

Emotional Wellbeing and Mental Health

The Ambition for Trauma Perceptive Practice (TPP); Our aspirations for the future

It is believed that TPP is very much a step forward; a more holistic and humanistic framework to support all children and young people. It is a journey and an evolution to create educational settings that enable children and young people to become emotionally resilient.

What difference is TPP going to make?

Short term:

- Educators in schools and settings will become trauma and development informed, in order to increase their understanding and enhance their skills to be able to effectively support children and young people. Providing a safe, consistent and sensitive environment will assist all children and young people.
- Educators in schools and settings will understand and be able to reframe 'behaviour' in order to support the underlying emotional wellbeing and mental health needs which require support.
- Educators will understand the importance of relationships and connectedness to support wellbeing.
- Schools and settings will become safe places for all children, including for those who have experienced adversity and trauma.
- Policies and practices within schools and settings will reflect the values of TPP.

Medium term:

- Educators will feel more equipped to support children and young people with social, emotional and mental health needs.
- Children and young people will be supported to develop their capacity to form secure relationships, experience and regulate their emotions, explore and learn.
- With schools and settings using this compassionate humanistic approach, there is an aim for exclusions to be reduced.
- Increased inclusion in schools/settings for those children and young people who experience social, emotional and mental health needs.
- Children and young people achieve better outcomes in life; both academically and in relation to their social, emotional wellbeing and mental health development.
- Children and young people will be able to understand what wellbeing and mental health is and how to develop/build upon the skills that will enable them to look after their own long-term.

Long term:

- Children and young people will develop the resilience to manage the setbacks and adversity that can happen in life.
- Children and young people will be more likely to remain in education for longer.

What difference is TPP going to make to aspects of the Essex data?

it is through doing all of the above that TPP will play a key role and be part of the solution to reduce

- permanent exclusions
- fixed term exclusions
- the need for an escalation to a Statutory EHC Plan
- the need for special school placements for social, emotional and mental health needs

- the need for out of authority spending on special school placements for social, emotional and mental health needs

Our plans for making the difference

Short term (up to 2 years):

- TPP programme and materials piloted and finalised.
- TPP Pilots completed, as part of the 'Embrace' project, evaluated by Essex University.
- Identified SEND Quadrant Team members trained to deliver TPP.
- Every quadrant has a TPP Coordinator and Lead Trainer.
- Essex Trauma Perceptive Practice is hosted on Hive Learning (cloud-based platform), which will host all training materials and resources for TPP and enable the growing TPP community to connect with one another.
- Annual refresher for trainers.
- Initial phases of TPP delivery planned and implemented for schools and settings (including special schools) in each quadrant.
- Collaborate with quadrant teams and commissioned services (Virgin Care, Barnardo's etc) to support CPD for Early Years settings.
- Engage and promote TPP with partner agencies including social care, health and voluntary sector.
- Collaborate with the Essex Healthy Schools programme to enable authentication and quality mark for best practice schools.
- Identify and map complimentary training to provide additional intervention/training which enhances TPP.
- Collect baseline/end data for schools participating in TPP to demonstrate impact.

Current

Including the pilots, we now have 131 schools/settings on the journey: South: 30, NE: 48, West: 30, Mid: 23.

We have had 107 schools/settings and trusts express their interest (bearing in mind some of these are trusts of 20+ schools so the actual number is much bigger) with more being added every day.

We have trained 55 LA trainers within the Quadrant teams and 22 within the community eg. healthy schools practitioners. We have trained 25 school/settings trainers

Essex Healthy Schools Award has now integrated TPP into their programme. It is the emotional component of the award.

Let's Talk Recovery & Returning to School (Part 1)

–our education response to the COVID-19 Pandemic from the perspective of Trauma Perceptive Practice

We produced two themed recorded video training sessions for schools and settings in July 2020. The first theme was Looking after the Staff- 'putting the oxygen mask on first', the second was the Wellbeing and Mental Health of the Children and Young people. These video sessions were supplemented with resources and further information on how to seek support.

The first one has been viewed nearly 1500 times and the second on 2000 times.

Training objectives and outcomes

The core training objectives identified for education staff are to:

- Increase knowledge of the potential mental health and wellbeing impact of Covid-19 on staff, children and young people, and parents and carers
- Build understanding of evidence-based and straightforward responses and resources to support recovery.

Let's Talk Recovery & Return (Part 2) incorporating DfE Wellbeing for Education Return

Our approach to the Wellbeing for Education Return seeks to better equip schools and colleges to promote children and young people's wellbeing, resilience, and recovery in response to Covid-19. As well as strengthening and building wellbeing and resilience, this aims to prevent the onset of mental health problems and ensure those with pre-existing or emerging difficulties access the right support.

Overview:

- All school/setting staff will have access to 7 themed webinars relating to Essex's Let's Talk Recovery and Return (Part 2) by the 2nd November 2020
- The 7 webinars combine the DfE 'Wellbeing for Education Return' content with the existing content from the 'Essex Let's Talk Recovery and Returning to Education Settings (Part 1)' released in July 2020.

Webinar Themes:

- Bereavement & other loss
- Long term whole school approach
- Neuroscience of the stress response
- Anxiety & low mood
- Psychologically informed first aid
- 5 Rs
- Accessing local support

Training objectives and outcomes

The core training objectives identified for education staff are to:

- Develop knowledge to introduce school and college staff to evidence-based and straightforward resources and structures for dissemination to children and young people and parents and carers.
- Raise awareness of specialist and wider support services (statutory and independent) and when and how education professionals might signpost or refer children and young people, staff and/or parents and carers to them.

Each of the 7 webinars will be designed to provide further information and enhance previous advice and guidance – they will be structured into sessions lasting no more than 30 minutes

In conjunction with this we will host a series of questions and answers (Q&A) sessions hosted by a panel of multiagency professionals with relevant expertise

- Each school will be able to nominate one lead person to attend a Q&A session
- Each Q&A session will host up to 30 people per session.
- Each session will be 90 minutes long, spread out to offer a range of morning, afternoon and twilights sessions.