

Whole School Model Framework – MHWB

What does 'GOOD' look like?

Good Mental Health

Children who are mentally healthy have the ability to:

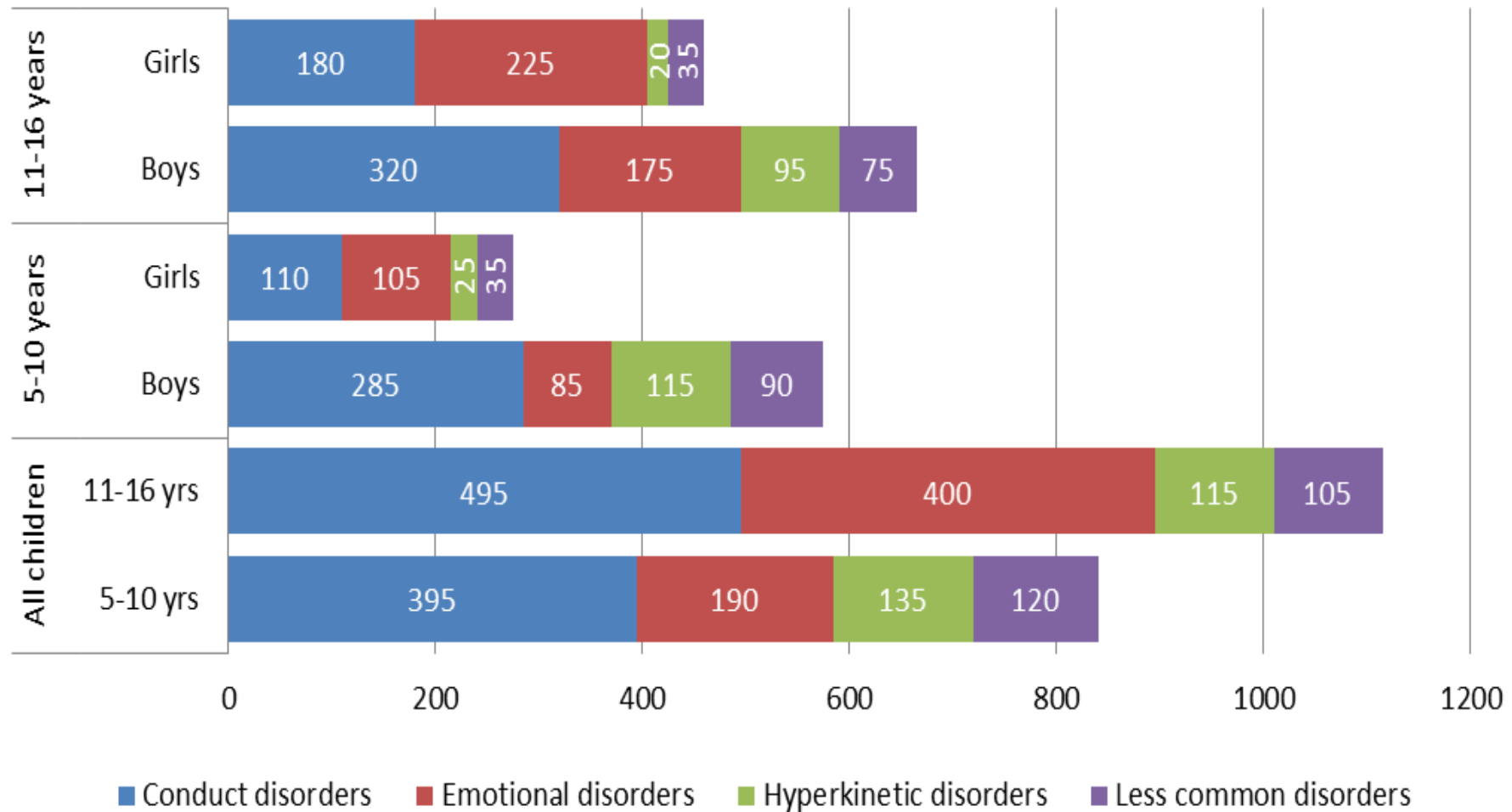
- Develop psychologically, emotionally, intellectually and spiritually
- Initiate, develop and sustain mutually satisfying personal relationships
- Use and enjoy solitude
- Become aware of others and empathise with them
- Play and learn
- Develop a sense of right and wrong
- Resolve (face) problems and setbacks and learn from them

(Mental Health Foundation (2002) A bright future for all: promoting mental health in education)

Mental health problems/disorders

- Emotional disorders – phobia, anxiety states and depression
- Conduct disorders – stealing, defiance, fire setting, aggression and anti-social behaviour
- Hyperkinetic disorders – disturbance of activity or attention (ADHD)
- Developmental disorders – delays in speech, social ability, bladder control. Primarily affects CYP with Autism/ADHD
- Attachment disorders – children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachments to parents or major care givers
- Other mental health problems – eating disorders, PTSD, habit disorders (OCD), somatic disorders and psychotic disorders e.g. schizophrenia and manic depressive disorders

Estimated mental health disorders, by age and gender, 2014



National Office of Statistics, 2014

Key Statistics – Young Minds

- One in Four (26%) young people in the UK experience suicidal thoughts
- ChildLine (UK) has revealed that it held 34,517 counselling sessions in 2013/14 with children who talked about suicide – a 116 percent increase since 2010/11.
- Among teenagers, rates of depression and anxiety have increased by 70% in the past 25 years, particularly since the mid 1980's.
- The number of children and young people who have presented to A&E with a psychiatric condition have more than doubled since 2009. (8,358 in 10/11; 17,278 in 13/14)
- 55% of children who have been bullied later developed depression as adults
- 45% of children and young people under the age of 18 detained under s.136 were taken to police custody in 2012/13

Risk and Protective Factors - Child

Risk Factors	Protective Factors
Genetic influences	Being Female (Younger Children)
Low IQ and learning difficulties	Secure attachment & experience
Specific development delay or neuro-diversity	Outgoing temperament as an infant
Communication difficulties	Good communication skills/sociability
Difficult temperament	Being a planner/having belief control
Physical illness	Humour
Academic failure	Problem solving skills/positive attitude
Low self-esteem	Experience of success and achievement
	Faith and spirituality
	Capacity to reflect

Risk and Protective Factors – In Family

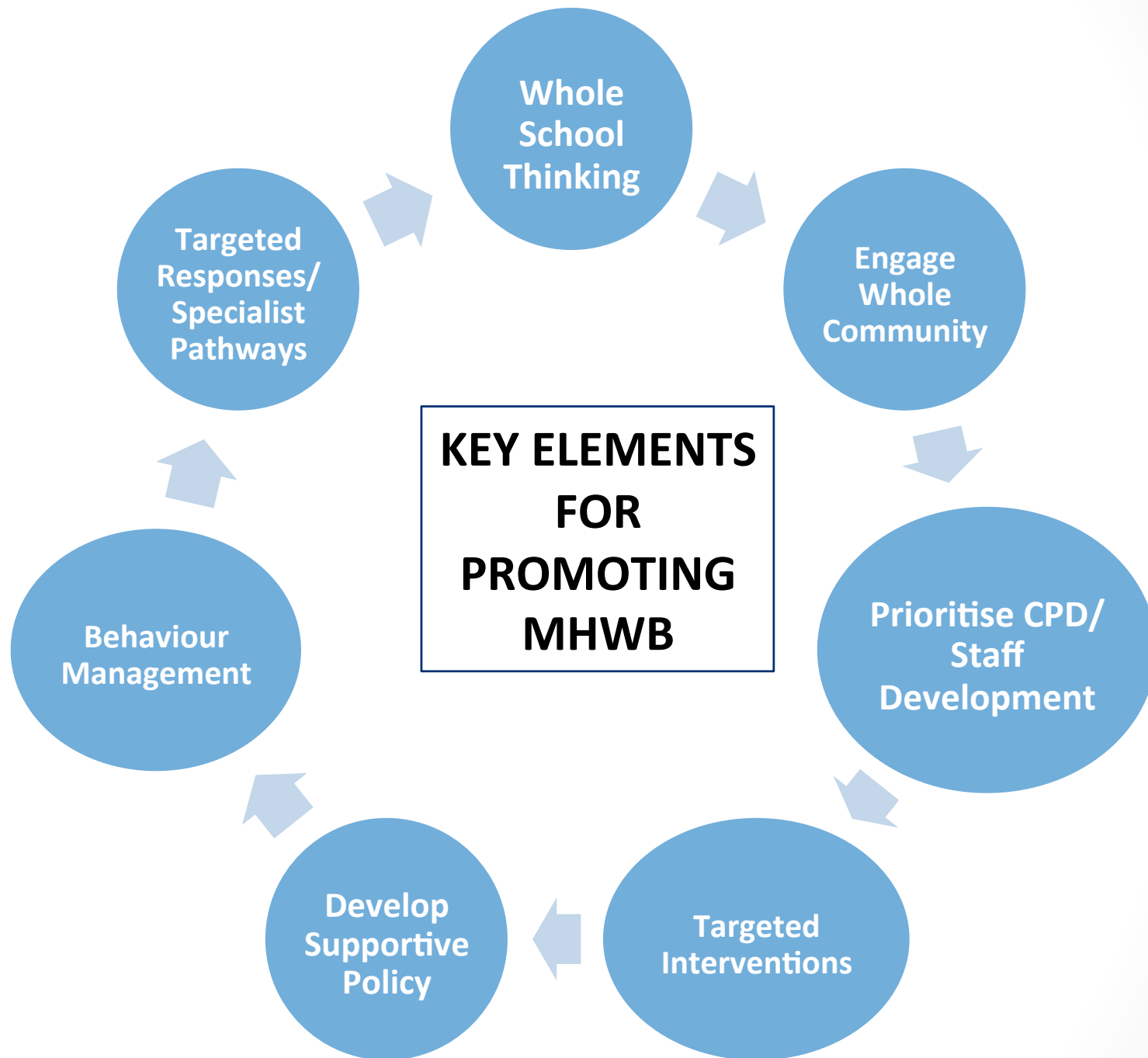
Risk Factors	Protective Factors
Overt parental conflict including Domestic Violence	At least one good parent-child relationship (or one supportive adult)
Family breakdown (including where children are taken into care/adopted)	Affection
Inconsistent or unclear discipline	Clear, consistent discipline
Hostile or rejecting relationships	Support for education
Physical, sexual or emotional abuse	Supportive long term relationship or the absence of severe discord
Parental psychiatric illness	
Parental criminality, alcoholism or personality disorder	
Death and loss – including loss of friendship	

Risk and Protective Factors – In the community

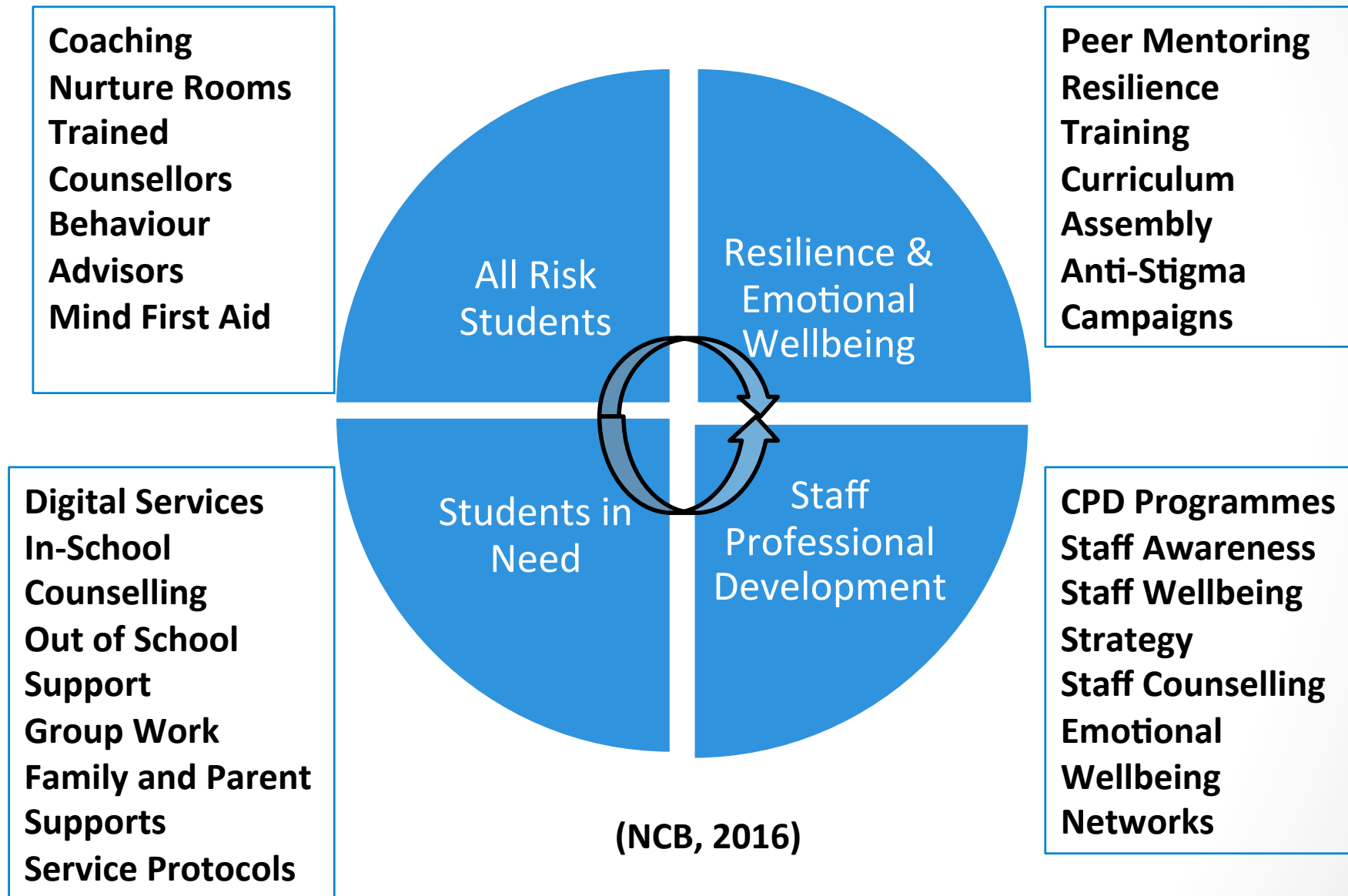
Risk Factors	Protective Factors
Socio-economic disadvantage	Wider supportive network
Homelessness	Good housing/high standard of living
Disaster, accidents, war or other overwhelming events	High morale school with positive policies for behaviour, attitudes and anti-bullying
Discrimination	Opportunities for valued social roles
Other significant life events	Range of sport/leisure activities

Risk and Protective Factors – In the school

Risk Factors	Protective Factors
Bullying	Clear policies on behaviour and bullying
Breakdown in or a lack of positive friendships	'Open-door' policy for children to raise problems
Deviant peer influences	A whole-school approach to promoting good mental health
Peer pressure	A sense of belonging
Poor pupil to teacher relationships	Positive peer influences



Types of Support to meet needs



What does GOOD look like?

Task:

Using the handouts on your table determine where you are now for each category (p13)

- **What is going well?**
- **What could be improved?**
- **What action is required?**

This is an opportunity to share good practice