Mental Health Pilot Project - V1

Project Introduction

Mental Health issues among children and young people are a significant and growing public health concern. In February 2018, the Mental Health Foundation released worrying statistics that **1 in 10 children suffered from depression or anxiety related issues, with almost half of cases involving children under the age of 14**. What is of greater concern is that over half of schools in the UK are not in a position to help these children even though they are often the first point of contact for anxious parents looking for help.

Teachers and those in closest contact with young people often have limited knowledge and do not feel confident in how to support them with mental health issues or bereavement, which can result in a poor response when a young person finally finds the courage to tell someone they need help.

This Project has involved training teachers to deliver a preventative school based programme and provide access to appropriate support and services. It has equipped teaching staff with the knowledge, skills and confidence to enable them to talk openly about mental health issues and bereavement to

children. They have delivered a prevention and early intervention strategy, and will continue to develop positive mental health and well-being across their school and wider school community. They are able to talk to the parents/carers of children and know how to refer them to appropriate sources of support.

The Project Lead created and delivered the project working 15 hours per week, with support from Healthier Together Project Lead, Project Manager, Simon Says Trustees, Chief Operations Officer, Education Lead and Volunteers.

The Healthier Together programme is a web based initiative funded by the NHS, to improve the health and well-being of children and young people in Hampshire, Dorset and the Isle of Wight. Its initial focus has been to improve the care of children presenting with common childhood illnesses such as a fever, diarrhoea / vomiting, abdominal pain etc which can usually be managed at home with appropriate guidance. The project started around 4 years ago and has grown in the amount of information that is now available to parents, carers and young people via the website.

Simon Stanley was a 37-year-old teacher from Southampton, Hampshire, when he died from cancer. His wife, Sally, found there was no bereavement support locally for their two sons, Andrew (5) and Tom (2) and there was a wider need to provide resources and information to children, parents, teachers, health professionals and emergency services in Hampshire.

Simon Says became a registered charity in 2001 with the mission to provide support for children and young people up to the age of 18, living in the county of Hampshire, who have a significant person in their life who has died.

Facts & Figures
It is estimated that every 22 minutes a child or young person in the UK is bereaved of a parent.

It is estimated that 1 in 25 of school aged children (between 5yrs and 16yrs) will have experienced the death of a parent or sibling. This does not account for those who have lost another significant person eg grandparent, uncle, cousin or a close friend.

'Simon Says' aims to:

- Offer information and advice to enable them to move forward in their lives, while remembering their significant person

- Provide a telephone support line available to families and professionals seeking advice or support

- Host monthly age appropriate support groups (Basingstoke, Chandler's Ford, Eastleigh, New Milton, Gosport and Portsmouth)

- Offer the opportunity to meet other families who have also been bereaved

- Support and provide advice and training to teachers, and other professionals working with bereaved children and young people. This includes: advice on a bereavement policy; general talks; assemblies about the work of the charity or fundraising; help setting up a group within the school environment; specific resources and session plans

- Hold an annual residential weekend

Simon Says does not receive any government funding and relies on the generosity and goodwill of organisations and individuals.

Click here if you would like to donate to Simon Says

Project Outline

'Let's Learn About Mental Health' aims to:

- tackle the myths that surround mental health issues

- reduce the stigma associated with it

- reduce the barriers to seeking help by raising awareness of sources of support

- promote a supportive and understanding community in schools and the wider community.

Let's Learn About Mental Health has been developed to take account of the Government green paper 'Transforming children and young people's mental health provision' and the current PSHE curriculum.

'Let's Learn About Mental Health' draws on the approach and excellent work carried out by Simon Says in schools using the 'train the trainer' model, supporting bereaved children and families across Hampshire.

Mental health issues or bereavement can affect anyone at any time. Young people are at greatest risk of mental health issues around the age of 12-14, when they are likely to be experiencing and dealing with new feelings for the first time. Phase 1 of the 'Let's Learn About Mental Health' pilot is aimed at **Year 3 and 4 pupils** to help them develop the knowledge, resilience and strategies to prevent and manage difficult feelings they may experience, which will help to protect their lifelong mental health.

Why a 'train the trainer' approach?

"Schools have always been on the front line with children's mental health because school is often where issues become apparent, and a school is often a parent's first port of call if they are looking for support."

James Bowen, NAHT Edge, Director of Middle Leaders

The prevalence of mental health disorders and bereavement of children and young people in the UK, as well as the increasing focus on mental health from Government Departments in Education, means the project would be ideally delivered in schools by teachers.

Although some teachers will rightly think that they are teachers and not counsellors, many parents will turn to schools first when they feel that their children are starting to show signs of mental health issues and will often expect teachers to have an answer.

Schools may have to start being prepared for this and will have to start finding a way of supporting pupils or signposting them to the appropriate mental health professionals as the Department of Education and the Department of Health & Social Care want all schools and colleges to have a designated and trained lead in mental health by 2025.

1 in 25 school aged children have been bereaved of a parent or a sibling in the UK

Which is around 1 child in every class

We know that mental health problems affect a significant number of children and young people, with the most recent data suggesting that 1 in 10 children and young people have some form of clinically diagnosable mental health disorder. This level of prevalence equates to around 850,000 children and young people with a diagnosable mental health disorder in the UK today.

Key Aims

- **To tackle the myths that surround mental health issues**

- **To reduce the stigma associated with it**

- **To reduce the barriers to seeking help by raising awareness of sources of support**

- **To promote a supportive and understanding school community**

These were developed into **Key Messages** and then **Learning Objectives** for each lesson

Key Messages and Learning Objectives

1. Mental Health

- Good mental health allows you to think clearly, enjoy being around your friends and learn new skills. When you have a problem with your mental health it can feel difficult to do everyday things like hanging out with friends, getting work done or doing the things you normally enjoy

- Sometimes we can make ourselves feel better by making small changes to improve your wellbeing.

- *It is useful to be able to recognise a range of feelings in yourself and others*

- *It is important to listen to others and get the support you need*

Learning Objectives

WALT:

- **Understand what 'mental health' means**

- **Know the difference between small, everyday feelings and a big feeling**

- **How to be a good listener**

- **How to get the help we need**

2. Anxiety

- Anxiety is a feeling of fear or panic. Feeling anxious sometimes is a normal response to fear – "fight, flight or freeze".

- If the problem has gone but the feeling of panic or fear stays or even gets stronger, or if it stops you doing fun activities, that's when anxiety becomes a problem

- You can recognise the physical effects of anxiety and break the 'cycle of fear'

- You can use strategies to prevent and manage feelings of anxiety

Learning Objectives

WALT:

- **Understand what 'anxiety' means**

- **Recognise feelings of anxiety in yourself and others**

- **Use strategies to prevent and manage feelings of anxiety**

3. Depression

• We all feel low or 'down' at times but if the negative emotions last a long time, stop you from doing things, or feel very severe, it may be depression

• Depression is a mental illness where you feel very 'down' all the time. It is more than sadness

• Depression can affect anyone, and you deserve help to feel better

• You can get through it by distracting yourself with positive activities, improving your lifestyle and finding help

Learning Objectives

WALT:

• **Understand what 'depression' means**

• **Know who can be affected by depression**

• **How to improve how you feel if you are affected by depression**

4. Self - Harm

• Self-harm is when you hurt yourself on purpose. People usually do it because something else feels wrong. It seems like the only way to let those feelings out.

• If you self-harm it is usually as a result of another problem.

• Any injuries should be treated straight away and not left just because someone has hurt themselves.

• When something happens or someone is feeling emotions that make them want to self-harm, it's good to find other ways to cope.

Learning Objectives

WALT:

• **Understand what 'self-harm' means**

• **Know how to keep our bodies safe**

• **Use other strategies to manage our feelings**

5. Bereavement

• You always carry it with you but your capacity to hold it increases

• It is ok to be sad and it is ok to be happy

• Life goes on and you can still reach your goals

• You are not alone – it is something everyone will experience

Learning Objectives

WALT:

- **Understand what 'bereavement' means**

- **Bereavement stays with you but you won't always feel the same**

- **Know that your life journey may have changed but you can still reach your life goals**

  - **To know that you are not alone**

Project Process

From conception to completion: Step by step process of how schools and the Project Lead work together to successfully deliver the project. Including actions, responsibilities and reporting.


Project Structure

The project has been developed to take account of; the Government green paper 'Transforming children and young people's mental health provision' and the current PSHE curriculum.

Mental health issues or bereavement can affect anyone at any time. 'Let's Learn About Mental Health' is aimed at Year 3 and 4 pupils to help them develop the knowledge, resilience and strategies to prevent and manage difficult feelings they may experience.
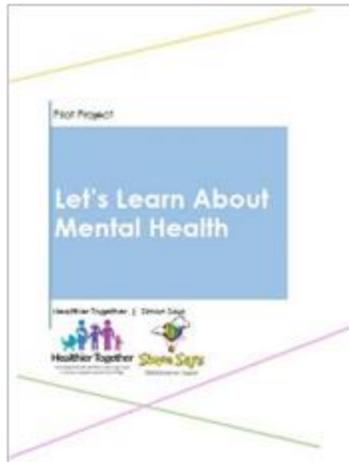
The content of the project was developed as below:

> Research of topic areas

> Keys messages agreed for each topic

> Specific learning objectives were created

> Appropriate and engaging learning activities designed

> Coverage of PSHE National Curriculum objectives ensured and

> Links to wider curriculum established

> Resources created

> Surveys designed

> Project quality assured by education and health professionals

The project lead has developed resources to help children learn about their mental health, focusing on the 5 key topics of **mental health, anxiety, depression, self-harm and bereavement**. They have trained teaching staff to deliver these lessons within the school. Staff have been supported by visits to the school and regular communication.

Children have self-evaluated the impact of this intervention work and teaching staff have fed back on the training and resources, and then on the delivery and impact of the project.

'Let's Learn About Mental Health' is a resource pack for teachers and other practitioners working with children in Years 3 and 4. It comprises of six lesson plans designed to improve pupil's understanding of mental health, anxiety, depression, self-harm and bereavement. Pupils will learn:

- to recognise issues
- preventative steps to take
- strategies to manage the *big feelings*
- the importance of talking about it

- how and where to seek appropriate support

Each lesson builds on the previous one. To achieve the best results they should be delivered in the correct order over a six-week period. The lesson plans and resources for each lesson are provided in print and PDF format. The project has been developed in partnership with mental health and education professionals. It includes **additional teaching support** and **further information** in the form of sign-posting to external resources and advice services, PSHE Objectives and Cross-Curriculum links.
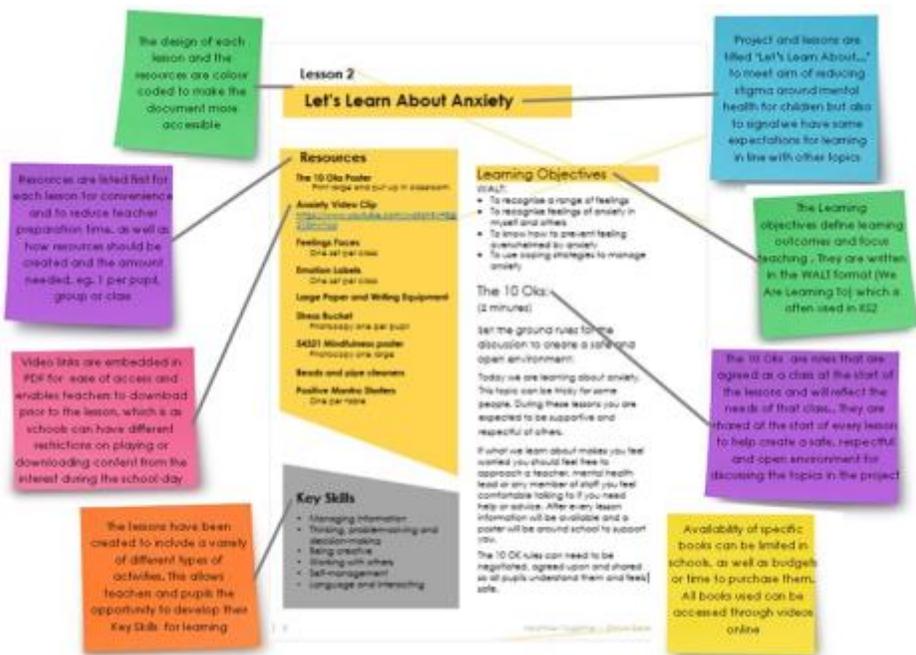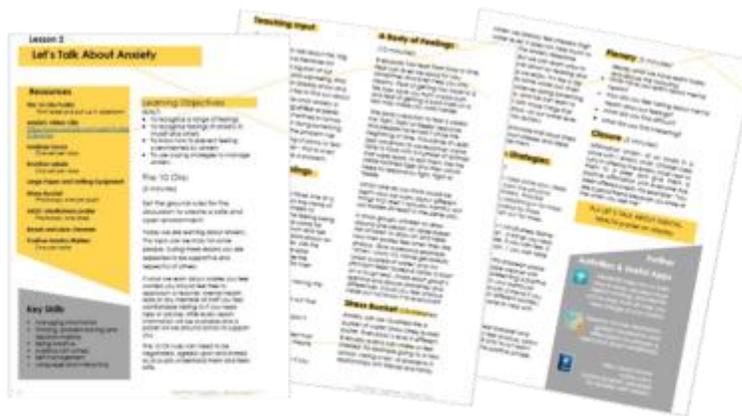
The Design

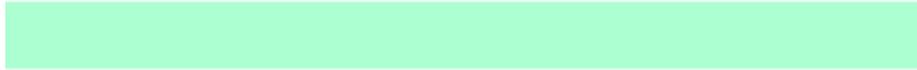The project was designed to be delivered over 6 lessons.

The structure of each lesson is the same:

1. Share Learning Objectives
2. 10 Oks
3. Teaching Input
4. Learning activities
5. Plenary
6. Closure
7. Poster to signpost online resources

Example lesson below:

Lesson 2

Let's Learn About Anxiety

The design of each lesson and the resources are colour coded to make the document more accessible

Project and lessons are titled 'Let's Learn About...' to meet aim of reducing stigma around mental health for children but also to signal we have same expectations for learning in line with other topics

Resources

Resources are listed first for each lesson for convenience and to reduce teacher preparation time, as well as how resources should be created and the amount needed, eg. 1 per pupil, group or class

The 10 Oks Poster
 Print large and put up in classroom

Anxiety Video Clip

Feelings Faces
 One set per class

Emotion Labels
 One set per class

Large Paper and Writing Equipment

Stress Bucket
 Photocopy one per pupil

54321 Mindfulness poster
 Photocopy one large

Beads and pipe cleaners

Positive Mantra Shelters
 One per table

Video links are embedded in PDF for ease of access and enables teachers to download prior to the lesson, which is as schools can have different restrictions on playing or downloading content from the internet during the school day

Learning Objectives

WALT:
- To recognise a range of feelings
- To recognise feelings of anxiety in myself and others
- To know how to prevent feeling overwhelmed by anxiety
- To use coping strategies to manage anxiety

The Learning objectives define learning outcomes and focus teaching. They are written in the WALT format (We Are Learning To) which is often used in KS2

The 10 Oks
(2 minutes)

Set the ground rules for the discussion to create a safe and open environment.

Today we are learning about anxiety. This topic can be tricky for some people. During these lessons you are expected to be supportive and respectful of others.

If what we learn about makes you feel worried you should feel free to approach a teacher, mental health lead or any member of staff you feel comfortable talking to if you need help or advice. After every lesson information will be available and a poster will be around school to support you.

The 10 OK rules can need to be negotiated, agreed upon and shared so all pupils understand them and feel safe.

The 10 OKs are rules that are agreed as a class at the start of the lessons and will reflect the needs of that class. They are shared at the start of every lesson to help create a safe, respectful and open environment for discussing the topics in the project

Key Skills
- Managing information
- Thinking, problem-solving and decision-making
- Being creative
- Working with others
- Self-management
- Language and interacting

The lessons have been created to include a variety of different types of activities. This allows teachers and pupils the opportunity to develop their Key Skills for learning

Availability of specific books can be limited in schools, as well as budgets or time to purchase them. All books used can be accessed through videos online

Outcomes and Impact

Key Outcomes

- **Teachers reported greater confidence in talking, supporting and teaching children about mental health, its related issues and bereavement**

- **Children showed significant improvement in the' transfer of knowledge'**

- **Parents' feedback highlights the need for information meetings in schools delivering the project**

- **No significant impact on pupil's attendance or school's incidences of bullying, suspensions or exclusions - yet!**

Project Reach

- 6 schools across Hampshire
  - 3 train the trainer workshops
    - 2 twilight sessions hosted by Simon Says
    - 1 session run at Oliver's Battery Primary School

- 30 Teaching Staff Trained
  - Head Teachers
  - Deputy Heads
  - Teachers
  - Inclusion Leaders
  - PSHE Leaders
  - SENCOs
  - TAs
  - LSAs
  - Nearly 400 pupils participated

- 1 Parents' Meeting
  - 15 parents attended
  - 2 Governors
  - 1 teacher and 1 PSHE Leader

School's Data

Schools were asked to provide data for the classes involved in the project:

- Attendance rate

  - Number of incidences of:

    – Bullying

    – Suspensions

    – Exclusions

The data was collected at two points throughout the project: the half term prior to delivery of the project (Autumn 1) and at the end of the half term the project was taught (Autumn 2).

There were **no significant** findings to report from the data received.

Recommendation:

Data is collected as part of a longitudinal study, with a control group, to see if there is a longer term impact on attendance, bullying, suspensions.

Pre and Post-Project Survey

School staff participating in the training workshops were asked to complete the Pre-Project Survey prior to starting the training. When the project lessons had been delivered in schools, teaching staff were asked to complete the Post-Project Survey, which had additional questions about the project.

These were available to complete on paper or online via Google Docs.

1 - https://goo.gl/forms/Ku1w0YIvhfbm0LFz2

School Staff Survey Results

Knowledge and Confidence

Q1. I feel I have the knowledge and confidence to **talk** to children about:

Q2. I feel I have the knowledge and confidence to **teach** children about:

Q3. I feel I have the knowledge and confidence to **support** children with:

Q4. I feel I have the knowledge and confidence to support **parents** of children with:
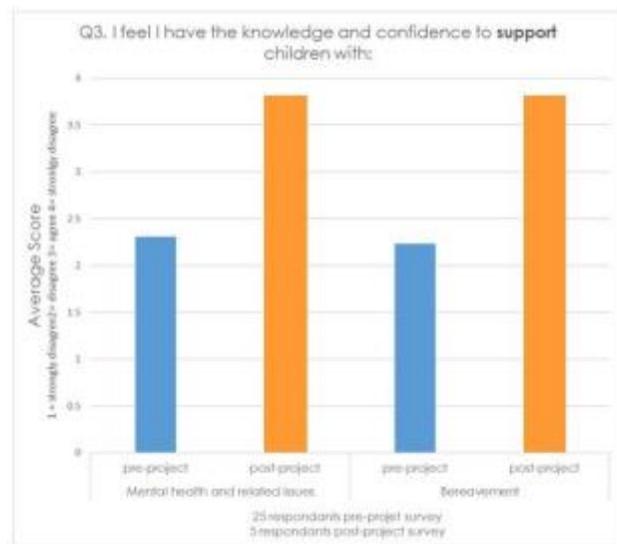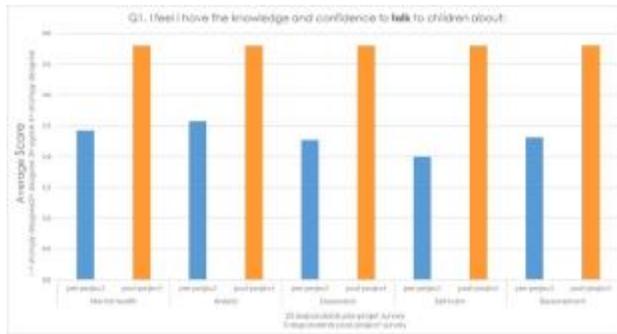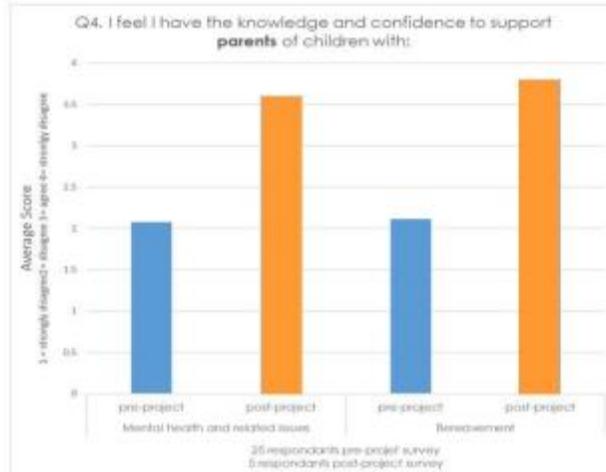
Findings:

Improved knowledge and confidence of teaching staff to talk to, teach and support children with project topics

ALL teaching staff reported improvement in talking to, teaching and supporting children with mental health, anxiety, depression and bereavement

Improved knowledge and confidence of teaching staff to support parents

Recommendation:

Changing 'support parents' to 'talk to parents' in questionnaire as the wording may be ambiguous and reassuring and signposting is how we envisage teachers supporting parents

Require schools to have a parent information meeting to insure buy-in and project lead available to address parent comments or concerns

Develop the content and design of the Parent Guidance could be to be more accessible

Training and Resources Results

Workshop	5 out of 5 respondents reported that 'yes' it was **useful and informative**
	5 out of 5 respondents reported that 'yes' it was **an appropriate length**
	5 out of 5 respondents reported that 'yes' it **prepared them to deliver the lessons**
Project Resource Pack	5 out of 5 respondents reported that 'yes' it was **useful and accessible**
	5 out of 5 respondents reported that 'yes' it **supports the National Curriculum**
	5 out of 5 respondents reported that 'yes' it **enabled them to teach the lessons**
Project	5 out of 5 respondents reported that 'yes' they would **recommend the project to other teachers or schools**

Findings:

100% of teaching staff agreed that the workshop was:
- Useful and informative
- Appropriate length
- Prepares teachers to deliver the project

100% of teaching staff agreed that the resources were:
- Useful and accessible
- Supports the National Curriculum
- Enables teachers to deliver the lessons

100% of teaching staff would recommend this project

Recommendation:

Send Pre-Project Questionnaire via email to school staff prior to training

Have facilities available at training for attendees to complete online

Set up automated reminder for post-questionnaire

Training Workshop Feedback Results

QUESTION 8.

Which aspects of the workshop did you find most interesting?

> The learning activities that we will be doing with the children

> The approaches to teaching children about Anxiety and Depression

> ALLI

> Looking at the range of practical and visualisation activities to support learning

> The practical and relatable activities and video clips

QUESTION 9.

What do you feel was the biggest impact of the project?

> Children's knowledge and learning from the unit

> Teaching children the strategies for coping with negative thoughts

> An awareness of mental health that was delivered to the children

QUESTION 10.

Any comments from the children?

> "Your eyes are like your helping tap when you cry aren't they? It is Ok to cry sometimes. It helps you release your emotions"

> "It makes it easier to talk about these things when you are comfortable"

> "It doesn't always have to make me sad when I think of someone that has died"

> "I like remembering people in a happy way, instead of a sad way"

QUESTION 11.

Any other comments?

> The children were very receptive and held the knowledge

> Super resources!

> I was shocked by how many of our children had been bereaved. The discussions and ideas they shared across the unit were so powerful!

> The resources were great!

> It was very insightful and gave me and the children a lot to discuss - some sections had too much to get through, sadly. Overall it was super!

Recommendation:
Collaborate with teachers to trial run lessons and develop content and learning activity timings to insure consistency across the project

Children's Questionnaires

Pupils participating in the project were asked to self-evalute the impact of the project through two questionnaires, that were accessible online via Google Forms. The first questionnaire was completed at the start of Lesson 1 and at the end of the project in Lesson 6.

The 'Let's Learn About Mental Health' and 'We've Learnt About Mental Health' Questionnaires consisted of three parts:

1. **Transfer of knowledge (ToK)**

Children record an open-ended response to 'What do you know about mental health/anxiety/depression/self-harm/bereavement?' It is scored against a list of vocabulary taught in the project.

2. **Well-being Index (WBI)**

Children record whether 'strongly agree, agree, disagree or strongly disagree' to 6 statements that indicate well-being, for example: 'I think lots of people care about me'

3. **Coping Strategies Survey (CSS**)

Children record how much ('never, a little, pretty much, a lot, other') they use 9 different coping strategy approaches such as 'I wish really hard that things were better'

Recommendations:

Due to time and feasibility constraints, all children completed the questionnaires on paper and they were posted or collected by project team

The format of the follow up questionniare was adapted from 4xA4 to 1 double sided A4 to improve data input efficiency and reduce printing costs for schools

Consideration should be taken of the time between training date and the project start date to allow teachers time to prepare resources and book facilities to ensure all questionnaires are completed online

Children's Results

The chart below shows the difference between lesson 1 and 6, for the 3 surveys of the questionnaire, for respondents that provided pre-project and post-project data. The **average** score is shown for **each survey** (Tok, WBS, CSS) for lesson 1 (pre-project) and Lesson 6 (post-project). There is a **significant improvement** of the **transfer of knowledge** scores but, as expected, less for the other surveys.

Children's Average Score for Each Survey in Lesson 1 (pre-project) and Lesson 6 (post-project)

303 respondants

The chart below shows the **average** score for **each question** of the three surveys (ToK, WBI and CSS) in the Children's Questionnaire

Children's Average Score for Each Question in Lesson 1 (pre-project) and Lesson 6 (post-project)

303 Respondants
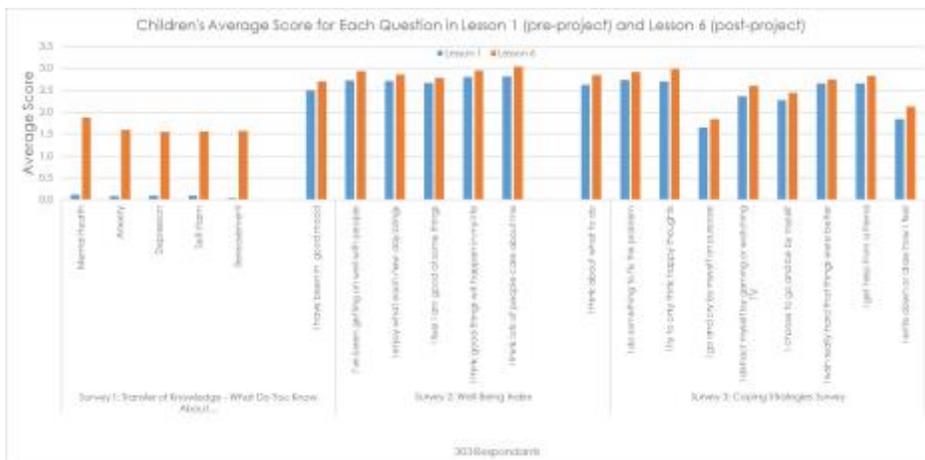
Findings:

Transfer of Knowledge
      88.3% of scored 0 before the project
      1837.3% increase in combined scores

Well-being Index
      Small average improvement

Coping Strategies Survey
      'I go and cry by myself on purpose'
      lowest scoring strategy

Recommendations for delivery:

The children completed the project at the end of Autumn 2, which is the half term before the Christmas Holidays. The self-evaluation scores for WBI and CSS could have been impacted by external influences so the project should be repeated in different school terms throughout a year

Repeat the project as a longitudinal study using a control group to assess if the increase in knowledge has an impact on well-being and coping strategies in the long term and how well the knowledge is retained over time

The questionnaires were intended to be anonymous however pupils put their names on them! Teachers could be provided with participant numbers which they would assign to their class. Therefore, if any children are flagged up as needing support; only the school will be able to identify the child

Recommendations for Well – Being Index:

Although adapted from existing studies of children the same age, some teachers feedback that their pupils found the wording of some statements challening. Adapting the Well-being Index to questions about how children feel most of the time, at home and at school and indicating this using emoticons that are scored could be beneficial

Develop children's questionnaire to enable pupils to directly reflect on the impact of the project for them and the school environment

Recommendations for Coping Strategies Survey:

Remove lowest scoring coping strategy 'I go and cry by myself on purpose' – pre-project children may feel uncomfortable to admit, post-project it may be seen as an unhelpful strategy

Replace the 9 coping strategies and rating how often you use them, with multiple coping strategies, and specifically strategies included in the project, for children to select which ones they use. Also an 'other' option and the opportunity to give details would provide better quality data on the impact of the project

Project Impact: Children

Comparison of Schools Average Scores

Shown in the chart below are the **4 out 6 schools** participating in the project provided both the pre and post children's questionniare data in time to be included in the project report.

Schools Average Score Difference For Children's Questionniare

250 Respondents
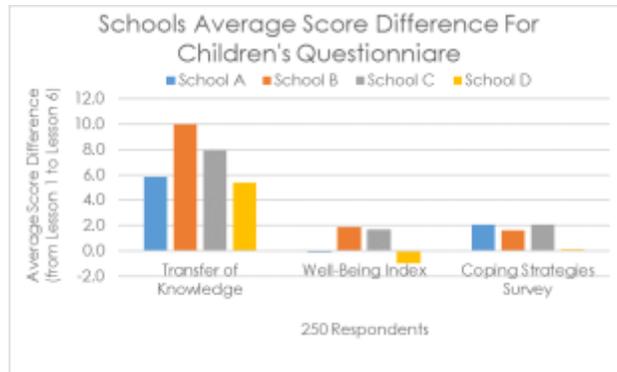
Findings:

School A* and D had the lowest improvement score from the Transfer of Knowledge survey AND for the Well-being Index and [School D] Coping Strategies Survey

*Teaching staff at School A expressed concern for their cohort's feeling of well-being before the project

School B and C had the highest improvement score from the Transfer of Knowledge survey AND for the Well-being Index and [School C] Coping Strategies Survey

Recommendation:

Develop WBI and CSS survey to better reflect the impact on the pupils

Project should be a longitudinal study to see a more accurate impact of the project for the children

Project Impact: Children

Comparison of a sample of children's responses from Transfer of Knowledge survey in the children's questionnaire from Lesson 1 (Pre-Project) and Lesson 6 (Post-Project)

1: What do you know about mental health?
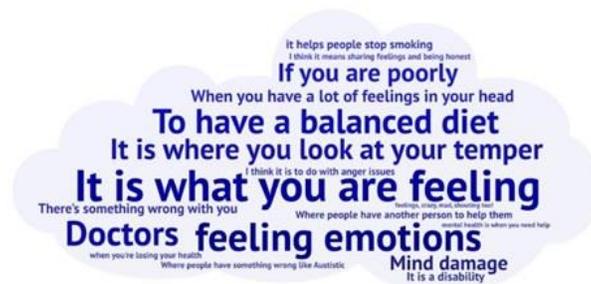
2 - Lesson 1
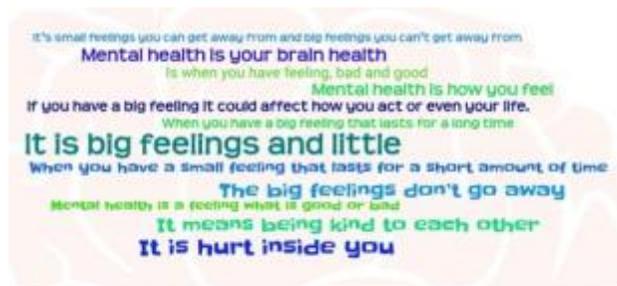
3 - Lesson 6

2: What do you know about anxiety?
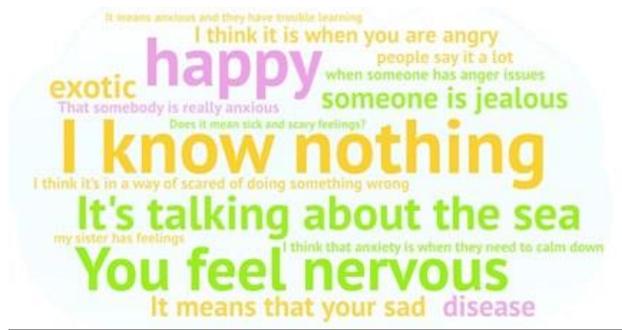
4 - Lesson 1

5 - Lesson 6

3: What do you know about depression?

6 - Lesson 1
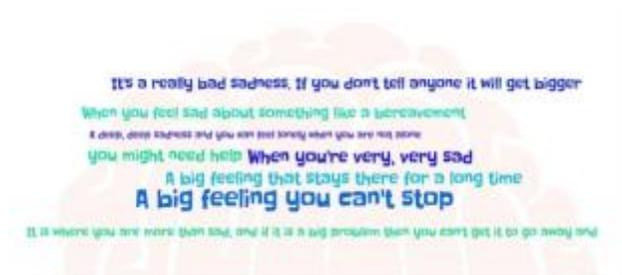
7 - Lesson 6

4: What do you know about self-harm

8 - Lesson 1

9 - Lesson 6

5: What do you know about bereavement?

10 - Lesson 1

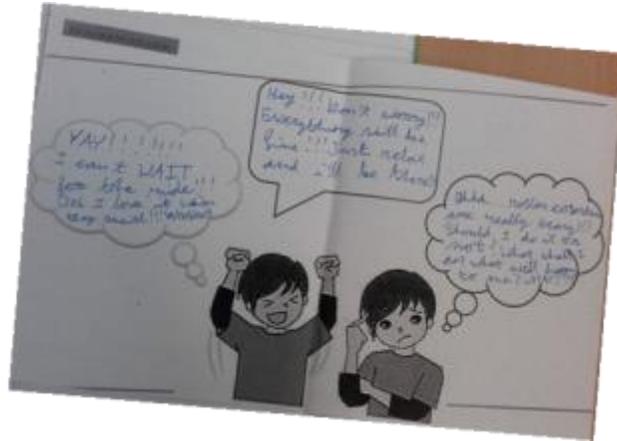*11 - Lesson 6*

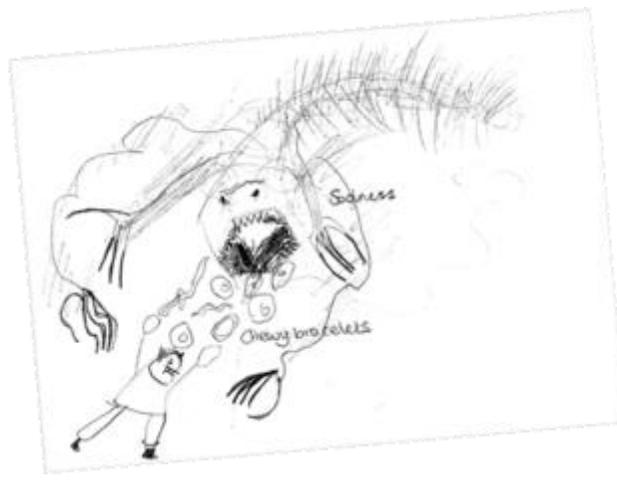# Project Impact: Example of Children's Work
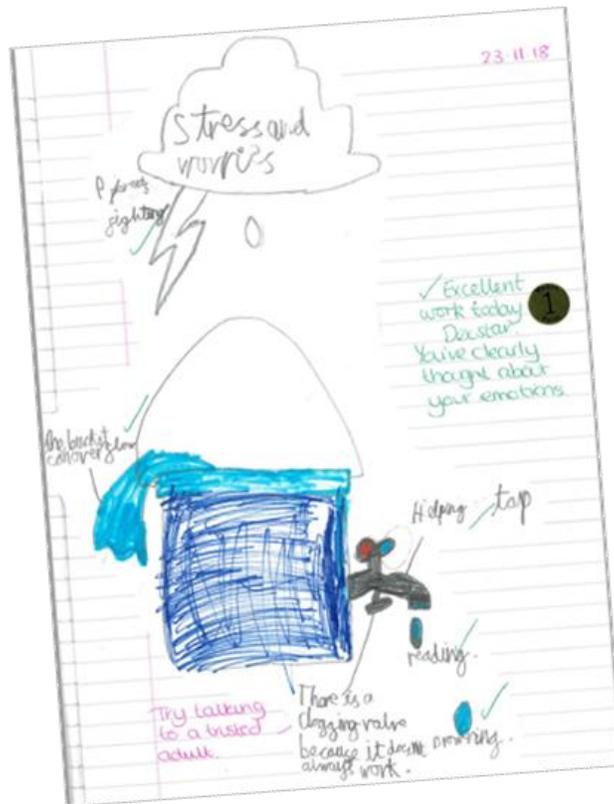
12 - Stress Bucket Activity

13 - Memory Jar Activity

14 - Rollercoaster C.B.T Activity
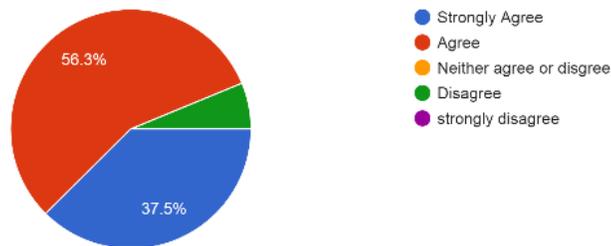

15 - Representing Depression

Parents' Feedback

I understand what our school is trying to achieve for the children.

16 responses

- Strongly Agree
- Agree
- Neither agree or disgree
- Disagree
- strongly disagree

56.3%

37.5%

I am pleased my child is learning about how to recognise mental health issues in themselves and their friends.

16 responses

- Strongly Agree
- Agree
- Neither agree or disgree
- Disagree
- Strongly Disagree

31.3%

56.3%
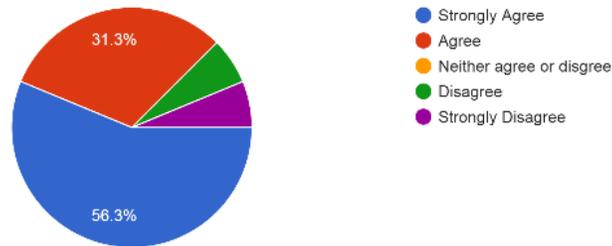
I am pleased my child is learning positive strategies to prevent and manage mental health issues.

16 responses

- Strongly Agree
- Agree
- Neither agree or disgree
- Disagree
- Strongly Disagree

31.3%

12.5%

56.3%
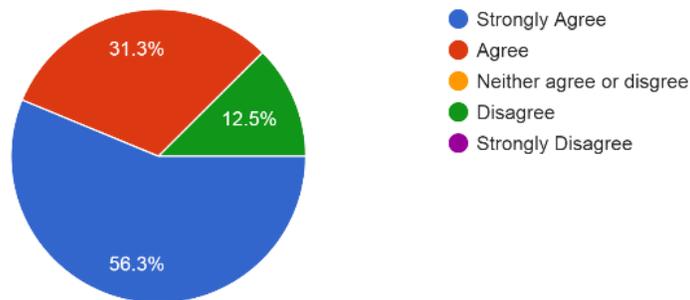
I feel it is important to talk about mental health and bereavement with my child.

16 responses

- Strongly Agree
- Agree
- Neither agree or disgree
- Disagree
- Strongly Disagree

37.5%

56.3%
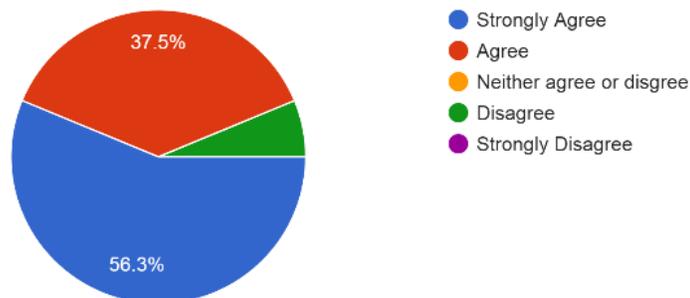
My child feels happier in school.

14 responses

- Strongly Agree
- Agree
- Neither agree or disgree
- Disagree
- Strongly Disagree

21.4%
7.1%
7.1%
64.3%
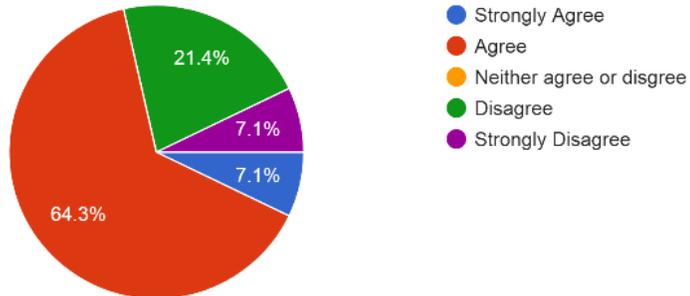
My child is managing their feelings better.

16 responses

- Strongly Agree
- Agree
- Neither agree or disgree
- Disagree
- Strongly Disagree

50%
43.8%
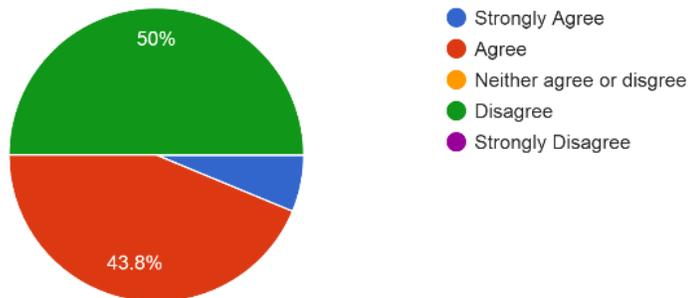
I feel pupils at the school have better relationships with one another.

14 responses

- Strongly Agree
- Agree
- Neither agree or disgree
- Disagree
- Strongly Disagree

35.7%
50%
14.3%
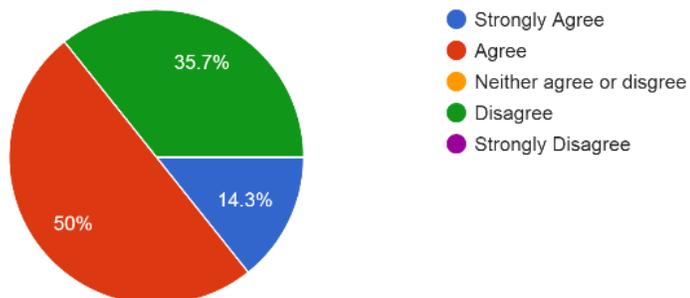
I feel the school supports my child with mental health issues and bereavement well.

16 responses

- Strongly Agree
- Agree
- Neither agree or disgree
- Disagree
- Strongly Disagree

62.5%
18.8%
18.8%
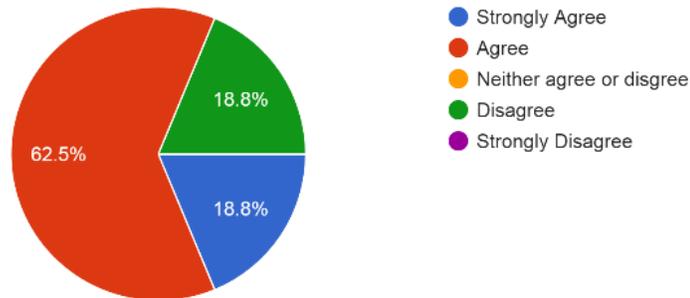
I feel better able to support my child's mental health.

15 responses

- Strongly Agree
- Agree
- Neither agree or disgree
- Disagree
- Strongly Disagree

33.3%
40%
20%
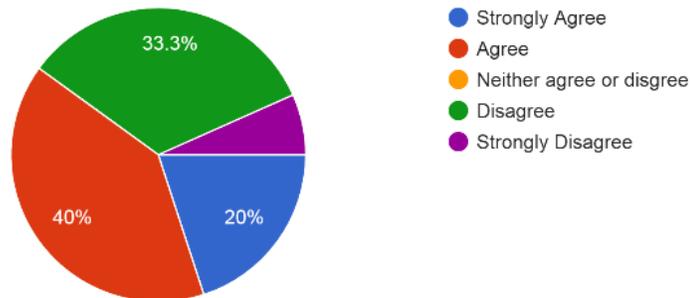
My child is talking to me more about their feelings or worries.

16 responses

- Strongly Agree
- Agree
- Neither agree or disgree
- Disagree
- Strongly Disagree

31.3%
50%
12.5%
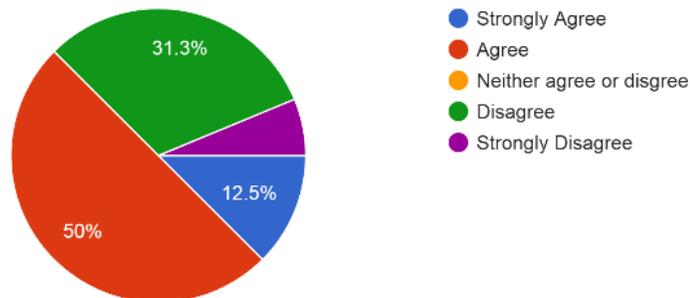
I would recommend this project to other parents.
15 responses

Legend:
- Strongly Agree
- Agree
- Neither agree or disgree
- Disagree
- Strongly Disagree

66.7%
20%
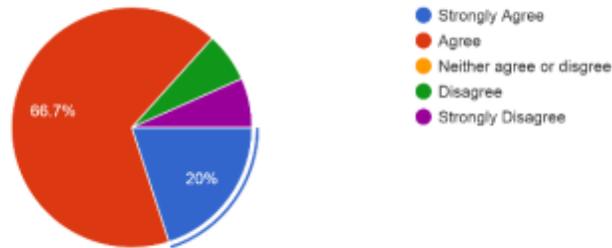
My child is less anxious or stressed out.
15 responses

Legend:
- Strongly Agree
- Agree
- Neither agree or disgree
- Disagree
- Strongly Disagree

53.3%
33.3%
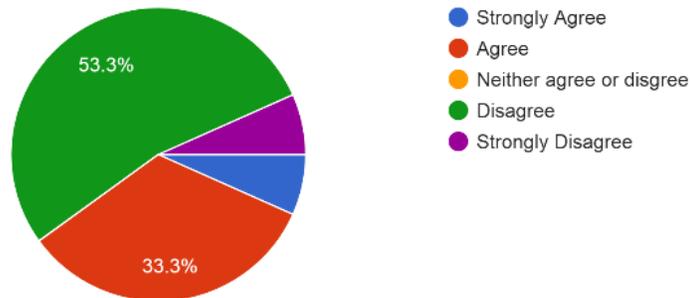
Recommendation:
Including 'name of school' data field and 'attended Parent Information Meeting: yes / no' so it is possible to see impact of parents attending. Feedback from parents where a meeting was held was very positive

Do you have any further comments or experiences you would like to share?

9 responses

My child has recently lost one nan to cancer and her other nan has just moved away. So the bereavement and saying how you feel etc. was perfect timing.

I agree with the principle but think maybe Year 3 is a little too young

These questions are very difficult to answer. My child doesn't have a mental health issue and i really have no idea if the project impacted him positively or not. I have had to select disagree where i may have selected 'neither agree nor disagree'

My daughter has been very anxious as we have had two bereavements in our family this year and was worried that she would stand out. If anything she seems less content and more angry than I've seen her, with outbursts and tears most days.

My child didn't speak about it at home at all. When I asked him he said he didn't understand a lot of the questions so probably hasn't answered correctly. Maybe some individual children may have benefited from these lessons, but on whole I think it was unnecessary at this age.

Whilst I understand this topic is very important I think year3/4 children are too young for some elements of this topic and feel that this is planting a seed in some areas

My child does get anxious but I noticed an improvement in her confidence over Christmas, and she coped better in potentially stressful situations.

There is nowhere on this form for neither strongly agree or disagree. That would give you a better questionnaire. The teachers were very open about it but I have not noticed any changes in either children

Findings:

Parents providing feedback are polarised – either very positive or very negative

Parents express misconceptions, misunderstandings and a lack of knowledge about mental health and bereavement in children

There still seems to be a lot of stigma around mental health, related issues and bereavement. Also a lack of buy-in for a preventative approach

Recommendation:
Deliver Parent Meeting for all schools involved in the project to insure better understanding of project and buy-in from schools and parents

Add quotes, facts and figures to introduction of Feedback Questionnaire to highlight importance of a preventative program

Include links to Heathier Together and Simon Says website resources for support

Collect Individual's email addresses, with consent, to address comments or concerns

Recommendations

Further recommendations from pilot project (phase 2) Secure buy-in and resources to roll out KS2 project to all schools across Hampshire –following the recommended process to ensure buy-in from schools and parents.

Extend the time frame of the project to 1 year. This will enable more liaison and collaboration with health professionals, education leads and schools

Explore SEND data implications

Roll out project in existing participating schools in (Year 5 and 6) as teachers reported a similar need in their cohorts

Need buy-in from SENCO or named Mental Health Lead and SLT. Engage with schools through SENCO

Need buy-in from ELSA or pastoral support. Attend training and be available for follow up for children flagged as needing additional support

Need clearer information for parents and evidence that supports talking about mental health issues with young children

Research justification for addressing these topics, especially self-harm, with this age group with a view to it being included in the ongoing curriculum. Present this information in an accessible format

When developing the parent resources; include videos from project shared with parents

The sustainability of the project could be improved if out-sourcing the project design by engaging with training schools in order to develop further resources and to the deliver the train the trainer course.

Develop programme for KS3 (repeat with cohort who already participated in project in KS2) and KS4

- **Refer to cycles of anxiety and depression**

- **Discuss hormones and how chemicals interact the brain**

Decide if more or alternative topics are required (at all Key Stages), consider:

- **Relationships**

- **Bullying, including cyber bullying**

- **E-safety**

- **Eating disorders**

- **Coping skills 'toolbox'**

- **Individual crisis plan**

- **Physical health and wellbeing**

Aligns with need for all schools (primary and secondary) to offer mental health education by 2025

Engage parents to determine parent advocacy for KS3 programme

Expand Audience of the Project

- **Schools, ELSA, Nurture Group Network, future funders, Public Health leads, Education leads, NQT training, clusters**

Future Developments

The sustainability of the project could be improved if out-sourcing the project design

Develop programme for KS3 (repeat with cohort who already participated in project in KS2) and KS4

- **Refer to cycles of anxiety and depression**

- **Discuss hormones and how chemicals interact the brain**

Decide if more or alternative topics are required (at all Key Stages), consider:

- **Relationships**

- **Bullying, including cyber bullying**

- **E-safety**

- **Eating disorders**

- **Coping skills 'toolbox'**

- **Individual crisis plan**

Aligns with need for all schools (primary and secondary) to offer mental health education by 2025

Engage parents to determine parent advocacy for KS3 programme

Expand Audience of the Project

Schools, ELSA, Nurture Group Network, future funders, Public Health leads, Education leads, NQT training, clusters

FAQ sheet for teachers if leading the Parents Meeting

Useful Links

*16 - **Talking Mental Health – Anna Freud***

17 - Simon Says YPG – Every hour, every day

Healthier Together
Improving the health of children and young people
in Dorset, Hampshire and the Isle of Wight

www.what0-18.nhs.uk[1]

Child Bereavement Support

www.simonsays.org.uk[2]

childline
ONLINE,
ON THE PHONE,
ANYTIME
childline.org.uk
0800 1111
Childline.org.uk

fighting for young people's mental health

anxietycanada.com[3]

headspace

https://headspace.org.au/young-
people/what-is-mental-health[4]

Anxiety
CANADA

https://youngminds.org.uk[5]

References

https://www.anxietycanada.com/sites/default/files/Healthy_Thinking_for_Younger_Children.pdf Mental
Health LessonAnxiety – Classroom Resources For Schools

http://www.southglos.gov.uk/documents/Classroom-Resources.pdf

Cbt The Rollercoaster Story

https://drpatrickkeelan.com/psychology/teaching-children-how-to-use-cognitive-behavioural-therapy-the-roller-coaster-story/

Childline

www.childline.org.uk

Effectiveness of a Mental Health Promotion Program to Improve

Coping Skills in Young Children: Zippy's Friends

https://www.sciencedirect.com/science/article/pii/S0885200606000032

Headspace Mental Illness Fact Sheets

https://headspace.org.au/assets/Uploads/Mental-Illness-Fact-Sheets-mg.pdf

Healthier Lives Together Project

Healthy Thinking for Younger Children

https://stem4.org.uk/

The Anxious Child

https://www.mentalhealth.org.uk/sites/default/files/anxious_child.pdf

The Emotional Barometer

http://www.aet-idp.org.uk/IDP-DVD-ROM/resources/pns_seal_emo_barometer.pdf

Measuring And Monitoring Children and Young People's Mental Well-Being: A Toolkit for Schools and Colleges

https://www.annafreud.org/media/7202/01-talking-mental-health-lesson-plan.pdf

Mental Health Lesson

https://www.bbc.co.uk/news/health-38148892

National Curriculum in England – KS 1 And 2 Framework Document

https://assets.publishing.service.gov.uk/...data/.../PRIMARY_national_curriculum.pdf

On Edge: Self-Harm Resource Pack

https://www.seemescotland.org/media/6804/onedgepack02.pdf

PSHE Association 'Preparing To Teach About Mental Health and Emotional Wellbeing'

https://www.pshe-association.org.uk/system/files/Mental%20health%20guidance_0.pdf

PSHE Curriculum

https://www.pshe-association.org.uk/curriculum-and-resources/curriculum

Simon Says: Primary Resource Pack

http://www.simonsays.org.uk/downloads-2018/

Stem 4

The Stress and Coping Questionnaire for Children

https://www.researchgate.net/publication/260833575_The_stress_and_coping_questionnaire_for_children_School_version_and_asthma_version_-_Background_and_Questionnaire

What's Inside the Zebra's Mind

https://www.ehlers-danlos.com/wp-content/uploads/Bulbena-Cabre-Whats-Inside-the-Zebras-Mind-S.pdf

Young Minds

https://youngminds.org.uk

Thanks

Andrew Stanley - Project Manager, Healthier Together

Sally Stanley - Founder and Patron, Simon Says

Paul Bright - Chair of Trustees, Simon Says

Ann Langran - Trustee, Simon Says

Georgie Pinchon - Chief Operations Officer, Simon Says

Emma Clewer - Education Lead, Simon Says

Rosie Barber - Project Lead

Amelia Terry - Volunteer, Simon Says

Jess Dring - Volunteer, Simon Says

Rachel Collins - Volunteer, Simon Says

Subha Muthalagu - Consultant Child & Adolescent Psychiatrist and Mental Health Clinical Lead**,** Wessex Maternity, Children and Young People (MCYP) Clinical Network

Amanda Lees - Senior Researcher Health and Wellbeing Research Group, University of Winchester

Appendix

School Staff Data

Pre-Project

#	Q1a	Q1b	Q1c	Q1d	Q1e	Q2a	Q2b	Q3a	Q3b	Q4a	Q4b	Total	Average
11	3	3	2	3	3	2	2	3	3	3	2	29	2.6
12	2	2	3	2	3	1	1	2	2	2	2	22	2.0
13	3	2	2	2	2	2	2	2	2	2	2	23	2.1
14	3	3	2	1	1	2	2	3	2	2	2	23	2.1
15	2	2	2	2	2	2	2	3	2	2	2	23	2.1
16	2	2	2	1	2	2	3	2	3	2	3	24	2.2
17	2	3	2	2	2	2	2	2	2	2	2	23	2.1
18	2	3	3	2	2	2	2	3	2	2	2	25	2.3
21	2	1	1	1	1	1	1	1	1	1	1	12	1.1
22	2	2	1	1	1	1	1	1	1	2	2	15	1.4
23	3	3	3	3	3	3	3	3	3	3	3	33	3
24	3	3	3	3	3	3	3	2	3	3	3	31	2.8
25	2	4	2	2	2	3	2	3	3	2	2	26	2.4
26	2	2	2	2	2	2	2	2	2	2	2	22	2.0
27	1	3	2	2	2	1	1	2	1	1	1	17	1.5
28	2	2	2	1	2	1	1	1	1	1	1	15	1.4
29	3	3	3	3	3	2	2	2	2	2	2	27	2.5
31	3	3	2	2	3	3	3	3	3	2	3	30	2.7
32	3	3	3	2	3	3	2	3	3	2	2	29	2.6
33	4	4	4	2	3	4	3	3	3	3	3	36	3.3
34	2	2	2	2	2	3	3	3	3	3	3	29	2.6
35	3	3	3	3	3	3	3	3	2	2	2	31	2.8
36	2	2	2	2	2	2	2	2	2	2	2	22	2.0
37	3	2	2	2	3	1	1	2	3	3	2	23	2.1
38	2	2	3	2	2	2	2	2	2	2	2	23	2.1
39	2	2	2	2	2	2	2	2	2	2	2	22	2.0
Total	63	67	59	52	60	54	53	60	58	54	55		
Average	2.4	2.6	2.3	2.0	2.3	2.1	2.0	2.3	2.2	2.1	2.1		

School Staff Data

Post-Project

#	Q1a	Q1b	Q1c	Q1d	Q1e	Q2a	Q2b	Q3a	Q3b	Q4a	Q4b	Tot al	Average	Q6	Q7	Q8	Q9	Q10	Q11	Q12
11	3	3	2	3	3	2	2	3	3	3	2	29	2.6							
11	4	4	4	4	4	4	3	4	4	4	4	43	3.9	Yes	Yes	Yes	Yes	Yes	Yes	Yes
12	2	2	3	2	3	1	1	2	2	2	2	22	2.0							
12	4	4	4	4	4	4	4	4	4	4	4	44	4.0	Yes	Yes	Yes	Yes	Yes	Yes	Yes
13	3	2	2	2	2	2	2	2	2	2	2	23	2.1							
13	3	3	2	3	3	3	3	3	3	2	2	30	2.7	Yes	Yes	Yes	Yes	Yes	Yes	Yes
16	2	4	3	3	3	3	3	3	3	3		26	2.4							
16	4	4	4	4	4	4	4	4	4	4		44	4.0	Yes	Yes	Yes	Yes	Yes	Yes	Yes
18	2	2	2	1	2	1	1	1	1	1	1	15	1.4							
18	4	4	4	4	4	4	4	4	4	4	4	44	4.0	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Children Questionnaire Data

(sample includes participants who provided pre and post-project responses)

School A

School B

School C

School D

School Comparison Data

Average Score For Each Survey In Children's Questionnaire For Each School Pre And Post-Project

	School A	School B	School C	School D
Transfer of Knowledge	5.9	10.0	7.9	5.4
Well-Being Index	-0.1	1.9	1.7	-1.0
Coping Strategies Survey	2.0	1.6	2.1	0.1

Average Score Difference for Each Survey in Children's Questionnaire for Each School

School	Transfer of Knowledge				Well-Being Index				Coping Strategies Survey			
	A	B	C	D	A	B	C	D	A	B	C	D
Lesson 1	0.8	0.5	0.2	0.1	16.8	17.2	16.2	15.8	22.4	21.2	21.8	21.6
Lesson 6	6.7	10.5	8.1	5.5	16.6	19.1	17.9	14.8	24.5	22.8	23.9	21.7

Parent Feedback Data

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Total	Average
3	4	4	4	3	3	3	3	3	3	3	3	39	3.3
4	4	4	4	4	4	4	4	4	4	4	4	48	4.0
4	3	3	3	1	2	2	2	2	2	3	3	30	2.5
4	4	4	4	3	2	2	2	4	4	4	4	41	3.4
3	3	3	3		2	2	2		2	3	3	26	2.6
3	4	4	4	2	2	2	3	2	2	2	3	33	2.8
3	3	3	3	3	3	3	3	3	3	3	3	36	3.0
3	4	4	4	2	2	2	2	2	2	3	3	33	2.8
4	4	4	3	3	3	3	4	3	3	3	3	40	3.3
4	4	4	4	3	3	3	3	3	4	4	4	43	3.6
3	3	3	4	3	3	2	3	3	3	3	3	36	3.0
3	4	4	4	3	3	2	3	3	3	3	3	38	3.2
3	1	2	2	2	2	1	1	2	1	2	1	20	1.7
2	2	2	3	3	2	2	3	2	2	2	2	27	2.3
4	4	4	4	3	3	3	3	3	3	3	3	40	3.3
Total 50	51	52	53	38	39	36	41	39	41	45	45		
Average 3.3	3.4	3.5	3.5	2.7	2.6	2.4	2.7	2.8	2.7	3.0	3.0		

Resources