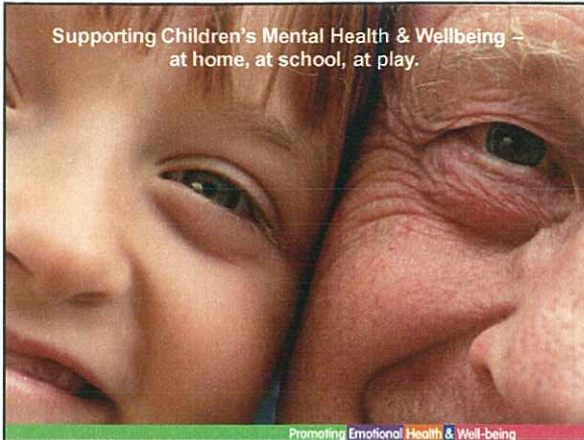


Supporting Children's Mental Health & Wellbeing -
at home, at school, at play.



Promoting Emotional Health & Well-being

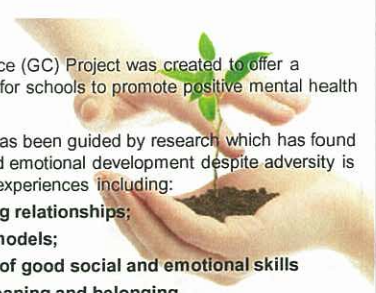
Rationale

The Growing Confidence (GC) Project was created to offer a programme of support for schools to promote positive mental health and wellbeing.

Our work in this area has been guided by research which has found that healthy mental and emotional development despite adversity is fostered by protective experiences including:

1. **Positive caring relationships;**
2. **Healthy role models;**
3. **Development of good social and emotional skills**
4. **A sense of meaning and belonging**


The GC project work continues to be consolidated and co-ordinated by the Mental Health & Well-being Team, and is forming the foundation for further initiatives in this area.



Promoting Emotional Health & Well-being

Need for the work informed by:


1. Changes in POLICY (Curriculum For Excellence/GIRFEC)
2. Lack of awareness about RESEARCH in this area
3. Good practice not no consistent IMPLEMENTATION



Promoting Emotional Health & Well-being

Aims of the Work

- To increase awareness of the factors that influence children and young people's mental health and emotional wellbeing
- To consider how brain development and behaviour are shaped by interactions and experiences with others
- To reflect on the latest research in this field and consider its implication for practice and implementation of policy



Promoting Emotional Health & Well-being

Key Messages

- Interactions matter!
- Relationships matter!
- What we do matters!




Promoting Emotional Health & Well-being

Activity

In pairs, discuss:

What is emotional well-being?



Promoting Emotional Health & Well-being

What is mental and emotional well-being?

'A positive sense of wellbeing which enables an individual to be able to function in society and meet the demands of everyday life; people in good mental health have the ability to recover effectively from illness, change or misfortune.'

Mental Health Foundation



Someone who is "emotionally well" demonstrates empathy, self awareness, an ability to manage feelings, motivation and good social skills.

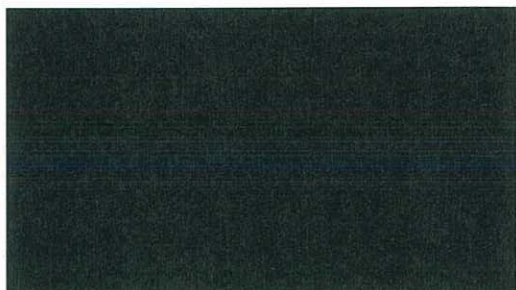
Action For Children

Curriculum for excellence outcomes

Mental, emotional, social and physical wellbeing
 Mental, emotional, social and physical wellbeing are essential for successful learning. The mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of real understanding on an individual level. The four aspects of wellbeing are inextricably linked and are only separated here for practical purposes.

	Early	First	Second	Third	Fourth
Mental and emotional well-being	<p>I am aware of and able to express my feelings and am developing the ability to talk about them. HWS 0-01a / HWS 1-01a / HWS 2-01a / HWS 3-01a / HWS 4-01a</p> <p>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWS 0-02a / HWS 1-02a / HWS 2-02a / HWS 3-02a / HWS 4-02a</p> <p>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWS 0-03a / HWS 1-03a / HWS 2-03a / HWS 3-03a / HWS 4-03a</p> <p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the behaviour of others. HWS 0-04a / HWS 1-04a / HWS 2-04a / HWS 3-04a / HWS 4-04a</p> <p>I know that kindness, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWS 0-05a / HWS 1-05a / HWS 2-05a / HWS 3-05a / HWS 4-05a</p> <p>I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWS 0-06a / HWS 1-06a / HWS 2-06a / HWS 3-06a / HWS 4-06a</p> <p>I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWS 0-07a / HWS 1-07a / HWS 2-07a / HWS 3-07a / HWS 4-07a</p> <p>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWS 0-08a / HWS 1-08a / HWS 2-08a / HWS 3-08a / HWS 4-08a</p>				

Child Observation Video



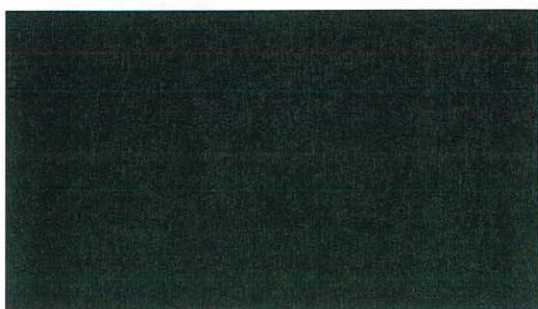
The Connected Brain?

Research has demonstrated that we are motivated from birth to form and maintain social relationships and connections with other people.

It is through imitation and interaction with others that children learn about themselves, others and the world around them.

Therefore the quality of these interactions (positive or negative) will have a huge impact on mental health, emotional well-being, brain development, learning and behaviour.

Still Face Experiment




Activity



In pairs, discuss:

- What factors might be negative influences on children's mental health and emotional well-being?


Risk Factors for Children's Mental Health

<p>Individual</p> <ul style="list-style-type: none"> Social isolation Low IQ Physical illness Genetic factors Temperament Gender <p>School</p> <ul style="list-style-type: none"> Bullying Peer pressure Truancy Low achievement Poor peer relationships 		<p>Family</p> <ul style="list-style-type: none"> Family breakdown Poor parental supervision Abusive relationships Parental illness Substance abuse Bereavement <p>Community</p> <ul style="list-style-type: none"> Poor community engagement Socio-economic disadvantage Availability of drugs Neglected neighbourhoods
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Promoting Emotional Health & Well-being

Activity

- In groups consider...
- If a child is stuck in an 'ugly' place for the first few years of life, what behaviours might you observe when they get to nursery/primary schools




Promoting Emotional Health & Well-being

How might we adapt our behaviour?

Research has shown that being rejected or excluded causes strong behavioural reactions, including:


- increased aggression,
- reduced pro-social behaviour,
- increased self-defeating behaviour
- Impacts on efforts to empathise and relate others
- decreased self regulation
- distrust of others



Promoting Emotional Health & Well-being

Activity

What factors might be protective influences on children's mental health and emotional well-being?



Promoting Emotional Health & Well-being

Protective Factors for Children's Mental Health at school, at home and at play



- Individual characteristics, such as :
 - an optimistic outlook
 - good problem-solving skills
 - empathy
 - good social and emotional skills
- Strong relationships with families, friends and other significant adults
- Healthy role models and standards set by parents, teachers and community leaders
- Opportunities to contribute in families, school and within communities
- A sense of meaning and belonging through participation

Promoting Emotional Health & Well-being

Even for the most vulnerable!

Recent report (Celebrating Success): what helps looked after children succeed (2006)

- Having people who care about you
- Experiencing stability
- Being given high expectations
- Receiving encouragement and support
- Being able to participate and achieve



We can make a difference especially to the most vulnerable children!

Promoting Emotional Health & Well-being

Principles and Practice:

All our work is underpinned by the following:

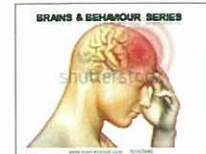
1. Early intervention and prevention approach
2. Multi-agency training and partnership working
3. Working in partnership with families and communities
4. Research led and evidence based practice



Promoting Emotional Health & Well-being

1. Multi-agency training for staff

- Confident Staff, Confident Children (CSCC) - multi-agency course for all staff around mental health & emotional wellbeing
- Leadership CSCC (for Head Teachers & Managers)
- Thinking It, Feeling It, Doing It (Early Years Training & Resource)
- Teenage Brains & Behaviour (Secondary school staff)



Promoting Emotional Health & Well-being

Confident Staff, Confident Children (CSCC)

Since 2007, over 1500 multi-agency staff have taken part in this training programme



Training involves eight 2-hour twilights addressing:

1. Emotional health and well-being
2. Understanding brain development
3. Promoting attachment
4. Building resilience
5. Developing empathy
6. Exploring beliefs & mindsets
7. Looking after our own well-being
8. Insights & inspiration

Impact of CSCC:

- Participants feel much more confident to support the development of emotional well-being in children and young people that they work with (83%) and in themselves (80%);
- Participants report it has made a positive difference to their professional practice (89%) and their personal lives (82%);
- A follow-up study has demonstrated the course has far reaching impact long after the training has been completed.
- This course is now available through CPD for individuals or if you would like to discuss whole school training, please contact us.

Promoting Emotional Health & Well-being

2. Working in partnership with families



- In 2008, Growing Confidence began to develop their work with parents & carers
- April 08 – saw practitioners agree that there was a gap in the market for a universal parenting approach
- 26 focus groups with parents in Sept 08 consulting 162 parents & carers
- Overwhelming positive feedback for programme (96%)
- Pilots began in May 2009

Promoting Emotional Health & Well-being

Raising Children With Confidence (RCWC)

Since 2009, 140 training courses have run with more than 1000 parents/carers



RCWC is a 13 hour course, comprising the following sessions:

- Introductory Session
- Why Do Kids Do That?
- What's Love Got To Do With It?
- Cotton Wool Kids?
- Staying Connected!
- What Makes Us, Us?
- 21st Century Childhood?

Impact of RCWC for parents/carers:

- 92% felt that their understanding and awareness of factors that affect children's MHWB had improved;
- 92% felt it had a positive impact on their relationships with their children;
- A follow-up study showed the learning from the programme continues to have an impact 3 months - 3 years post participation.
- If interested in having a RCWC course run in your school, or you have a member of staff who wishes to be trained to deliver this programme, please contact us.

Promoting Emotional Health & Well-being

Raising Children With Confidence (RCWC)

A recent follow up survey of 200 parents and carers who have taken part since 2009 found that:

- 86.4% are doing more to look after their own wellbeing
- 94.2% have improved resilience to cope with stressful parenting situations
- 76.1% have improved confidence in communicating with school staff or other professionals
- 65% have confidence to take up or pursue new opportunities
- 86.6% the course had give them the opportunity to form new friendships with other parents and carers

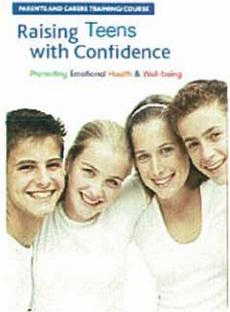


Dear parents and carers
 It's all about children to give us their confidence, money and skills to cope with life's challenges.
 Great advice needs to be given to help them flourish.
 Confident is more than just a word.
 It's the ability to understand what you need and what you want and to be able to communicate that.
 Together we can help them flourish with confidence.

Promoting Emotional Health & Well-being

Support for Parents of Teenagers


- 1. Introductory Session**
(Why what you do matters)
- 2. The Amazing Teenage Brain**
(What's going on in there)
- 3. Risky Business**
(Managing adventure, risk and resilience)
- 4. It's Good To Talk**
(The importance of staying connected)
- 5. Looking After Your Wellbeing**
(Coping with the changes)



PARENT AND CAREER TRAINING COURSE
Raising Teens with Confidence
Promoting Emotional Health & Well-being

Promoting Emotional Health & Well-being

Children & Young People's Work



The aim of the training to support schools and settings who are looking to implement resources/programmes to support social and emotional development including

- Restorative Approaches
- Cool in School
- Bounce Back
- Circle of Friends
- Creating Confident Kids
- Emotions Talk
- Rights respecting schools
- Nurture Groups
- Roots of Empathy

Promoting Emotional Health & Well-being

Children & Young People's Work

Seasons for Growth

- A bereavement, loss, transition programme for children & young people
- Since 2008, 95 groups have run benefiting 711 children
- Children stated that they had learnt:
 - It is normal for things in life to change (94%)
 - There are people I can talk to when things are difficult (85%)
 - Better ways to cope with my feelings (82%)
 - I can solve problems and make good decisions (76%)
- If interested in this programme, contact naomi.stewart@ea.edin.sch.uk

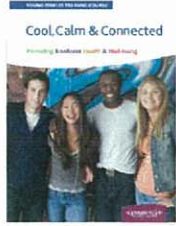


Promoting Emotional Health & Well-being

Children & Young People's Work

1. Cool, Calm & Connected Resource

- Mental health & emotional well-being – what is it and why it matters;
- The brain - how it develops and what happens in the teenage brain;
- The important role of relationships for our well-being;
- How we build connections with others and develop empathy;
- Dealing with stress - what helps us cope when things get tough;
- How our beliefs influence how we feel and behave;
- How changing the way we think can improve our lives.

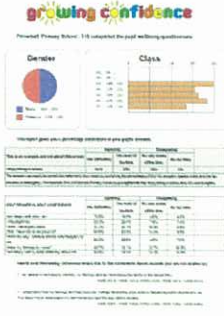


Currently being piloted across Secondary Schools.

Promoting Emotional Health & Well-being

Support for children and young people

- The Pupil Wellbeing Questionnaire is an interactive, online evaluation tool
- Last year 68 (up from 57) schools used it with over 12,000 P3 – P7 pupils
- It is divided into 4 categories assessing:
 - self regard & confidence;
 - resilience & coping skills;
 - empathy & relationships; and
 - school ethos & culture
- It helps to track the impact of whole school MHWB initiatives
- www.pupilwellbeing.com



Promoting Emotional Health & Well-being

Ongoing Learning & Personal Development

Over 150 facilitators now have been through the GC Development Programme to become Licensed Facilitators and are supported through:

- Neighbourhood and central events
- Regular email contact
- New GC Website and Licensed Facilitator Forum
- Optional ILM accreditation in Effective Community Engagement & Facilitation



www.growingconfidence.org

Promoting Emotional Health & Well-being

And finally...

"Remember that what you are doing is enormously important. You may not feel as though you have made a difference. However, it is critical to remember that every positive experience a child has with a kind, attentive, respectful, adult - even when brief - can help refute what they have known in the past."

Dr. Bruce Perry



Any questions or comments please email:

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Molly.page@edinburgh.gov.uk

Jen.drummond@edinburgh.gov.uk

Every interaction makes a difference?

Practices positively associated with the development of emotional well-being include:

- Modelling empathetic, caring behaviour
- Helping children label feelings, read facial expressions & body language
- Promoting empathy and kindness towards others
- Normalise setbacks and help see them as learning opportunities



The responsibilities of all practitioners include:

1. Establishing open, positive, supportive relationships across the school community
2. Role modelling behaviour which promotes health and wellbeing and encouraging it in others
3. Ensuring children and young people will feel that they are listened to and secure in their ability to discuss sensitive aspects of their lives
4. Providing a climate in which children and young people feel safe and secure
5. Being sensitive and responsive to the wellbeing of each child and young person.



Curriculum for Excellence - Health & Wellbeing Across Learning (Principles & Practice)