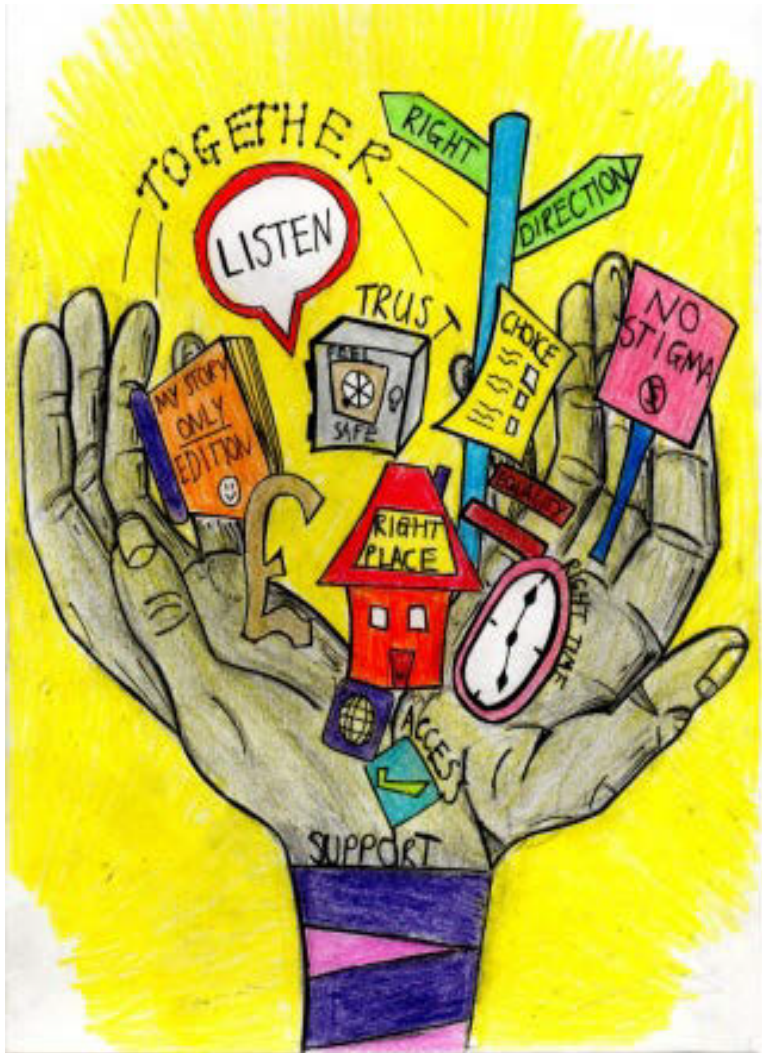




# Warrington Mental health Training for Schools January 23rd 2017

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# Mental Health of Children

- 1 in 10 Children and young people may have a significant and diagnosable problem that severely affects their ability to enjoy their life and achieve :
- Depression and anxiety including Obsessive Compulsive Disorder and Post Traumatic Stress Disorder
- Behaviour and conduct problems
- Self harm
- Eating disorders
- Mental health problems as a consequence of neuro developmental problems e.g. Autistic Spectrum, learning disability
- Attachment disorder
- Attention Deficit Hyperactivity Disorder
- Psychosis
- Substance misuse

# Government Five Year Plan ... why?

- 1 in 10 children will experience a mental health problem during their academic career but only 6% of current NHS mental health funding is spent on children.
- Children's services have become fragmented –threshold to access CAMHS is too high and waiting lists are lengthy.
- An economic case has been identified – 75% of adult mental health problems begin in childhood.
- Instances of children being admitted to hospital has increased significantly in the past ten years – at significant 'cost'

# Government Five Year Plan ... How?

- Reconfiguration of health services – dismantling of CCG's and replaced by 'Service Transformation Partnerships' (STP)
- Improve information sharing between agencies
- Employ evidence based interventions that actually work
- Service transformation – investment and simplified structures and pathways to improve access and partnership working between schools and CAMHS – appropriate and timely referrals.
- Improve health education and awareness
- Give children a voice – resulting in improved accountability
- Mental Health First Aid Training in every school

# Some statistics

- Emergency admissions for children last year were 17,278.... A 100% increase in the past four years
- Attempted suicide / self harm by children under 16 increased by 41% in the past four years to 15,688
- Number of children given anti depressants has increased 50% in the past 7 years
- Number of children given ADHD medications doubled to 0.9% of all children – over 100,000 children
- 1% of young women experience an eating disorder in any given year



# More statistics

- % 9.6% = 850,000 children 5-16years have some form of DSM mental 'disorder' = 3 in every class
- 7.7% 340,000 aged between 5 and 10 years have a mental disorder
- 11.5% - 510,000 11-16 years have a mental disorder
- 3.3% 290,000 have an anxiety disorder
- 1% are 'seriously depressed 80,000

# Mental Health of Children

- Children and young people may also need help when they are or have been :
  - Experiencing significant and impairing distress /learner distress
  - 
  - In a difficult family environment eg a carer or living with an adult with mental health or substance abuse problems
  - 
  - Bereaved, abused or maltreated
  - Bullied



# What is the impact of poor mental health?

- Self-harm and suicide
- Health risk behaviour - smoking, alcohol and drug misuse, sexual risk, nutrition, low physical activity
- Physical illness, long term (physical) conditions and premature death
- Employment
- Antisocial behaviour/ offending
- Poor social skills
- Educational outcomes – ‘school failure’
- 



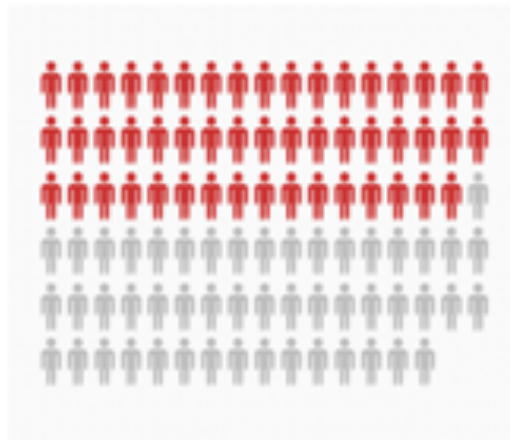


# Early intervention .....

Impact of mental disorder:  
Most lifetime mental disorder arises early adulthood  
(Age of onset of lifetime mental illness – predates subsequent illness by several decades)

## At Age 14

50% OF LIFETIME MENTAL ILLNESS (EXCLUDING DEMENTIA)  
STARTS BY AGE 14



Started Mental Illness Not Started Mental Illness

## By Mid Twenties

75% OF LIFETIME MENTAL ILLNESS (EXCLUDING DEMENTIA)  
STARTS BY MID TWENTIES



Started Mental Illness Not Started Mental Illness

Ask yourself the question –

How does mental health impact on school  
'communities'?

- Teachers – and all school staff?
- Peers?
- Parents ?

# SEND Code of Practice. 2014.

- The new Code of Practice (2014) and the introduction of Education, Health and Care Plan (EHCs) advocate a model of improved inter-agency collaboration to support children with learning difficulties and related mental health difficulties.
- There is a stronger focus on high aspirations and on improving outcomes.
- The definitions of special educational needs remain the same, however, BESD has been removed as a sub category and replaced with social, emotional and mental health. Behaviour, in itself, is no longer defined as SEN but rather as symptomatic of a possible unmet SEN.

# Emotional Resilience.

Emotional regulation

Impulse control

Realistic optimism

Flexible thinking

Empathy

Self efficacy

**Reaching out** (appropriate risk in seizing opportunities to learn and experience)



# Key points of ‘Future in Mind’

- Promoting resilience, prevention and early intervention
- Improving access to support
- Identify and target nurture the most vulnerable children
- Accountability and transparency across ‘integrated’ children’s services
- Developing & diversifying the school workforce (including teachers)..... Understanding our duty of care so learning in school does not become a *cause* of mental health problems.