

Callington Community College
(Academy Trust)

Emotional Health in Schools

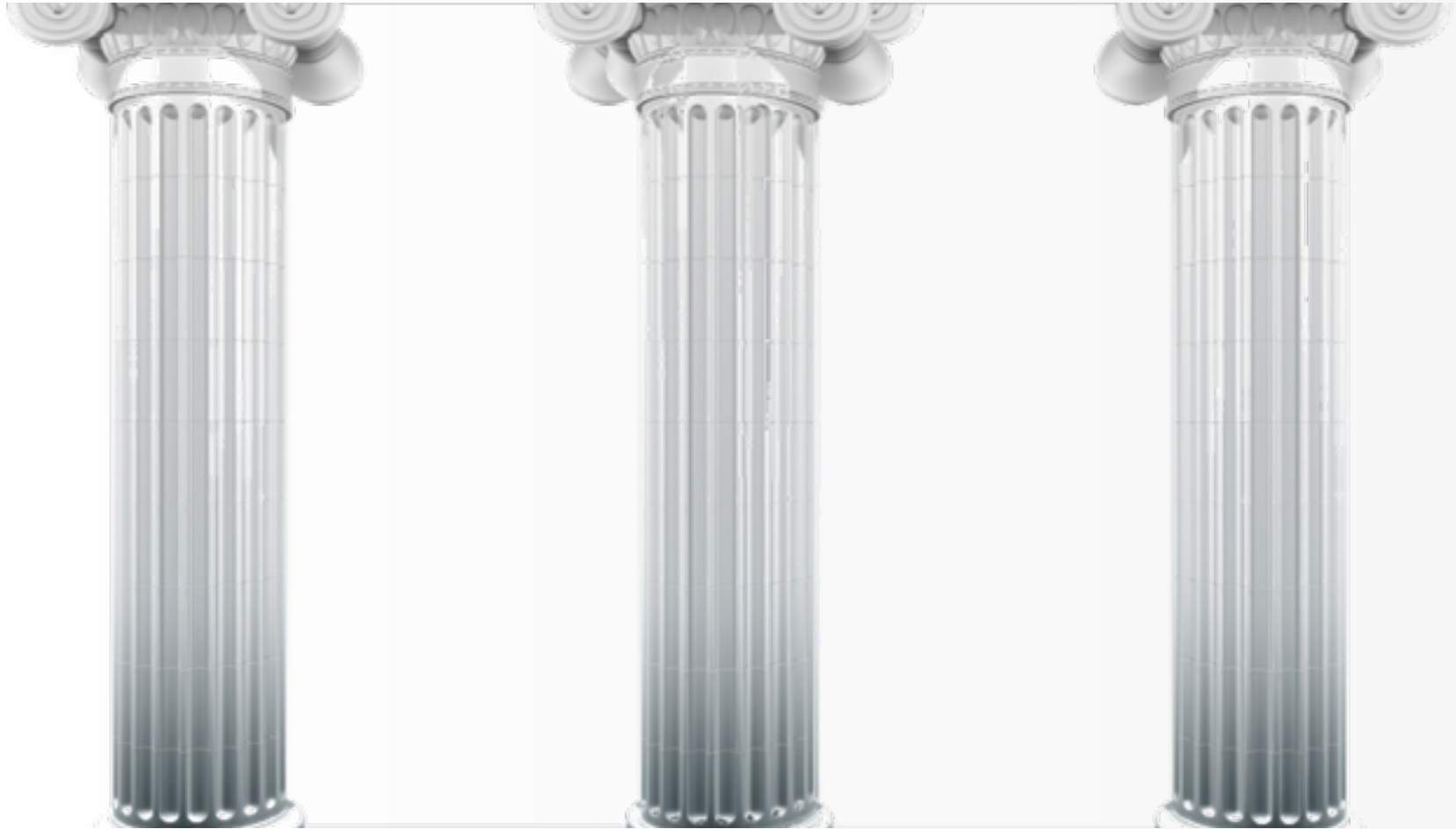
Skills and Partnerships



Learning
&
Teaching

Emotional
Health

Curriculum



3 Priorities

1. College Inclusion/student support review
2. Professional Learning
3. Brokering effective networks and partnerships:
 - Primary Schools
 - Secondary Schools
 - Employers
 - Local Authority
 - GP's; PCT; NHS

Priority 1

College Inclusion Review – January 2009–Summer 2010

A new Student Support team structure was developed

In order to

**meet the needs of staff in terms of
stretch and status**



Priority 2

Professional Learning – Phase 1: April–July 2009

1. Train all non-teaching staff – 1.5 days (primary partners; LA Extended Schools and PRU staff invited FOC)

- Staff Emotional Health – securing the spare emotional capacity for the effective practitioner
- Anger and arousal in the brain – what works and why
- Adolescent brain development – the nature of the beast
- Emotional literacy – behaviour management strategies

2. Further training for pastoral leaders and Student Support Team staff

- Circles of friends
- Reflective listening and reframing skills
- How to build rapport
- Choose and implement effectively in an age-appropriate way

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Bid: Extended Services / Local Authority

‘promoting emotional health and well-being for
Callington Community College and the community it
serves’

**Emotional Health Consultant appointed X1 day per
week 2009-10**

Priority 2 (cont.)

Professional Learning: phase 2 – 2009–10

3. Train all teaching staff

(same programme as non-teaching staff – October 2010)

4. Consultant invited to train all 12 Callington Cluster primary schools (October 2010)

5. Parent Training – ‘Teenage Taming Tactics’

(February 2011)

Emotional Health Consultant invited to train Advanced Skills Teachers by LA

Bid 2: Extended Services / Local Authority

‘promoting emotional health and well-being for Callington Community College and the community it serves’

Emotional Health Consultant subsequently appointed by Callington Cluster of 12 Primary Schools

- X1 day per week 2010–11 (pooled LA/ Extended Schools funded) •

Goals for staff training:

- Stage 1 = shift language from toxic cynicism to awareness and a positive re-frame
- Stage 2 = awareness and ownership of own internal state + genuine sense of corporate responsibility for others' emotional state and well-being

Intervention Goals for Parents

- De-traumatisation
- Re-connection to the family
- Addiction therapy
- Anger management
- Behaviour management training
- Social skills development
- Treatment for depression/anxiety .

Impediments to cognitive and behavioral shift



An Adolescents' 'Rights'

- When you need money, yeh, your Mum has to give you some
- Having the best technology – no crap
- Computer's 'n tellies 'n stuff in your room
- Being picked up when you need it
- Staying out 'til you want

“Parents know what your rights are: they just don't want you to have them”



Intervention Goals for Children

- Self awareness and development of feelings vocabulary
- Understanding of rights, responsibilities and privileges
- How anger and arousal work – how to gain control
- Depression/anxiety relief
- De-traumatisation where needed
- Empathy development
- Can't knit a new mummy and daddy! – all the above contribute to resilience building in

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3rd Priority

..effective networks and partnerships

Ongoing from January '09: **two consortiums**

1. Health & Well-being in the Workplace

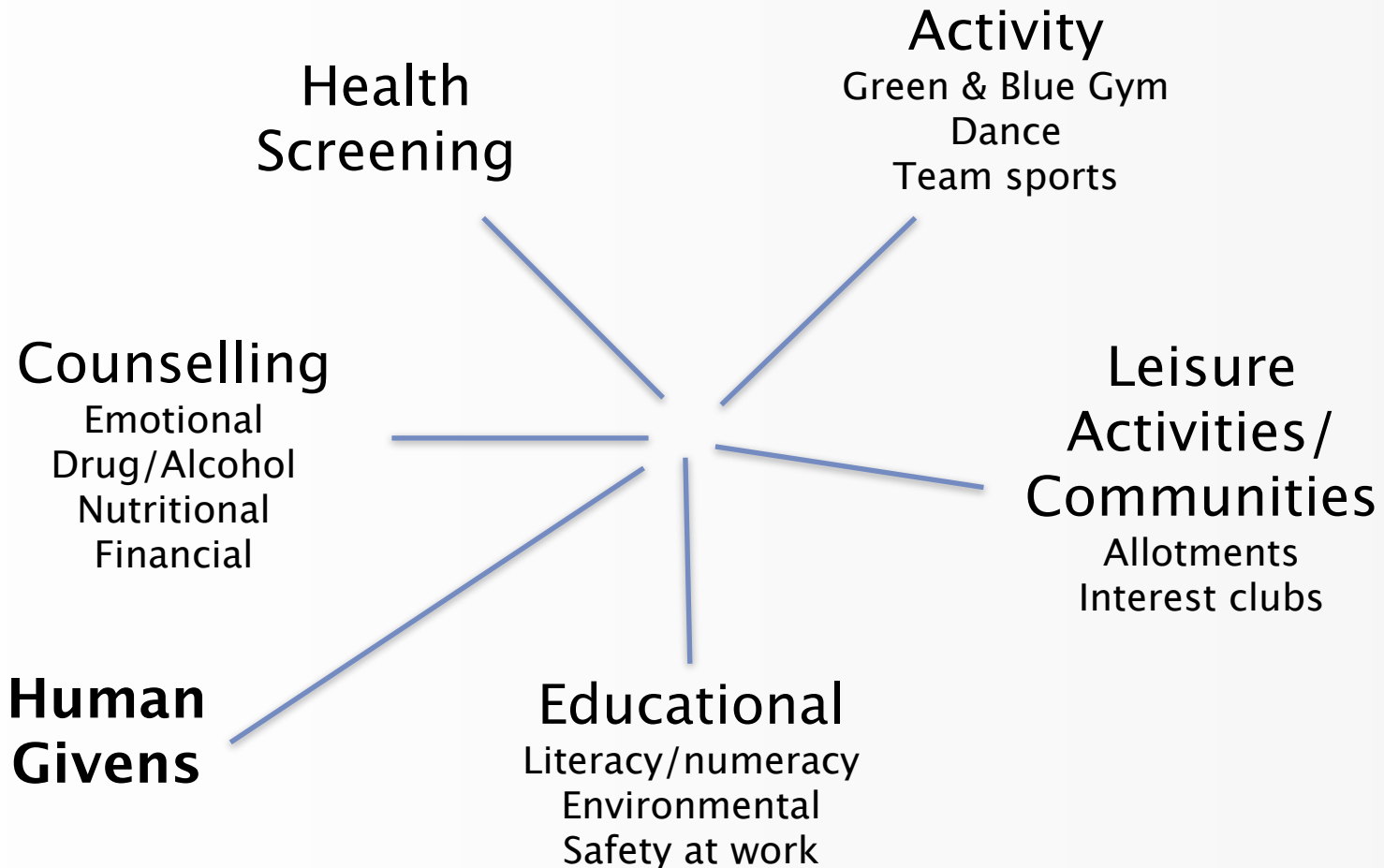
1. Integrated Children & Families Services



Consortium: Health and Wellbeing in the Workplace

To exploit the potential of the workforce to deliver programmes which promote health and wellbeing of staff and their families in a network of local businesses and colleges

CONSORTIUM 1: Health and Wellbeing in the Workplace



CONSORTIUM 2: Integrated Children & Families Services (co-location

integration?



A paradigm shift

A shift from fragmented provision that operates reactively in an ad hoc fashion and rarely meets need

to

Cohesive integrated provision – providing a safety-net that is dictated by need and, where possible, that need is predicted before crisis



**A multi professional network of people working
collaboratively to meet that need**

College at the heart – developing and managing services in partnership with:

- Primary Schools, SECLP Schools and beyond
- Parents
- GPs & NHS
- Local Authority (e.g. Education Welfare, School Nurses)
- Public and private sectors (Health & Wellbeing Consortium)
- Connexions

Factors that stand in the way

Culture beliefs and attitudes – needing change

- Misconceptions about health
- Inappropriate ‘medicalisation’ of complex psycho-social problems
- Services work in isolation
- Managerial attitudes, organisational behaviour, unable to make business case.

Inadequate systems

- No pathways of rapid intervention to keep children healthy and adults in work
- Health, work and well-being not part of routine professional training or clinical practice

Next generation

- Little attention to building mental and emotional resilience in children
(our future workforce)

Ref. Carol Black, ‘ Health-Work-Wellbeing’ 2011

Our overall goal?



Co-Location



Future?

Building capacity around what works – growing





*"From the violent nature of the multiple stab wounds,
I'd say the victim was probably a consultant."*

Student feedback.....

“The sessions gave me self-worth and made me feel more in control of my own mind. This enabled me to think in a positive **or** negative way – something that I did not know I could do– it’s brill!”

“I didn’t realise how valuable the sessions were ‘til after – you can use the strategies that are taught to you to shape your mind”.

“Before I met Miss I was having dark thoughts and felt that there was no chance of these going away. I got used to negative thinking. It was a habit – a dangerous one”

“The guided imagery is magical. I like a good old story! It’s like a really nice dream that you are learning from – when you wake up you feel so much better”.

“It felt like Miss programmed something special into my

Extracts from staff appraisal sheets.....

“The impact of the training across the College gave confidence to all members of staff to approach sometimes challenging situations and deal with them effectively”.

“Stunning training! The training evidenced that the use of language was a very important tool. I put it into practice immediately and so did many colleagues. It is continuing to be used by all staff with a positive outcome”

“The arousal levels of students on the occasions when they are being challenged are suppressed due to the correct language that is now being used by staff”.

“There is no crime in acknowledging that you are struggling emotionally – this can be addressed ensuring that you have the spare emotional capacity to deal with the needs of others – amazing!”



“I have learned the ability to reframe negative thoughts/ comments – not just my internal dialogue but I have the skills and confidence to throw a line to a colleague if I see that they are rehearsing misery”

“People have certainly learned much and taken time to reflect on their own practice. School is a very different place”

“It’s safe to admit that you are not infallible. The ways of accessing meaningful support that makes a difference to me as a practitioner are growing: the school is growing emotionally as a result.”

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