



Quarterly Monitoring Return- Mental Health Support Teams (Thrive in Education) – 6-Month Review

Salford Educational Psychology Service (EPS)

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Introduction

The Salford Educational Psychology Service has continued to contribute to the bespoke offer to Thrive in Education Schools by supporting settings to develop their whole school approach using the Emotionally Friendly Settings (EFS) programme. Through doing so, we support settings to promote positive wellbeing, identify mental health needs early, provide effective support for young people within their school systems and make referrals to other services when appropriate.

The aim of this work is to complement and not duplicate the work of our Mental Health Support Team (MHST) partners who may be working directly with children and young people within the settings. Within the last monitoring period a SWOT analysis was undertaken to explore the impact of the educational psychology input into the Thrive in Education offer. Feedback from the SWOT analysis identified the focus, ethos, and values of EFS were identified as being at the core of TiE work in schools. As one respondent highlighted, *"EFS forms the very foundations... the glue... that holds the project together. Quite simply there is no MHST without the EP service!"*

By helping to provide a school environment that is 'emotionally friendly', targeted interventions are more likely to be effective, with the impact sustained longer term. The National Institute for Health and Care Excellence (NICE, 2008 and 2009) advises that primary schools and secondary schools should be supported to adopt a comprehensive, 'whole school' approach to promoting the social and emotional wellbeing of children and young people. The Department of Education (DfE, 2017) also identifies a whole school and college approach to promoting good mental health as a protective factor for children and young people's mental health.

As outlined in the previous monitoring report, EFS addresses the 8 principles described in 'Promoting children and young people's emotional health and wellbeing: A whole school and college approach' (Public Health England, 2021).

SALFORD EDUCATIONAL PSYCHOLOGY SERVICE commissioned by GREATER MANCHESTER is supporting settings to develop their whole school approach using the EMOTIONALLY FRIENDLY SETTINGS (EFS) framework.

INTERVENTIONS (with reference to activity reported on MHST Data & Outcomes Framework)

As outlined in the last monitoring report, EFS is a locally developed whole-school approach that aligns to the GM mental health in education standards. EFS explores social, emotional, and mental health holistically through four key areas:

- Staff Wellbeing and School Ethos
- Whole School and Classroom Practice
- Assessing Children/Young People's Needs
- Supporting Individual Children/Young People

The initial EFS process includes:

- The EFS Manual (the primary and secondary settings manual were updated in 2020)
- EFS Audits (for staff and students)
- Initial whole school training (2-hour training that is now offered as either 1 in-person session or 2x 1-hour online sessions)
- EFS Action Planning Meeting (2-hour meeting facilitated by Educational Psychologists (EPs) with all the EFS champions in the setting).

Between March 2021 and September 2021, 39 of the 53 schools involved in Salford Thrive in Education (MHST) have engaged with EFS. A breakdown of the different activities completed as part of this engagement are provided within the Outcomes section of this report.

Often the intended outcomes identified within the planning meetings lead to further training/involvement by EPs to support the setting's whole school approach. For example:

- Emotion Coaching
- Attachment and Trauma
- Parent workshop on child anxiety
- Joint working with MHST partners regarding selective mutism

Educational Psychologists have contributed to 21 Thrive in Education Meetings between March and September 2021, with a further 8 completed in October and more planned for November.

OUTCOMES / CASES OF NOTE

Whole School Training

12 settings have had Whole School Training within time frame.

The training evaluations use Goal Attainment Scaling (GAS, Kirusek and Sherman, 1968; Sharp, 2006). GAS has been applied in many areas of the design, planning and evaluation of organisational programmes, especially where the focus of the measurement and evaluation is on

outcomes. Within the evaluations at the end of the training, attendees are asked to rate the training according to how it met their expectations using the following scale:

2 = much more than expected.

1 = somewhat more than expected

0 = met expectations

-1 = somewhat less than expected

-2 = much less than expected

The training evaluations from available data (6 settings, 90 members of staff) reported that:

- 17 % (15 people) stated that the training was much more than expected (giving the training a rating of 2)
- 33% (30 people) stated that the training was somewhat more than expected (giving the training a rating of 1)
- 47% (42 people) stated that the training met their expectations (giving the training a rating of 0)
- 3% (3 people) stated that the training was somewhat less than expected (giving the training a rating of -1). From interrogating the data, it seems that this lower rating was due to a technical issue relating to difficulties sharing copies of the EFS manual within the training session.

Staff members identified several things that they found particularly helpful about the training. These include:

- *Discussing how we can help our pupils who may be struggling with their mental health*
- *Discussion on wellbeing for staff as well as children, and whole school approach*
- *Mindfulness*
- *Information about EFS*
- *More insight into emotional well-being*
- *Noting that staff well-being is vital in order to help the children*
- *Reflecting on good practice and highlighting any need for improvements*
- *Emotional Labour and the impact on staff wellbeing*
- *Looking at a case study & referring to the EFS Manual*
- *New strategies to help with individual needs of children*
- *The resources in the handbook*
- *Learning about different wellbeing assessments*

Action Planning Meetings

As part of the EFS process, action planning meetings conducted by EPs in partnership with key stakeholders within the schools have produced a range of bespoke identified outcomes informed by the staff and pupils audits within each of the EFS areas: staff wellbeing; whole school and classroom practice; assessing needs; and supporting individual young people. Examples of the outcomes identified at action planning meetings for Thrive in Education schools (March 2021-September 2021) are outlined in the table below (please note these are examples taken from a small sample of schools).

Staff wellbeing and whole school ethos	Whole school and classroom practice	Assessing children's needs	Supporting individual children
<ul style="list-style-type: none"> • All staff to be involved in developing the staff wellbeing policy, making sure it is representative, holistic and achievable • More positivity in the staff room, higher frequency of positive things being said by staff. • Update mental health policy, against the five ways to wellbeing policy, alongside the wellbeing committee so that staff feel they know where to find support and that support will be received. • Consider opportunities for peer supervision, and the remit of the wellbeing committee to affect wellbeing day to day. 	<ul style="list-style-type: none"> • Providing training for staff on how to use emotion coaching via modelling from more confident members of staff. Having whole school scripts. • Re-launch of positive behaviour system i.e. gems in the jar. • Training for staff to build capacity for using mindfulness approaches with CYP • Welfare staff to receive support and training, introduce new strategies regarding emotional regulation • Emotion coaching training to be provided by EPS 	<ul style="list-style-type: none"> • Training for staff to de-escalate, and to use ABC charts to reflect on behaviours. Role-play. • Using more solution circles • Staff to use pupil passports as a first port of call when difficulties with pupils arise, to try interventions/strategies, rather than passing them on as a 'behaviour problem' • Gaining pupil voice more regularly • Introduce a screening tool 	<ul style="list-style-type: none"> • External training for bereavement and self-harm and suicidal thoughts. • Information in the staff room e.g. signposting, articles, sentence starters. • Trauma informed teaching and environment • Team of people to develop policy and documents • Starting September attachment and trauma training, then emotion coaching.

Accreditation

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- 8 of the Thrive in Education school have achieved bronze accreditation
- 1 school has achieved silver accreditation
- 14 settings are actively working towards bronze accreditation
- 5 settings are actively working towards silver accreditation
- 1 setting is working towards gold accreditation.

WORKFORCE (MHST)

Feedback from the SWOT analysis conducted for the last monitoring report identified specific areas of strength in relation to the EP offer and also opportunities for development. The feedback has been used to shape the delivery of EP input going forwards. For example, EP involvement in joint planning was identified as supporting other professionals in their role and adding value to the Thrive in Education Meetings:

“I always felt a lot more comfortable when an EP was at the Thrive in Education meeting”

Therefore, we continue to offer an EP representative at the Thrive in Education Meetings for all 53 schools that are now involved.

Some respondents identified challenges relating to TiE schools who buy in EPs who do not work for the local authority. Questions were posed in relation to how this could be supported so that all schools with TiE offers have the same degree of support and input around EFS from the local authority EP team. Therefore, within this review period (since September 2021) we have restructured the delivery of the commission to enhance the impact of EP input within the MHST. As discussed, some of the commissioned time has been distributed across the EP team to enable all school link EPs to be the EP representative within the MHST for Thrive in Education schools. However, they are now also the lead EP for Emotionally Friendly Settings within that school setting. This has been a change to how EFS is delivered to schools as previously it was run by a smaller project team who had responsibility for the on-going roll out of EFS. This change has been informed by the feedback discussed above regarding schools having a consistent level of support with EFS. Furthermore, Thrive in Education schools and partners have reported that settings would like more support with establishing their whole school approach within the EFS framework. It is hoped that by up-skilling school link EPs to support with EFS delivery that they can be more responsive and utilise the relationships they already have with their schools to maximise impact.

A further need, and therefore opportunity, was also highlighted in relation to supporting schools to take ownership of and better embed EFS in their settings. *An enhanced offer from the EP service whereby schools are supported to achieve this would be a valuable opportunity.*

Therefore, an additional development since September 2021 which has been informed by the feedback from MHST partners, has been to introduce a new enhanced offer to complement the work that has already been taking place -EFS Plus. This will involve an additional level of support for 2 school settings (1 primary and 1 secondary) who have been involved with the Thrive in Education offer from the start and have had some engagement with EFS but for whom it has been identified that they would benefit from additional support to develop their whole school processes. A senior EP with a mental health specialism who is the lead EP for Thrive in Education alongside the link EP for both settings will be offering a more “hands on” approach which will involve:

- Supporting the settings to identify and use assessment tools to identify needs
- Identifying appropriate evidence-based interventions to meet these needs within school
- Support to set up and run the intervention(s) e.g. supervision of staff that are delivering the interventions.
- Using assessment tools to measure the impact of intervention and using data to inform future actions.

STAKEHOLDER ENGAGEMENT

Describe any work with schools and other stakeholders over the reporting period including communications, joint working and any development as a result. Please include any stakeholder challenges you have faced including the contributing factors and mitigating actions.

The Thrive in Education link EPs have continued to engage with the multiagency planning and review thrive meetings with professionals across the health and voluntary sectors within thrive schools. EPs have also supported the re-design of the meeting structure to try and enable a clearer outcomes-focused approach. This has included incorporating some of the EFS action planning materials into the meeting structure. Discussions within these meetings has led to joint working opportunities such as the co-delivery of training to schools. An example of this is provided in the case studies below.

As the new EP lead for Thrive in Education/ the MHSTs I have contributed to the Salford operational group (consisting of a senior commissioning manager, CAMHS link, EP, Early Help School Coordinator, 42nd Street service manager and Place2Be manager). We meet on a monthly basis to review the 53 Thrive in Education schools and discuss ongoing developments. Being a part of this group has also enabled wider opportunities to link up with other services, for example making links with the Gaddum Centre and finding out about their offer regarding bereavement and how this could be incorporated into the Educational Psychology critical incident response with schools.

The annual Emotionally Friendly Settings conference was held on 18th May 2021 with the theme “Emotionally Friendly Communities: Where Everyone Can Thrive”. The conference was held virtually. Settings were invited to explore a number of themes including emotionally based school avoidance; the relationship between physical and mental health; and supporting the mental health needs of International New Arrivals (INAs). There was also time to consider with settings what helps EFS to be successful, share doctoral research focused on EFS and provide updates on the EFS accreditation process and Early Years EFS. Professor Pamela Qualter from the University of Manchester provided the keynote speech which focused on loneliness among children and adolescents. The talk highlighted the prevalence of loneliness and it’s evolutionary purpose, and pointed out the impact it has for future mental and physical health, and educational outcomes.

Attendees could then also choose to attend two virtual workshops (from a choice of four) that were offered by different services and professionals. These included:

- Emotionally Based School Avoidance – Educational Psychology Service
- The Resilience Project – Educational Psychology Service and Youth Service
- Why Getting the Physical Activity Offer Right in school is Vital for the Wellbeing of your School Community – Dean Gilmore, Partnership Development Manager, School Sport Partnerships in Salford.
- Support the Mental Health Needs of International New Arrivals (INAs), Refugee and Asylum-seeking Young People through the Philosophy of ‘Community of Inquiry’ – Eve Allen, University of Salford with Natalie Stables, Ethnic Minority and Traveller Achievement Service.

17 schools with Thrive in Education offers attended the conference.

Available evaluation data from the conference indicated that on a scale of 1 – 5, 1 being not at all useful and 5 being very useful 67% of respondents gave the overall conference a rating of 5 with the remaining 33% giving the conference a rating of 4.

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In relation to the individual workshops – evaluation data indicated that on a scale of 1-5, 1 being not at all helpful and 5 being very helpful, respondents rated all of them at either a 4 (25%) or a 5 (75%) for how helpful they were.

WHOLE SCHOOL APPROACH AND SCHOOL WORKFORCE DEVELOPMENT

EPs unique contribution to the Thrive in Education offer is the focus on supporting schools to develop their whole school approach to mental health using the EFS programme. This has been noted to not only be supportive for schools but also to MHST partners as it helps to provide a school environment in which individual interventions are more likely to have a lasting impact. The delivery of EFS and the outcomes from this are discussed in more detail earlier in this report.

EFS has been locally developed by the educational psychology service in partnership with schools and other services to ensure it is relevant, high quality and meets the needs of our schools/ settings. The fact that it is locally developed allows for a helpful feedback loop in that responses from settings can inform future developments for EFS and also more widely within the EP service and the local authority. For example, through the accreditation process the need for some work around inclusive behaviour policies was previously identified. This has linked into the local authority's Inclusion Strategy within which there is a strand focusing on trauma-informed approaches and a model relational behaviour policy has been developed which will be piloted in 3 school settings. In my role as Thrive lead for the EP service I will be contributing to the 'Trauma Squad' and this work, particularly supporting with a head-to-head support model to help facilitate a successful roll out of the policy to more schools.

EPs have continued to be responsive and adapt to the needs of settings. Over the Covid pandemic, the whole school training and action planning meetings were adapted to be delivered virtually. Within the current more relaxed restrictions, we are offering these either in-person or virtually with settings being able to choose what is best for them. We are also continuing to develop web-based materials and videos to promote accessibility and sustainability, for example exploring offering refresher training as a recorded webinar.

Additional GM i-Thrive funding has been used to establish peer support networks and a community of practice for mental health leads/ EFS champions. One aspect of this work began in January 2021 with a survey sent to head teachers to explore interest regarding peer supervision. A workshop was then delivered on March 9th 2021 which involved interested head teachers having the opportunity to learn and practise supervision skills. We are also in the process of setting up EFS champions/ mental health leads networks which will take place virtually once a month. The intention is that these will provide a space for the sharing of good practice along with opportunities for professional development.

Challenges	Some settings do not understand the importance of a whole school approach to mental health and that it is an integral part of the TiE offer, not an add-on.
Training	<p>We have been involved in delivering a range of training sessions to settings as outline above with more arranged for the coming review period.</p> <p>An EP will also be providing input at the TiE development afternoon in November in relation to the topic of 'The Right to Play'. The intention is that this will inform a position statement for all TiE services to promote.</p>
Learning	Some schools and services view EFS as being just an accreditation system rather than an on-going framework

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	<p>for school development this has created a barrier to engagement for some settings. It is important that the EFS process is emphasised with accreditation following on from this if appropriate.</p>
<p>Key achievements</p>	<p>39 of the 53 TiE schools are engaged in the Emotionally Friendly Schools initiative.</p> <p>The accreditation process has been streamlined following feedback from schools and partners.</p> <p>New EFS Plus approach soon to be piloted.</p> <p>A successful EFS conference delivered virtually.</p>
<p>Recommendations for continuous improvement</p>	<p>TiE meetings to be more joined up and linked to EFS processes so actions identified from the EFS action planning meetings can feed into the TiE outcomes and vice versa.</p> <p>Learning from the EFS Plus pilot to inform future support for schools to help them establish an effective whole school approach and maintain it longer term.</p>
<p>Consider evidence of work with schools towards GM MHiE standards and/or other locality frameworks (such as EFS in Salford) used to support schools with self-evaluation, action planning and development.</p>	<p>Throughout this report data has been provided in relation to EFS programme, the accreditation for which is aligned with the GM MHiE standard. The accreditation at different levels incorporates specific data from schools including exclusion data and what is put in place for students that are at risk of exclusion.</p> <p>As noted above currently:</p> <ul style="list-style-type: none"> • 8 of the Thrive in Education schools have achieved bronze accreditation • 1 school has achieved silver accreditation • 14 settings are actively working towards bronze accreditation • 5 settings are actively working towards silver accreditation • 1 setting is working towards gold accreditation.
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CHILDREN AND YOUNG PEOPLE’S VOICE, PARENT AND SCHOOL FEEDBACK

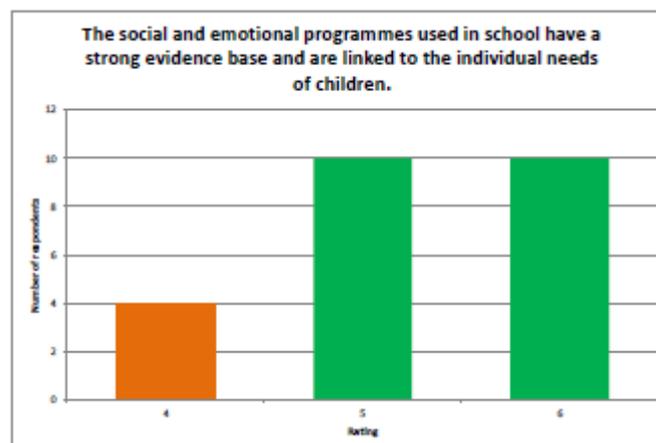
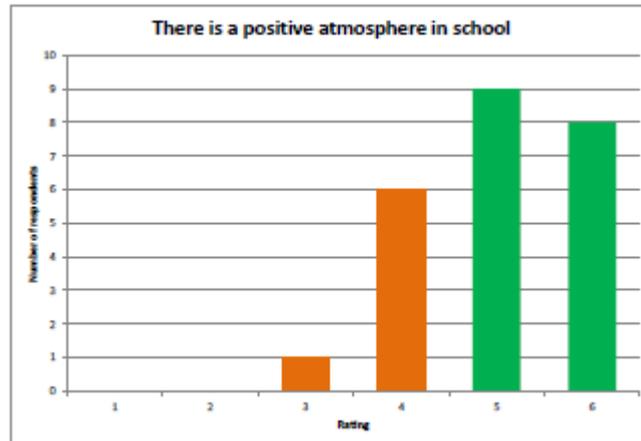
The EFS audits have been used to obtain pupil voice and the views of school staff. Each audit covers the four elements of the EFS process:

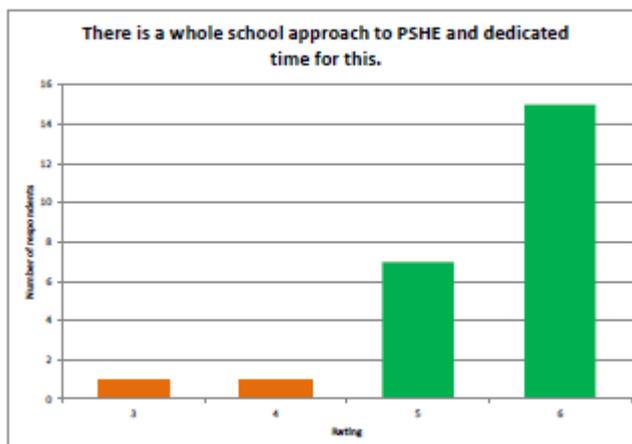
- Staff Wellbeing and School Ethos
- Whole School and Classroom Practice
- Assessing Children/Young People's Needs
- Supporting Individual Children/Young People

The audits require school staff to rate on a scale of 1 to 6 (don’t agree to definitely agree) on a range of questions focused on their understanding, confidence, and the provision within school.

Below is an example of the views of school staff being captured by the EFS audits in one of the TIE schools (School A) The school is working towards Gold Accreditation and has recently completed the audits again to measure the impact of their whole school approach to date and inform next steps within their action plan. A full overview of the data obtained from the EFS audits in School A can be provided upon request.

Key to ratings		
1	Not at all	[Red]
2		
3	Somewhat agree	[Orange]
4		
5	Definitely agree	[Green]
6		





Pupils are asked to provide their views on a range of statements related to their feelings and emotions in school as well as the provision that it made available to them.

Below is an example of Children’s views being captured by the pupil audit in the same TiE school (School A) which has a well-established EFS whole school approach

School A pupil data:

Summary:

- 127 pupils responded to the questionnaire.
- 93 children (73%) said they feel safe all of the time
- 79 children (62%) said that adults in school know when they don't feel safe in school.
- 100 children (78%) said they feel happy in school all or most of the time.

Data from these audits have been collected and presented to schools in the form of graphs as illustrated above that indicate areas of strength and areas that may benefit from further focus. These graphs then inform the school action planning meeting.

The EFS team have recently developed an audit to collect parent views and feedback regarding emotional wellbeing in their child’s school and this is currently being piloted in one of the TiE schools.

Evaluation data is gathered from staff who access the whole school training. This data captures views on the delivery of the session and their key learning from the session. Outcomes from the whole school training are discussed above within the outcomes section of this report.

CASE STUDY School B

School B is secondary local authority-maintained school. Deprivation within the school’s community is high. The proportions of pupils with SEND and who have an EHC plan are above

average. The school has recently been identified as having one of the highest rates of exclusions within the local authority. The school has undergone many significant changes in recent years.

Through the Thrive offer, the EP link has contributed to the TIE meetings where it was identified that the school wanted support to engage with the EFS programme. Whole school training was delivered virtually on 01.04.21. Available evaluation data from the training which asked attendees to rate the training according to how it met their expectations using Goal Attainment Scaling identified:

- 67% stated the training met their expectations (giving the training a rating of 0)
- 33% stated the training was somewhat more than expected (giving the training a rating of 1)

As part of the EFS process, an action plan was completed with the mental health leads/ mental health champions on 02.07.21. Key priorities identified under the 4 areas of EFS included:

- Staff Wellbeing: Staff feel that the goals in school are realistic, manageable, and achievable.
- Whole School and Classroom Practice: Staff to be confident discussing emotions. Consistency of response across staff in relation to understanding and responding to emotions.
- Assessing Young People Needs: Whole school screening / assessment around emotional well-being. Staff understanding of referral processes / pathways and actions that come under the remit of staff.
- Supporting Individual Young People: Attachment and trauma understanding for whole staff

Within the action planning meeting, it was identified that school staff wanted the adults in school to be more confident and consistent in their responses to young people so the link EP discussed that emotion coaching would provide a framework for this. It was noted that attachment and trauma training had been delivered by the SENCO but school staff reported it hadn't been embedded so it was agreed that that it would make sense to deliver some additional Attachment and Trauma training first as the underpinning theory followed by Emotion Coaching as the strategy or framework for responding to those young people. Training dates for this input start in November 2021 and continue in January 2022. To support the training to be embedded the EP service will also be facilitating group problem-solving groups/ workshops in between the training sessions.

CASE STUDY School C

School C is an average-sized primary school. Most pupils are White British. The proportion of pupils supported by the pupil premium (the extra government funding for pupils looked after by the local authority, those known to be eligible for free school meals and those who have been adopted from care) is well above the national average.

The EP link within this school contributed to the TiE meetings and identified a disconnect between the TiE lead and the EFS lead who was pursuing bronze accreditation. Through discussion within the TiE meetings better connections were made between the SEND, TiE, and Safeguarding leads within the school to support the school to identify and prioritise young people in a coordinated way and more of a team approach in relation to delivering in the TiE outcomes. It was identified that the EP would support the different leads with establishing a clear internal referrals process.

A further action from the TiE meetings was for the EP link to deliver attachment and emotion coaching training to develop staff capacity in ensuring a consistent approach in helping to meet the priority needs identified by the school and support a more joined up whole school approach.

REFERENCES

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