental health
3. Skilful, knowledgeable and caring adults
4. A creative, flexible, specific curriculum, focused on the importance of teaching and learning
5. An inclusive physical environment
6. A safe, friendly atmosphere, and a commitment to anti-bullying
7. Good organisation, systems leadership and management that support and embrace change
8. Sociable, , cultural, equal opportunities and partnerships
9. Celebrating/understanding personal development and identity
10. Promoting positive relationships

Please see [The Aston Audit Tool](#) and Action Plan for more detail

Maintaining Mental Health into Adulthood

Dr Sarah Temple

working with schools and communities to develop resilience and mental wellbeing

'promoting positive relationships in schools'

Basics

Getting the basics sorted first **Good Enough Housing** (schools can support by writing to The Housing Department) , school accommodation is important too including the classroom environment and grounds, **Enough Money to Live** (schools can support parents with benefits by writing letters to The Benefits Department and liaising with Employment Advisors as well as helping students understand the value of money and money management), **Being Safe** (creating safe places, noticing hot spots and hot times where bullying or aggressive behaviour are more likely to occur and manage appropriately, **robust safeguarding governance**) , **Transport and Access to Places and Things** (journeys to and from school – bus driver culture, taxi driver culture , road lay out and safety) , **Healthy Diet** (warm meals, sociable dining area), **Exercise and Fresh Air** (school grounds, wild area, Peace garden, Eco area), **Enough Sleep** (encourage pupils to think about why sleep is important, listening and noticing tired children), **Play and Leisure** (leisure activities provide supportive relationships, desirable identity, experiences of power and control experiences of social justice, benefits include making connections, stress release, being accepted, support during adversity, health and fitness, being challenged, having fun), **Being free from Prejudice and Discrimination (aspirational)**

Belonging

Putting relationships at the heart of things nurturing a professional culture that lets staff come forward and discuss mental health issues and feel safe disclosing distress , nurturing a whole school culture which promotes positive relationships, trained counsellors, listening services quiet places- benches, spaces, Participation (expressing views and influencing decisions) caring and supportive relationships for pupils, staff and parents, being part of the wider school community, Tap into good influences, Keep relationships going, The more healthy relationships the better, building relationships through activities and events, **belonging involves responsibilities and obligations too**, make sense of where the children have come from, encourage pupils to set challenges as a way of building trust and relationships

Learning

Promoting wellbeing as being of equal importance to academic attainment offer a stable environment with adults getting along with adults and with young people, engage peer educators (see previous slide), Map out Career of life plan, help pupils organise themselves, highlight achievements

Coping

Understand boundaries and keep within them encourage students to explore what boundaries are, why people have boundaries and why some people have different boundaries from others, **Being brave** face uncomfortable feelings and sit with them , taking a risk and doing something scary can help build resilience, take a look at [James Nottinghams Learning Pit](#) , Building Problem Solving skills, Developing favourite interests, **Mindful Emotion Coaching Self Soothing Techniques**, lean on others when need to, **Have a Laugh take a look at [Action for Happiness](#)**

Core Self

Instil a sense of hope, hold on to the possibility of change, making difficult situations manageable, **skill build around understanding empathy with Mindful Emotion Coaching**, help students understand their own feelings and others, help them understand how feelings influence behaviour, build self awareness with mindful exercises, help the child take responsibility for him/ herself, (by knowing themselves they know they have a relationship with things and people around them which they can influence) Schools Youth Council, tutoring younger pupils, painting school murals, watering and weeding plants, conveying messages, **Foster Talents**, make sure tried and tested support is accessible eg peer educators, school counsellor, anger management, teenage pregnancy support, drugs and alcohol, **mindful emotion coaching including information on neurodevelopment and the neuroscience of emotion regulation, Dan Siegel's Hand Model**

For more detail reference The Interactive Resilience Framework at www.boingboing.org.uk

Professor Angie Hart, Brighton University



Alpiri™

What does mental health and wellbeing look like in adulthood?

- paid work (or positively contributing to society)
- lifelong learning
- participation in community (positive socialisation)
- living the life you want in the community of your choice defined by your interests, activities and abilities

Team Time Plan

Student Participation is a core part of the Implementation Plan and needs to be woven into every aspect of the Team Time plan.

Weekly Timetable first 6 months of Project

One Day per week Training as a Team – this includes time to complete self learning eg reading

Working in pairs spend the remaining 4 days in allocated schools

- Set up and run Young People Participation Groups
- Enable Young People to participate in for example Mental Health Awareness Campaigns, organising and running Mindfulness Exercises using Outside Providers, Peer Education
- Enable sustainable Parent Groups (suggest maximum 2 hours long 6 times an academic year – include actively providing information about Mindful Emotion Coaching, Mental Health Resources)
- Optional- support or lead Tuning in to Teens or Tuning in to Parent Groups
- Facilitate Cascading Mindful Emotion Coaching using resources provided by EHCAP including on line resources
- Develop positive relationships with staff within the school
- Share information about both local and national Mental Health resources
- **Collect feedback and use this feedback to inform the Project by presenting to the Leadership Team for analysis and incorporation into the ongoing Implementation Plan**

Implementation Plan – Phase One

Dr Sarah Temple

working with schools to develop resilience and mental wellbeing

'promoting positive relationships in schools'



ehcap

innovative solutions for education,
health, care and prison services

www.ehcap.co.uk

Alpiri™

Project Leadership Team

Detailed knowledge of the Service Specification and Key Performance Indicators

Create a practical and detailed Action Plan for the team

Ensure Training Needs are met for the team as a whole

Enable training of school staff to identify and support students with emerging mental health needs

Provide a County Wide Multi Agency Networking Meeting twice a year

Analyse feedback from Young People, Parents, School Staff and the team and effectively incorporate into the ongoing Implementation Plan

Training needs

One Day per week for the whole team for 6 months

Leads to work with the Team developing skills in:

1. Participation work with Young People eg Peer Education Project, Forming Groups of Young People, Enabling Young Person involvement eg running an awareness campaign, organising an outside provider eg Relax Kids and understanding funding issues
2. Mindful Emotion Coaching (attend training, develop self learning skills, complete learning log)
3. Understanding child and adolescent development including attachment and relationships
4. Understanding common mental health difficulties eg ADHD, Autistic Spectrum Disorders, Depression
5. Working with a Whole School Emotion Resilience Framework eg BoingBoing Interactive
6. Working with a Behaviour and Vulnerability Toolkit enabling skills in early identification of family vulnerability and approaches to supporting
7. Working with individual students where needs become apparent- listening, sign posting, referring
8. Running Parent Mental Health Awareness and support Groups
9. Local support services- having a good knowledge base and knowing where to go to access further information
10. Creating and sharing resources especially on line resources including e learning