

Mental Health and Well Being - A Whole School Approach

Thursday 7th November

Ashford International Hotel

Key Note Speakers

Supporting the mental health needs of every learner

Dr Pooky Knightsmith

Drawing on examples of existing good practice and the growing evidence base, Pooky will help you to pinpoint the strengths and weaknesses in your school's approach to mental health and will provide a range of practical ideas and trusted resources for developing a provision and ethos that better promotes the mental health of every learner – and every teacher too.

It's my mental health – not yours!

Dr Tina Rae

Tina will focus on the young person's perspective and the importance of seeking the child's views in relation to mental health interventions at both an individual and whole school level. She will highlight key issues around informed consent and the importance of developing and differentiating the wellbeing curriculum at a preventative level for all children and young people. She will argue that we currently do not consistently ensure the voice of the young person is heard and that it frequently fails to inform the intervention. The skills, knowledge and understanding of the new Mental Health Leads are central to such developments and to including the Tina will therefore present key elements of the new Well Being Tool Kit for Mental Health Leads – A Comprehensive training resource to support wellbeing in education and care

The Emotionality of Teaching – 'What the mind possesses, the body expresses'

Helen Stollery, Head of Quality & Standards, Nurtureuk

Teaching is full of guesswork and intuition, hopes and fears, joys and sorrows, laughter and tears, risks and reward...every day! The impact can be immense. Psychological ill-health contributes to widespread and serious chronic health problems, including burnout, in teachers.

According to latest research, 75% of all education staff have faced physical or mental health issues in the last two years because of their work and 53% have considered leaving as a result.

- Almost one in five (19%) said they had experienced panic attacks
- Over half (56%) had suffered from insomnia and difficulties sleeping
- Over a third (41%) had experienced difficulty concentrating

Workload and work-life balance were cited as the top work-related reasons. Symptoms and issues suffered appearing similar across roles and levels of seniority. The emotionality of working in schools is explored in greater detail providing insight into how we deal with our mental health and recognising and paying tribute to the leaders who support staff to carry out this extremely rewarding and privileged job.

Creating Mental Wealth in All Children

Professor Barry Carpenter, CBE, OBE, PhD

Professor of Mental Health in Education, Oxford Brookes University.

Mental health is the most pervasive and co-occurring of all complex needs in children internationally. The British Medical Association estimate that 2 in 10 of all young people experience some form of mental ill health during adolescence. In the realms of Autism this is much higher at around 60% of all ASD young people during adolescence.

Research shows that:

- Roughly three children in every school class have a diagnosable mental health condition.

A staggering 90 per cent of school leaders have reported an increase in the number of students experiencing anxiety, stress or depression over the last five years.

The number of children and young people who have arrived at A&E with a psychiatric condition has more than doubled since 2010.

In children and young people with special educational needs and disabilities there are at least two or three times as many with some form of mental health need. New legislation in England has at long last given an official focus for schools on Mental Health with the creation of the designated area of Social, Emotional and Mental Health.

How do schools keep their children emotionally strong? How do we develop a curriculum framework around emotional well-being? What pedagogy will facilitate the development of emotional resilience in our children with SEN?

An overarching aim of this presentation will be to provide schools with signposts to begin this journey, for and with our children.

To book please go to <https://cpdschools.theeducationpeople.org>, Event Code: SCH 19/560