



Emotional Wellbeing in Schools and Colleges

young
Power to the ~~the~~ people

**A Mental Health & Wellbeing framework
for UK Schools & Colleges**

Nick Gatherer
Chief Executive
The AcSEED Initiative

Agenda

- ▶ Motivation for AcSEED
- ▶ AcSEED wellbeing framework
- ▶ AcSEED accreditation
- ▶ Examples of good practice
- ▶ Summary and more information

Agenda

- ▶ Motivation for AcSEED
- ▶ AcSEED wellbeing framework
- ▶ AcSEED accreditation
- ▶ Examples of good practice
- ▶ Summary and more information

Motivation for AcSEED

1 in 6

young people aged 6 to 16 in England have a probable mental health disorder.
(NHS Digital, 2021)



Significant issue for many young people

50%

Of mental health problems are established by the age of 14, and 75% by the age of 24.
(Kessler RC et al, 2005)



Need to start building resilience from an early age

70%

Of young people who experience a mental health problem have not had appropriate interventions at a sufficiently early age.
(Children's Society, 2008)

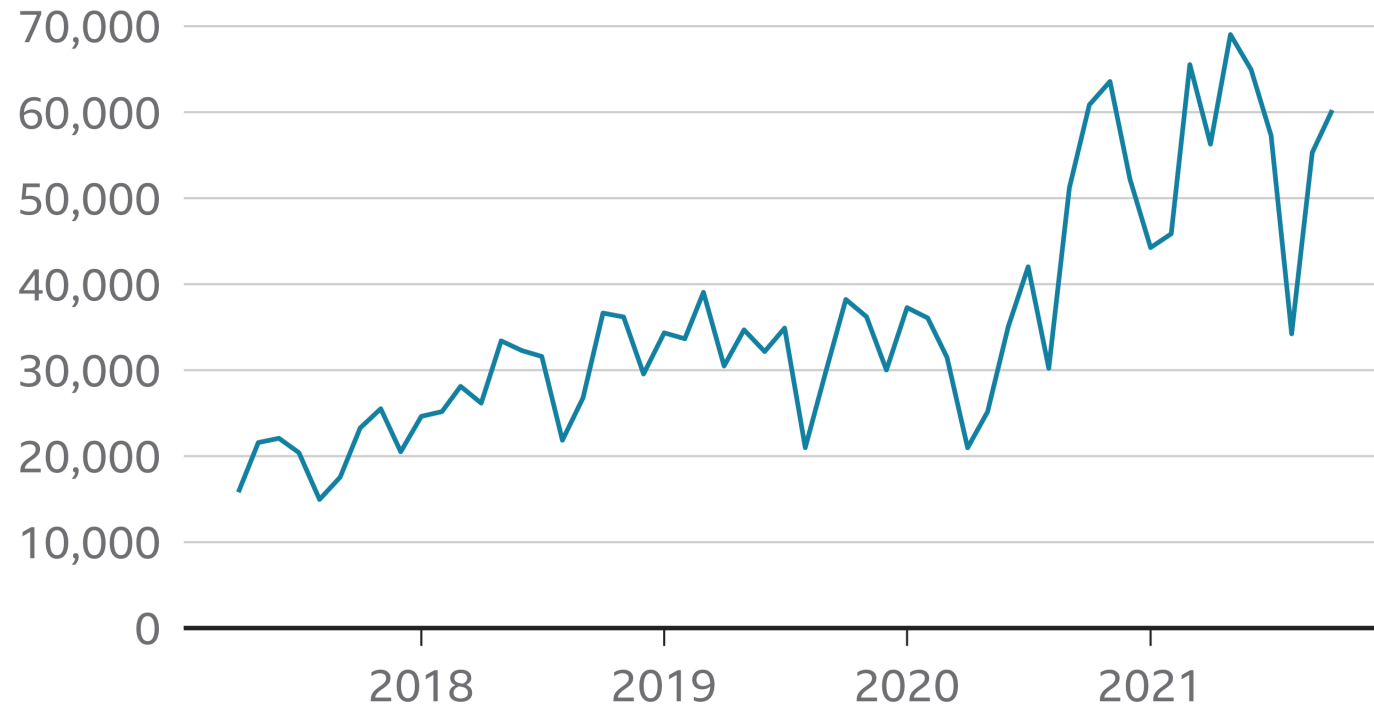


Early intervention has an important role to play

Not Just a Covid-19 Problem

Referrals to children and young people's mental health services on the rise

April 2017 to October 2021, England



Source: NHS Digital



From Motivation to Vision

The vision for AcSEED was defined by young people with lived experience of mental health and wellbeing challenges ...

- ▶ Talking to each other
 - Participation projects such as YoungMinds VIK programme
 - Many had similar experiences of coping in school/college
- ▶ Talking to schools
 - Wide variation in the type and quality of mental health and wellbeing provisions
 - Limited visibility and low recognition for the wellbeing activities
- ▶ Talking to health professionals, organisations, and charities
 - What are the challenges to improving wellbeing support in schools and colleges?

Young People's Vision

High quality Mental Health and Wellbeing support ...

... is available consistently ...

... to all young people ...

... in all UK schools and colleges.



The AcSEED framework for Mental Health and Wellbeing Support

The AcSEED Initiative

Created by young people ... for young people

A common framework and recognition award for Mental Health and Wellbeing Support in UK schools and colleges

Based on young people's lived experiences of emotional wellbeing and mental health challenges whilst at school

The AcSEED Initiative was founded in 2012 by Charlotte Gatherer



2015: AcSEED founder Charlotte Gatherer receives a Mental Health Hero award from deputy Prime Minister Nick Clegg

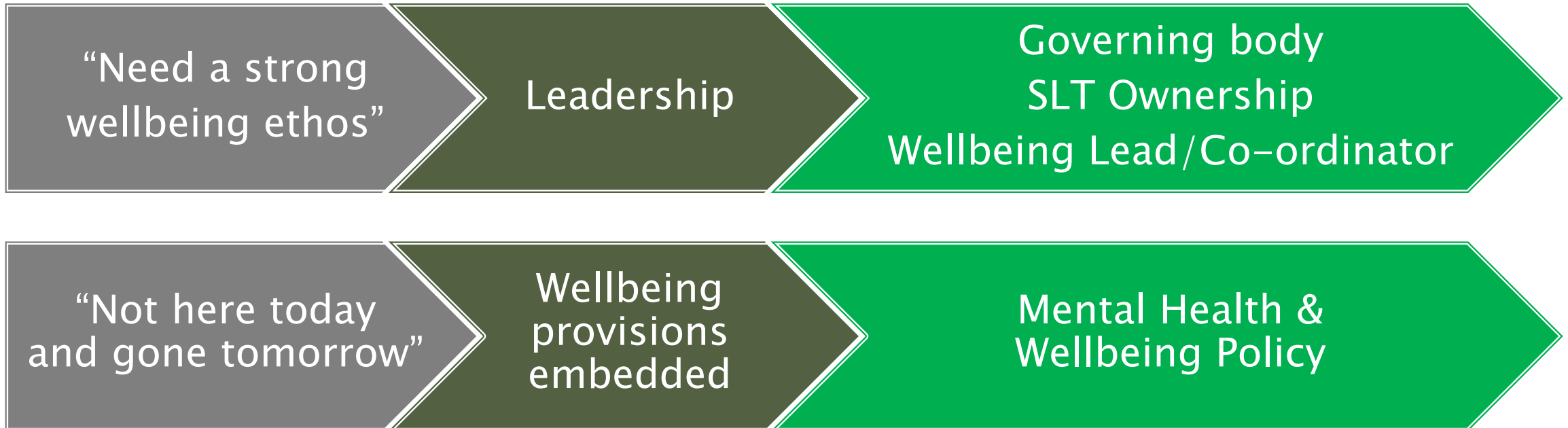
Agenda

- ▶ Motivation for AcSEED
- ▶ AcSEED wellbeing framework
- ▶ AcSEED accreditation
- ▶ Examples of good practice
- ▶ Summary and more information

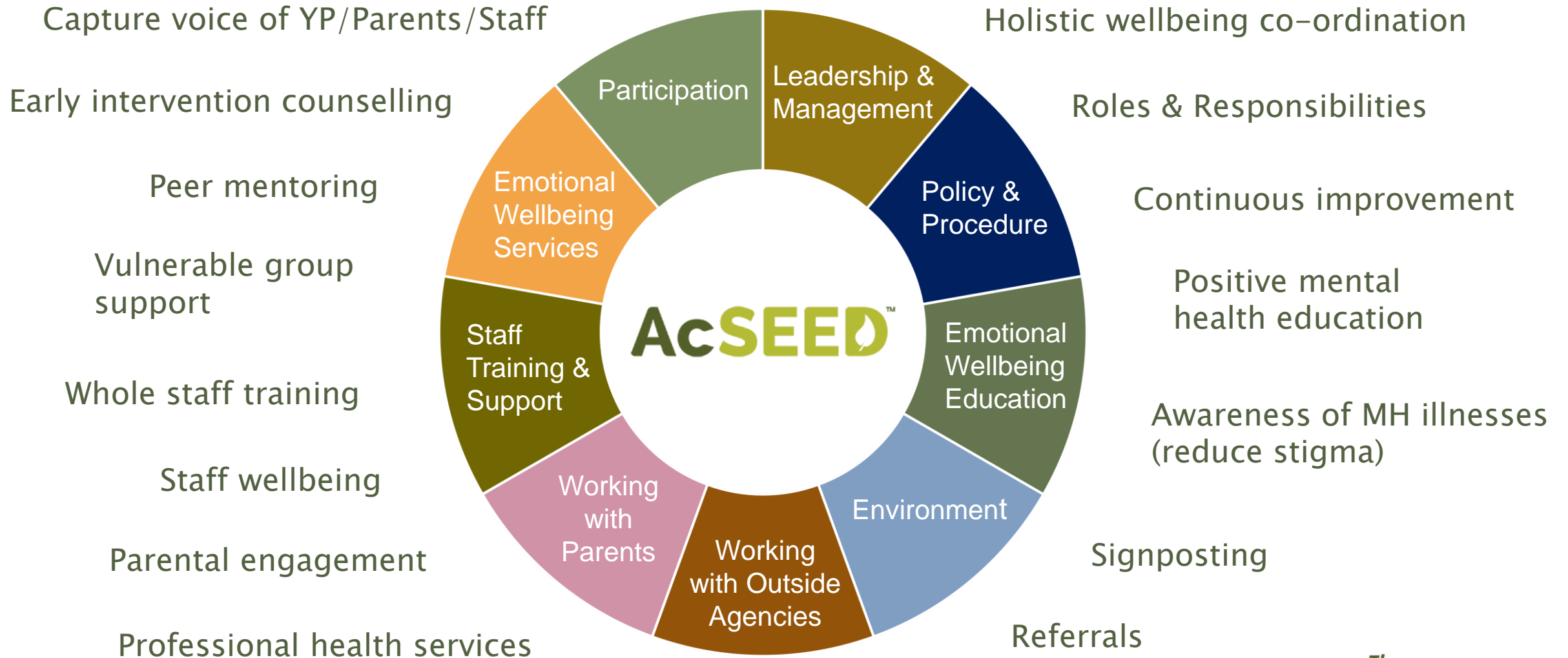
Framework based on Lived Experience

What would have helped young people at school ?

Examples of deriving the AcSEED wellbeing criteria ...

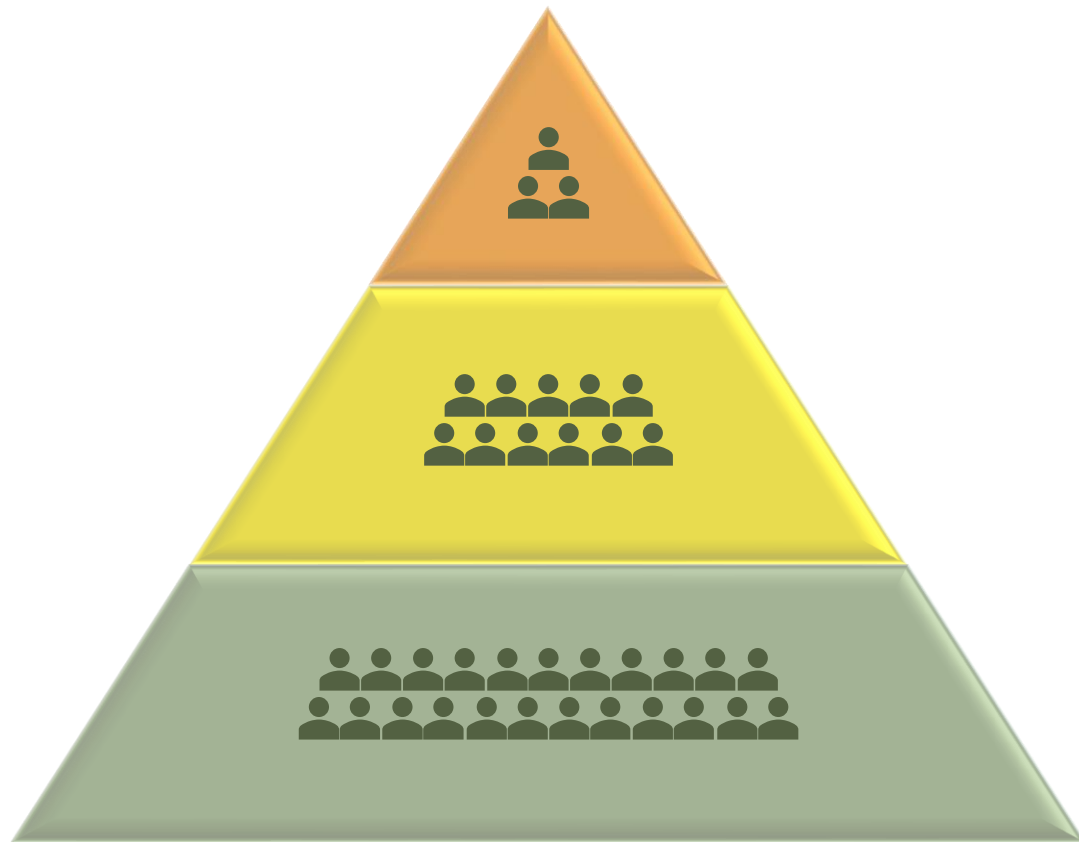


Framework for a Whole School Approach



A Framework for ALL Young People

AcSEED puts a strong focus on PREVENTION and EARLY INTERVENTION

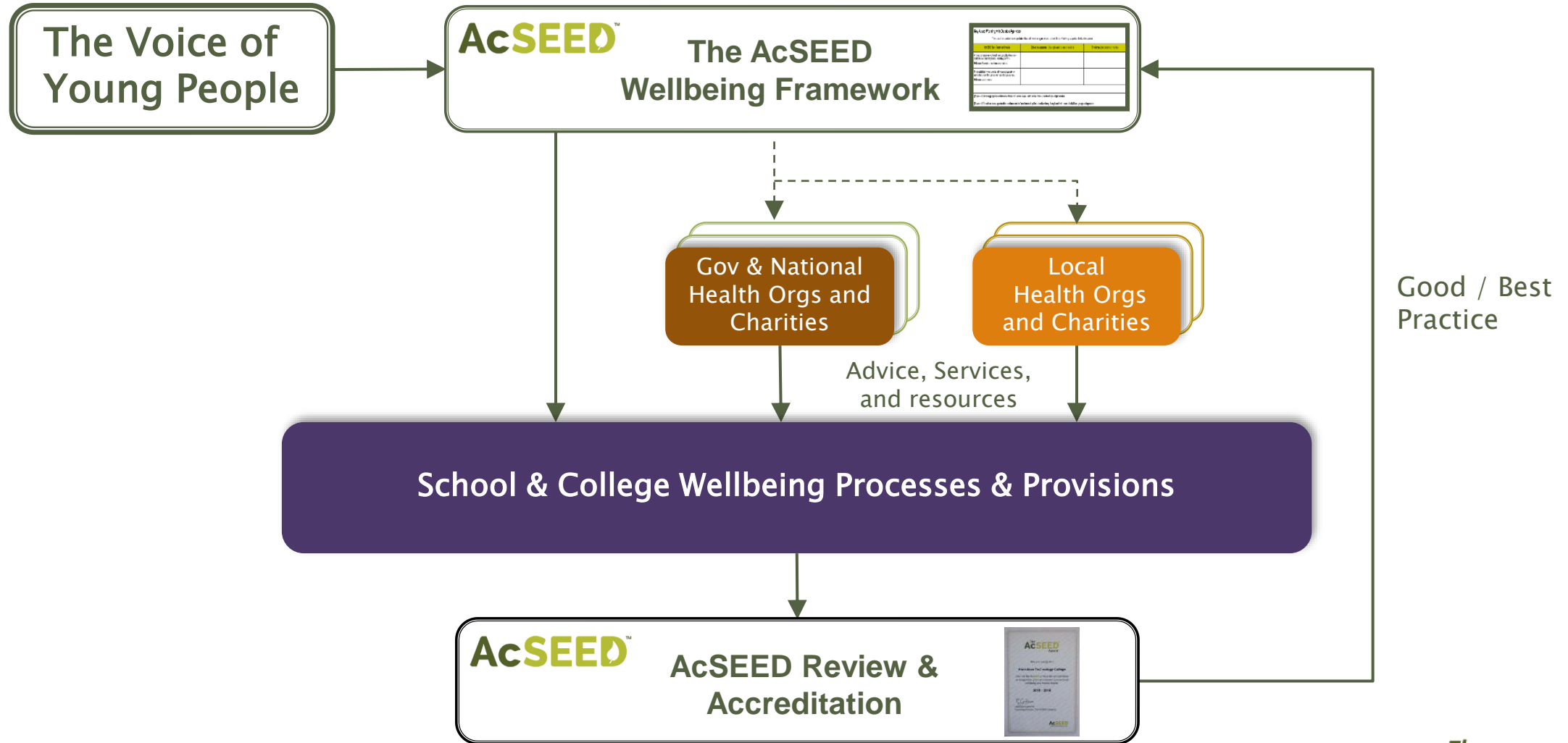


Efficient access to specialised / professional health services

Additional support or early intervention services when needed

Wellbeing education and emotional resilience for ALL young people

Success through Collaboration



Breadth of AcSEED Benefits

▶ Students:

- Consistently high level of mental health and wellbeing support across all schools

▶ Parents:

- Clear and simple indicator that a school is committed to, and has appropriate provisions to support the wellbeing of their children

▶ Schools:

- Mental Health and Wellbeing framework to guide improvement plans
- Recognition for wellbeing staff, and public visibility of commitment to wellbeing support
- Staff wellbeing education and mental health support

▶ Health organisations & charities:

- Framework for wellbeing provisions against which health services can be structured and delivered



Agenda

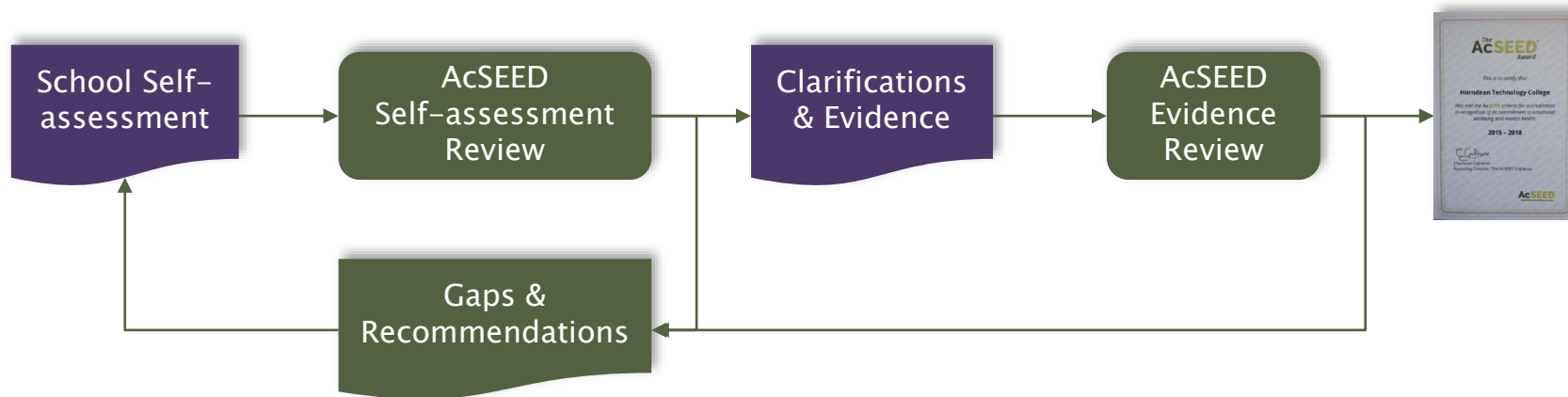
- ▶ Motivation for AcSEED
- ▶ AcSEED wellbeing framework
- ▶ AcSEED accreditation
- ▶ Examples of good practice
- ▶ Summary and more information

Accreditation Process

- ▶ Mental Health & Wellbeing development in Schools and Colleges



- ▶ AcSEED Application & Assessment Process



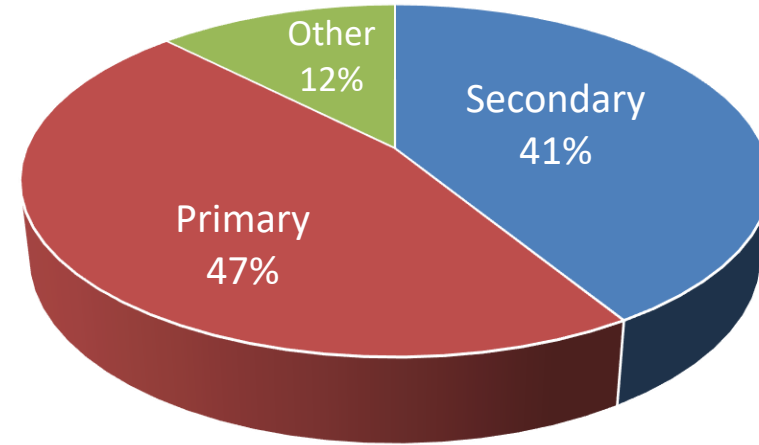
AcSEED in Numbers



First AcSEED accreditation



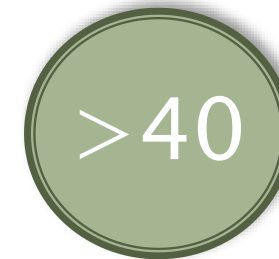
Accredited schools



Distribution of accredited schools



Young people at AcSEED accredited schools & colleges



UK counties with schools working towards AcSEED accreditation

Agenda

- ▶ Motivation for AcSEED
- ▶ AcSEED wellbeing framework
- ▶ AcSEED accreditation
- ▶ Examples of good practice
- ▶ Summary and more information

Local Collaboration and Re-use

▶ Example: Cheshire East

- Programme established by Cheshire East council: Emotionally Healthy Schools Project
 - Aim for all schools to be AcSEED accredited
 - EY, primary, and secondary schools
 - Learning and sharing between schools
 - Shared resources: eg Mental Health and Wellbeing policy template, Self-Harm Pathway
 - NHS / CAMHS: Emotionally Healthy Schools Link Team; Tools for Schools (training & staff support)
 - Charity health services: eg Visyon (therapy), Just Drop In (counselling)
- ▶ *“Feedback from our schools is that they really value the AcSEED framework and have found it a very easy to use and useful self-assessment / development planning tool. It is also enabling us to have an evidence base for where we need to focus the training and support for next academic year and beyond.”*

Miss Clare Holmes, Emotionally Healthy Schools Programme Coordinator

Maximise Value of the AcSEED Framework

AcSEED as a framework for planning and communication ...

AcSEED Award 2020-2021
Gorse Hall Primary and Nursery School

Leadership, Management and Managing Change

Effective deployment of emotional wellbeing support needs to be supported and driven forward at all levels. At Gorse Hall, emotional wellbeing has been part of our school development.

Our Key Priorities for 2020-2021

- Wellbeing Team led by Mental Health Leader Jane Evans, Wellbeing LSA's, SENDCO, SEN team
- Wellbeing link governor: Mr Goodchild
- Pupil Wellbeing Ambassadors

School Development Plan 2020-2021

Policy and Procedure

It is important that Gorse Hall's wellbeing strategy is deployed effectively in practice.

Staff wellbeing policy is reviewed annually after consultation with staff and governors.

Pupil wellbeing policy identifies specific processes to support pupils' mental health. Any teacher can make a referral and consult with the Wellbeing team/safeguarding team and/or SENDCO.

Monitoring of policies and procedures.

Emotional Wellbeing Education

It is important that forming positive friendships and emotional resilience is a key focus in our curriculum.

Medium Term plans for PSHE and Relationship and Sex curriculum

Classroom guides

Displays

Environment

Showing that emotional wellbeing is at the heart of our school. We provide an environment that fosters emotional resilience.

Children's information boards

Emotional Wellbeing Services

Gorse Hall has services to support children with emotional or mental health needs. This can be both short and long term support.

Early Help Assessments are reviewed with parents and outside agencies every 6 weeks to ensure that actions are successful and support is having an impact.

Interventions within school

Recording meetings and following up any actions.

Bereavement and loss

Developing a health mind for life

Building collaborative skills and resilience

Developing ways of coping with anxiety

Supporting pupils remotely

Providing support at home via Wellbeing Corner on the school website.

Parent feedback

Working with Parents

Effective management of pupil emotional wellbeing that goes beyond the school environment.

Providing information for parents who may not be able to attend consultations

Supporting pupils remotely

Providing support at home via Wellbeing Corner on the school website.

Parent feedback

Future plans

This intergenerational project has been put on hold due to Covid. We hope to continue this in the very near future.

Use secured Government funding to train staff on being an Emotionally Friendly School. A whole school approach to training will have the greatest impact and be sustainable. Become an emotionally friendly school.

Use PTA funding and school funds to improve outdoor provision of EYF5 pupils. This will have an impact upon wellbeing.

Develop 'Buddy' system for pupils Covid allowing across year groups.

3 x Staff wellbeing sessions in Spring 2021 with focus on low mood and anxiety and 1 to 1 therapy sessions on offer.

Connect 9 training from the trainer for Wellbeing Team delivered by Wellbeing Lead.

Connect 9 training for all staff at Gorse Hall.

Parent drop-in sessions. Having those difficult conversations.

Specialist training for pupil Wellbeing Ambassadors.

The AcSEED Newsletter

Sharing information, experiences, and good practices ...

Wellbeing Support at Trinity School and College, Rochester, Kent

By: Mrs Elizabeth Baines, Executive Head Teacher

Trinity School and College has enjoyed a period of change and development in its provision of Emotional Wellbeing support for young learners. Most learners who attend Trinity have suffered significant difficulties with social and emotional challenges. This was recently recognised by the AcSEED award achieved in November 2015 to the delight of parents, students and staff.

So how did this change impact so positively on learners, parents and staff? Students are taught within a holistic approach and have access to personalised curriculum pathway which includes Personal and Social Development, Certificate of Personal Effectiveness and Key Skills for life within ASDAN. These programmes have been able to show clear progression with their emotional intelligence and resilience, which are being identified by examination boards, parents and most importantly the learners.



Executive Head Teacher Elizabeth Baines (left) receives the award from AcSEED principal assessor Helen Galsworthy.

The importance of early intervention: a personal perspective

By: A young person and AcSEED volunteer (name withheld)

If someone had said to me ten years ago that I would be working in a school, I don't think I would have believed them. However ten years ago I would have felt the same way if told that I would have ill mental health. One positive outcome is that I now get to use the experiences from my own mental health battle to support my work with young people who are themselves suffering. I am a cover supervisor in a secondary school, and more often than I would like I see young people with mental health problems ranging from mild anxiety around exams to anorexia and depression. School can often be a trigger for young people with mental health issues and therefore my experiences come in handy with those who are struggling.

Trinity opens first AcSEED Wellbeing Centre



The first AcSEED Wellbeing Center has been opened at Trinity School and College in Kent.

The AcSEED Initiative was founded by young people with lived experience of mental health and wellbeing issues during their school years. They identified safe spaces in schools as an important provision for taking 'time out' when experiencing increased

levels of stress, and can also be used as therapy spaces. As low stimulation areas, they also provide a good setting for using sensory equipment.

Kooth: An on-line Mental Health Support Platform

By Victoria Scrivens-Smith, AcSEED Volunteer

We traditionally think of mental health and wellbeing support in schools and colleges as being focused on in-house resources and/or face-to-face provisions. However there are an increasing number of on-line resources that can be both valuable and complementary.

Kooth (www.kooth.com) is an on-line Mental Health support platform that has been adopted by a number of AcSEED accredited organisations. AcSEED volunteer Victoria Scrivens-Smith talked to the wellbeing co-ordinator at Blessed Thomas Holford Catholic College, Niamh McManus, about their experiences with Kooth.

Is 'Peer Mentoring' Evidence-Based?

High quality and reliable data is often difficult to find in respect of young people's mental health, which can lead to reliance on anecdotal information to drive improvement initiatives. In recent years however there have been a number of targeted programmes, particularly in the UK and US, to measure the deployment and impact of peer mentoring schemes in schools.

Agenda

- ▶ Motivation for AcSEED
- ▶ AcSEED wellbeing framework
- ▶ AcSEED accreditation
- ▶ Examples of good practice
- ▶ Summary and more information

AcSEED: A Framework for Wellbeing

AcSEED was founded by Young People ...
... for Young People



Provides a framework and recognition award for Mental Health
and Wellbeing Support in UK schools and colleges



Embodies a whole school approach



Encourages collaboration with
health services and charities



For More Information ...

www.acseed.org

Information leaflets

Facebook

The AcSEED Initiative
Supporting Emotional Wellbeing in Schools

Home About Us The AcSEED Initiative The AcSEED Award Schools Teachers Students Parents

Tuesday 3rd May 2022

Subscribe to the AcSEED mailing list

This is how we share information and good practices relating to mental health and wellbeing support in schools and colleges

What's New

- Gorse Hall Accreditation**
19th April 2022
Gorse Hall Primary and Nursery School in Stalybridge, Cheshire receive the AcSEED Award.
- Crosby High Accreditation**
7th April 2022
Crosby High School in Crosby, Merseyside receive AcSEED Award
- St Olave's Accreditation**
1st April 2022
St Olave's Grammar School in Orpington, Kent receive AcSEED Award
- The AcSEED Newsletter**
1st December 2020
AcSEED Newsletter for December 2020
- On-line Wellbeing Support**
1st November 2020
Kooils: An on-line Mental Health Support Platform
- Mental Health in Schools Conference**
11th November 2020
Report from the Westminster Insight conference on Mental Health and Wellbeing in Schools
- Fairfield Road Accreditation**
28th October 2019
Fairfield Road Primary School receive AcSEED Award
- Newport Girls' get AcSEED Award**
31st August 2020
Congratulations to Newport Girls' High School in Stalybridge
- First AcSEED Wellbeing Centre**
25th June 2019
Trinity School and College opens the first AcSEED Wellbeing Centre

Gorse Hall receive AcSEED Award
Congratulations to Gorse Hall Primary and Nursery School in Stalybridge, Cheshire who have been accredited with The AcSEED Award. Receiving the award are the Headteacher (Miss Flood), mental health lead (Miss Evans), KS2 Wellbeing ambassadors, and the staff and pupil Wellbeing Team.

Crosby High School receive AcSEED Award
Congratulations to Crosby High School in Crosby, Merseyside who have been accredited with The AcSEED Award. Pictured are Gavin Dixon (Mental Health Lead) and the Year 11 Prefect Team at Crosby High School presenting their new AcSEED Award certificate to Helen Goodband (Link Governor).

St Olave's Grammar School receive AcSEED Award
Congratulations to St Olave's Grammar School in Orpington, Kent who have been accredited with The AcSEED Award.

AcSEED
Emotional Wellbeing in Schools and Colleges

About AcSEED
The AcSEED Initiative is a charity focussed exclusively on Mental Health and Wellbeing support in UK Schools and Colleges. AcSEED was created by young people with lived experience of mental health challenges during their school years. Recognising the wide disparity in mental health provision, they were determined to ensure that high quality mental health and wellbeing support would be available consistently to all young people in all UK schools and colleges, and used their experience to formulate criteria for the AcSEED Wellbeing Framework. The AcSEED Wellbeing Framework can be used by schools to plan their Mental Health and Wellbeing support, and by health organisations and charities to structure their services. Schools and colleges who can demonstrate that their wellbeing provisions comply with the AcSEED Wellbeing Framework are accredited with The AcSEED Award.

Founder
Based on her own lived experience of mental health challenges at school, and her work with mental health charity AcSEED Initiative, in 2012 by Charlotte C. 2015: AcSEED founder receives Mental Health Charity Prize Winner

The AcSEED Wellbeing Framework
The AcSEED Wellbeing Framework defines a range of criteria across nine categories and promote a whole school approach to Mental Health and Wellbeing.

Capturing the voice of Young People, Parents, and Staff
Early intervention counselling
Peer mentoring
Vulnerable group support
Whole staff training
Parental engagement
Professional health services

Participant Leadership & Management
Policy & Procedure
Emotional Wellbeing Education
Governance
Working with Outside Agencies

Holistic wellbeing of
Roles & Responsibilities
Continuing Professional Development
Aware Health (Inclusivity)
Signposting
Referrals

© 2012 - 2019 The AcSEED Initiative. All Rights Reserved. Registered charity number 1180412

Contact us:
contact@acseed.org

AcSEED

Home About Photos Events Videos Posts Services Shop Groups Notes

Tameside, Oldham & Glossop Mind
25 February 2020
Stalybridge School's Mental Health Success
A Stalybridge school has been recognised for its work concerning...

Twitter

Home Moments Notifications Messages

AcSEED
@acseed_uk
613 Tweets 383 Following 311 Followers 9 Likes

AcSEED @acseed_uk · Mar 29
Congratulations to Crombie Girls' School in Surrey who have been accredited with the AcSEED Award for their emotional wellbeing and mental health support. Receiving the award are a few of the school's Mental Health...
[facebook.com/acseed/posts/2...](https://www.facebook.com/acseed/posts/2...)