



A whole school approach to mental health: Insight from Place2Be

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About us



23 years' experience working in Primary and Secondary schools

- Present in **282** primary and secondary schools, providing whole-school mental health services to a school population of **116,000** children
- In 2016, supported teachers and staff in **93 schools** through training, consultation and professional development
- **1200 counsellors** annually building skills on placement in Place2Be Partner Schools
- One of eight founding charity partners of the **Heads Together** Campaign

Sometimes you feel like a volcano erupting, but if you come to Place2Be, you can cool down.
– 8-year-old boy

What is Mental Health?



- a state of well-being in which every individual realises his or her own potential
- can cope with the normal stresses of life
- can work productively and fruitfully
- is able to make a contribution to her or his community

(WHO, 2014)



Place2Be and Partner Schools: delivering a whole school approach



Supporting parents and carers

- Parent partnership
- Signposting and multi-agency working
- Parent counselling



Quality assurance measures

- Clinical supervision
- Training for staff and volunteers
- Evaluation to assess impact and regular reporting on outcomes
- Care pathways with CAMHS and specialist agencies



Supporting children and young people

- Place2Talk self-referral
- Referral and assessment
- One-to-one counselling
- Therapeutic group work
- Whole class work



Focus areas

- Safeguarding
- SEN and disability
- Hidden Harms (domestic violence and addiction)



Supporting school staff

- Place2Think consultation
- Training for teachers and school staff



What thinking underpins our approach?



Widening understanding



- Whole school approach pervades all aspects of the life of a school
- Protective factor
- ‘Schools are one element of a wider multi-agency approach’



Resilience

- a positive, adaptive response in the face of significant adversity
- **neither an immutable trait nor a resource that can be used up**
- rooted in both the physiology of adaptation and the experiences we provide for C/YP that either promote or limit its development



What underpins resilience

- A sense of **mastery**
- Executive functioning
- **Self regulation** skills



The single most common finding across decades of research is that C/YP who end up doing well have had ***at least one stable and committed relationship with a supportive parent, caregiver, or other adult***




Seeking specialist help

- Challenges for our service
- Developed 'step up-step down' process
- Assigned CAMHS specialist
- Additional training
- School staff
- Counsellors
- Clinical psychologist student placements



Remember the adults

- Management
- Modelling
- Support
- Balance



NOTE TO SELF

TREAT YOURSELF THE WAY
YOU WOULD TREAT A SMALL CHILD.
FEED YOURSELF HEALTHY FOOD &
MAKE SURE YOU SPEND TIME
OUTSIDE PUT YOURSELF TO BED
EARLY. LET YOURSELF TAKE
NAPS. DON'T SAY MEAN
THINGS TO YOURSELF,
DON'T PUT YOURSELF
IN DANGER.

(your skull and your heart
are still as fragile
as eggshells.)

