

# Improving Outcomes for Children and Families



*‘working with schools and communities to develop resilience and mental wellbeing’*

## The 3 Principles to Improve Outcomes for Children and Families

### Centre on the Developing Child Harvard University

#### - Support responsive relationships

- Adults modelling appropriate social behaviour, creating and maintaining responsive relationships at home and in the community (including schools) allows a child's brain to build and strengthen neural connections and build connectomes

#### - Strengthen Core Life Skills

- Building skills in **emotion regulation** and executive function (ability to filter distractions, prioritise tasks) allows a child's brain to build and strengthen neural connections and build connectomes

#### - Reduce sources of stress

- Having fewer experiences that trigger a sustained powerful stress response allows a child's brain to build and strengthen neural connections and allows an adult's brain to access the skills they already have



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Thinking about **YOUR** school - to what extent do current policies and operations promote (or hinder)

- responsive relationships
- development of core skills including self regulation
- responsive safeguarding and support in reducing sources of stress for parents/ carers, staff and children



Strengthen Core Life Skills in schools by cascading [Mindful Emotion Coaching](#)



*John Gottman's Five Steps  
Dan Siegel's Hand Model  
Self Care*



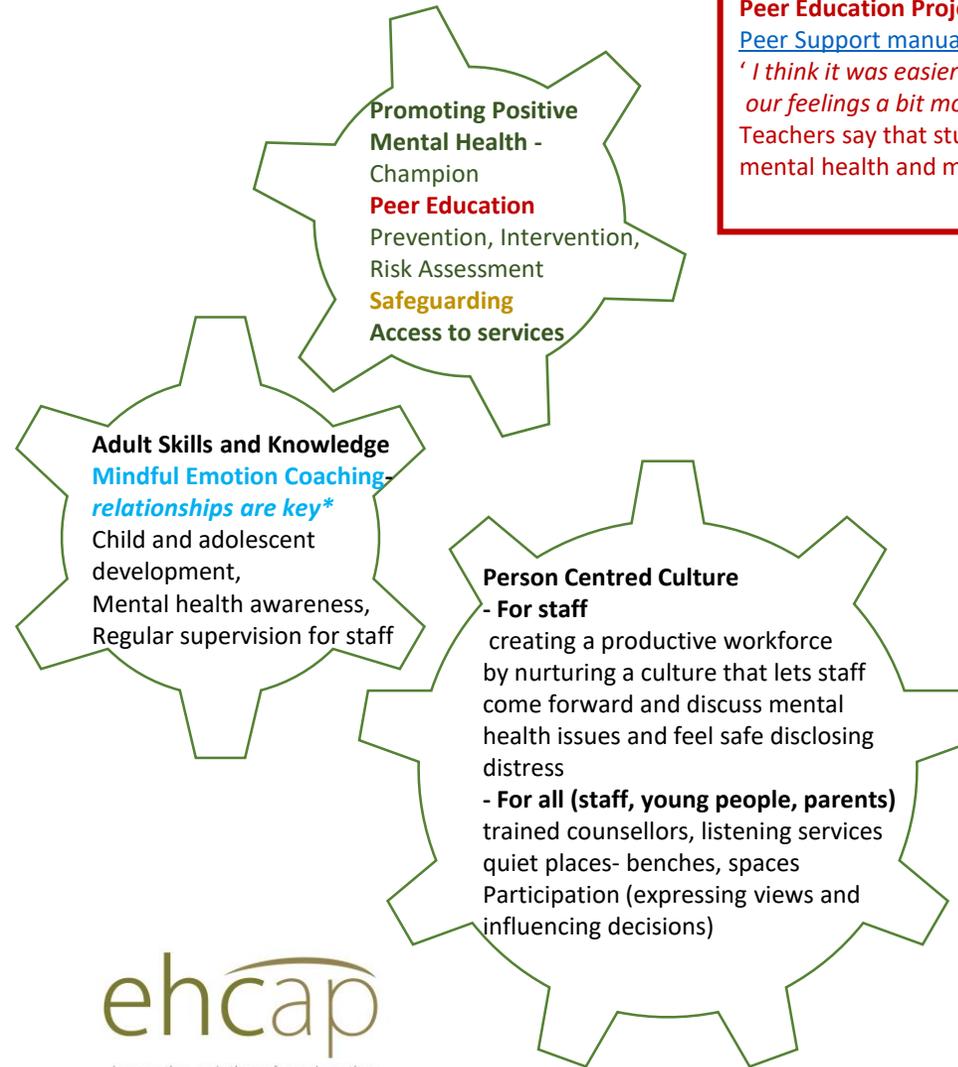
### What does mental health and well being in adulthood look like?

- 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](http://www.emotioncoaching.co.uk) for further information

working with schools to develop resilience and mental wellbeing  
'promoting positive relationships in schools'



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### Peer Education Project – Mental Health Foundation

[Peer Support manual](#)

*'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

## Boing Boing Interactive Resilience Framework for Schools

**Basics**  
**Belonging**  
**Learning**  
**Coping**  
**Core Self**

Before anything else Basics need to be OK- Housing, Environment, Money, Transport, Play and Leisure  
**Mindful Emotion Coaching** is a way of being that enables a Person Centred Culture and is core to Belonging, Learning, Coping and Core Self

**See next slide for more detail** and refer to the free [Interactive Resilience Framework](#) provided by Boing Boing – adapted from Hart, Blicow and Thomas 2007

Download the Anna Freud Teacher Tool Kit '[Talking Mental Health](#)' and join the [Schools in Mind Network](#)

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## Support Responsive Relationships

**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, **Mindful Emotion Coaching**, 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

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, Mindful Emotion Coaching, Appreciative Inquiry

- \* [The Hand Model – Dan Siegel](#)
- \* [Why is Belonging so Important for us?](#)
- \* Partnership Working – how can we communicate more effectively?
- \* Developing a network of resilience champions across local schools
- \* Young People Participation.. where the voice of Young People is heard and acted on
- \* Listening services, quiet spaces, Coaching, Counselling, Mindful Activities and Spaces

# Strengthen Core Life Skills

**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 Nottingham's 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**

- \* **Mindful Emotion Coaching – [www.alpiri.co.uk](http://www.alpiri.co.uk)**
- \* **[Supporting Staff Wellbeing](#)**
- \* **[Whole School INSET- relationships, neuroscience, empathy, wellbeing, mental health](#)**
- \* **[Staff workshops eg 3 x 2 hour sessions on importance of relationships, developing empathy, neuroscience, resilience](#)**
- \* **['Relationship awareness' survey created by Boing Boing](#)**
- \* **Relationship building exercise with the school**
- \* **[The Anna Freud Wellbeing Survey for Young People](#)**
- \* **Systems for supporting staff and pupils at the school eg. listening services, mindful activities, counsellors, PFSAs, [Coaching and Supervision](#)**
- \* **[Happiness – 50 ways to feel Happy – Action for Happiness](#)**
- \* **[Activities to develop resilience – ERIC Emotion Regulation and Impulse Control](#) (you will need to request permission to access)**
- \* **[Building Emotion Coaching Scenarios and developing cascading skills](#)**

## Reduce Sources of Stress

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)**

Notice and be responsive

Robust safeguarding procedures

Communication

Adapted from [The Interactive Resilience Framework](#) which is based on Resilient Therapy (RT) originally developed by [Angie Hart](#) and [Derek Blincow](#),  
with help from [Helen Thomas](#), using the resilience evidence base and resilience practice. For more information see [boingboing.org.uk](http://boingboing.org.uk)

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# Ideas for Workshops

- \* Strategic planning meeting with Senior Leadership Team including introduction to a selection of Emotion Resilience Approaches including [The Boing Boing Emotion Resilience Framework](#)
- \* [Behaviour Vulnerability Profile Tool](#)
- \* Staff workshops eg 3 x 2hr – supporting students with emerging mental health needs and identifying families in need of intervention
- \* Upskill staff re Outcome Frameworks and Measures
- \* [Common Mental Health Difficulties](#) eg [overactivity and poor concentration](#)
- \* How to access support and advice about mental health difficulties and how to refer to CAMHS
- \* [E – learning](#) – developing this resource further for staff, parents, young people. Do we need an App?
- \* Parent Information Sessions
- \* Attendance at Parents Evenings – noticeboard, resources ...include access to websites with a lap top
- \* [Embedding emotional wellbeing information into wider curriculum](#)
- \* [Peer Support Programme](#) (Mental Health Foundation)
- \* Informed Consent and Safeguarding , safe conversations and disclosures



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