



Anna Freud
building the mental
wellbeing of the
next generation

Meeting increasing Social Emotional, Mental Health (SEMH) needs within mainstream settings

Kayleigh Larne

Anna Freud

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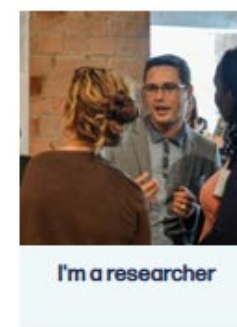
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We are a **world leading** children's mental health charity, pioneering better mental health care and support for children, young people and their families for over 70 years.

We are the only children and young people's mental health charity to combine neuroscientific research and innovation, clinical practice, training and dissemination.

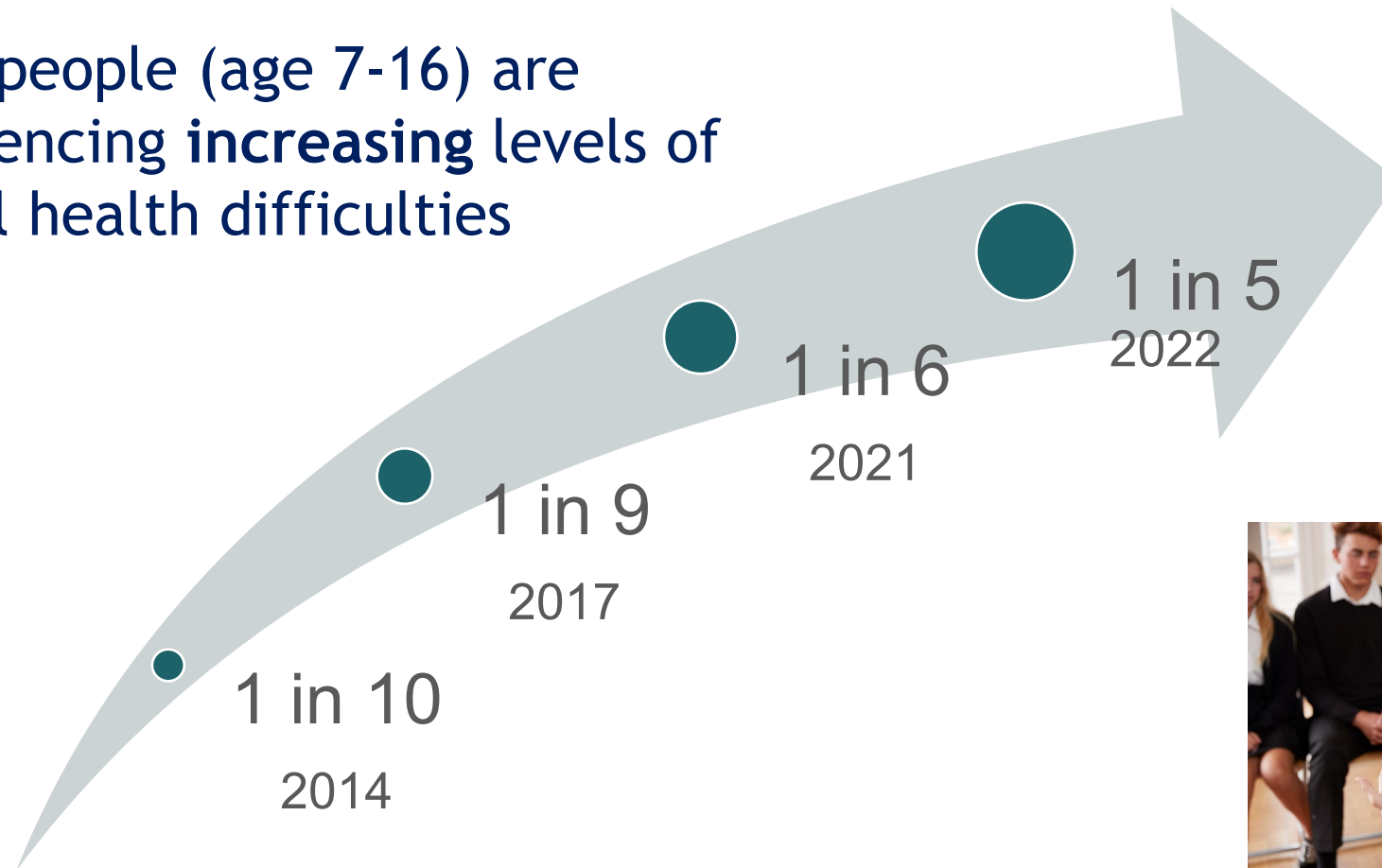
We work to understand and tackle the root causes of mental illness, by designing, testing and expanding new psychological approaches, interventions and models

We're transforming mental health by working with infants, children, young people and their families, their communities and professionals to deliver timely evidence-based support for all.



The current landscape

- Young people (age 7-16) are experiencing **increasing** levels of mental health difficulties



That's 6 children in every classroom





“A state of mental wellbeing that enables people to cope with the stresses of life, to realise their abilities, to learn well and work well, and to contribute to their communities”

“Mental health is an integral component of health and well-being and is more than the absence of mental disorder”

World Health Organisation, 2022

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Continuum of Wellbeing



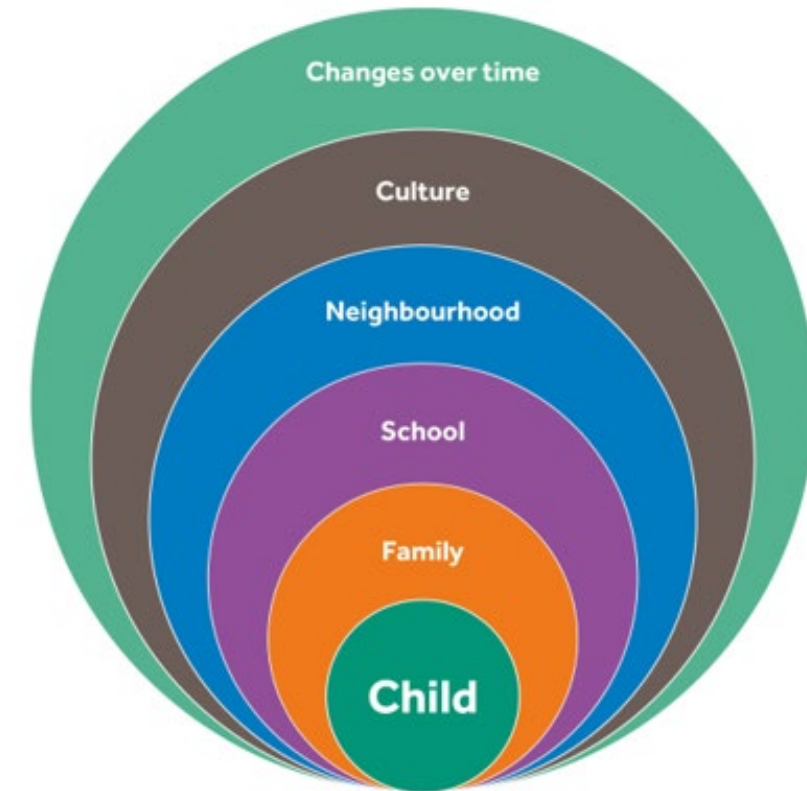
- Emotional wellbeing is not a fixed state
- It is a dynamic, constantly evolving process
- Emotional health can fluctuate throughout a person's life
- It can be influenced by a range of internal and external factors, such as life events, relationships, stressors, and coping strategies

Emotional wellbeing develops through our environment

A child's psychological development occurs through complex systems of **relationships**:

- Factors within the child's immediate environment – like family, school, neighbourhood – and the interactions between them (e.g. parents/teachers),
- These are **most visible** and thought to be **most influential**.
- Wider social factors that are often unseen also have an important part to play
- These reverberate throughout and can have a strong influence on the child but are often unseen – take racism for example.

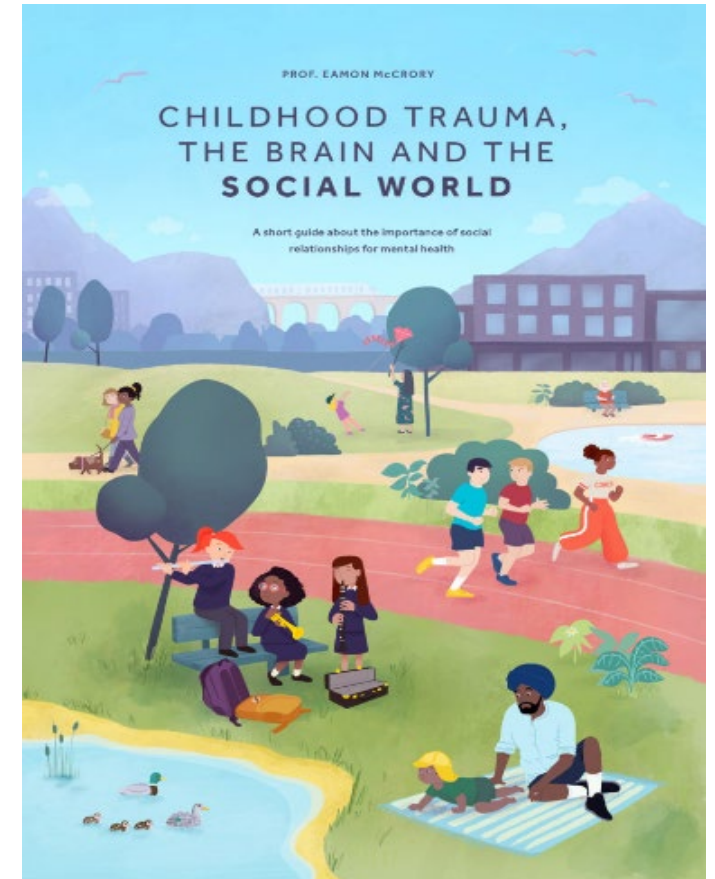
Context of systems around a child



Bronfenbrenner (1979)

Adversity creates social thinning

- Research from our **UK Trauma Council** suggests experiencing early adversity affects the **quality** and **quantity** of relationships
- Young people had fewer social contacts and fewer friends their age
- They report less social support from family and friends
- As adults they are more likely to experience loneliness and social isolation



[ChildhoodTraumathBrainSocialWorldv1.0.pdf](#)
(uktraumacouncil.link)

What we know from our research

HeadStart national evaluation final report

Supporting the mental health and wellbeing of children and young people:
the role of HeadStart

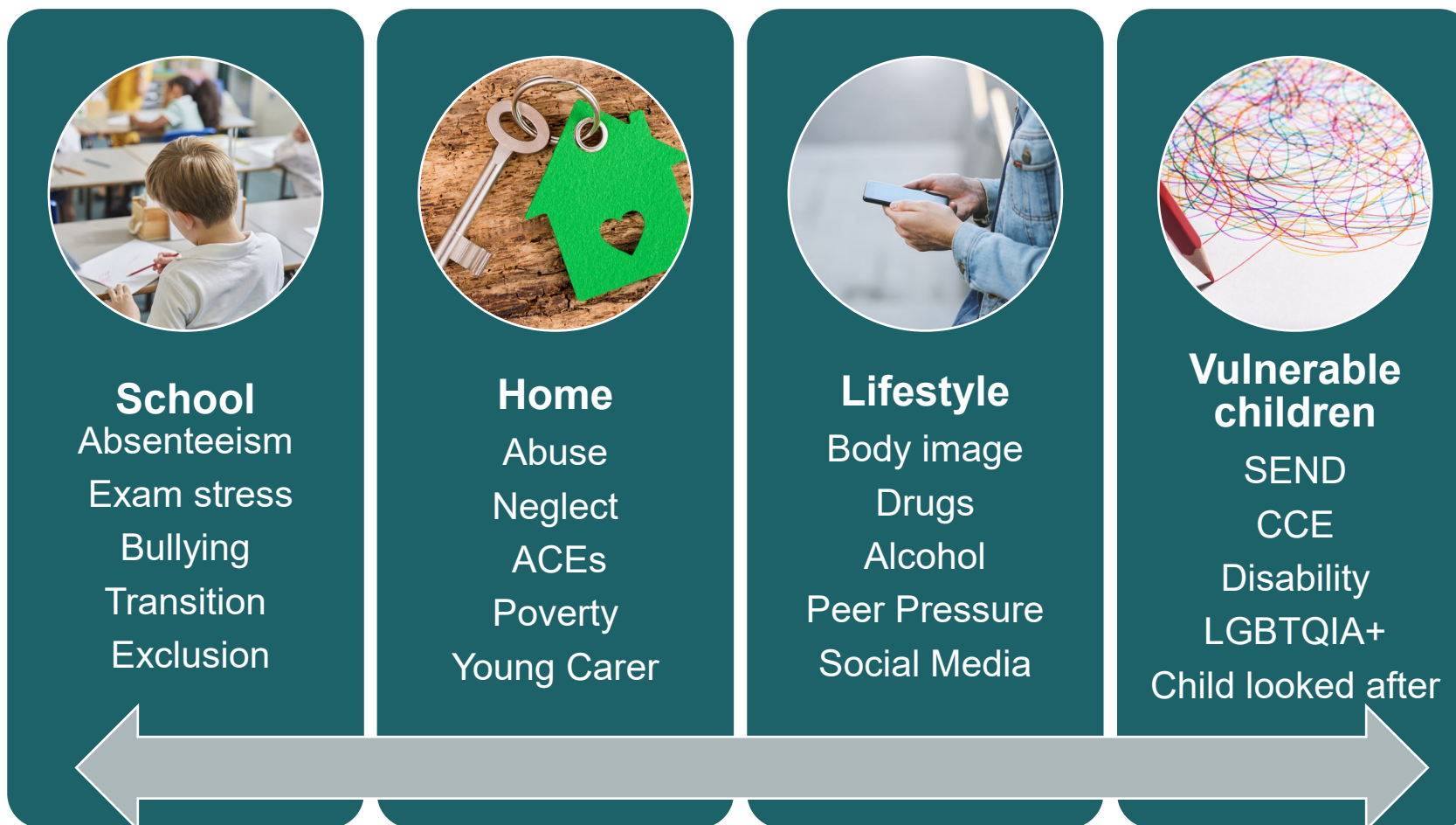
May 2023



- 42.5% of young people experience a mental health difficulty at **any one time**
- Risk factors increase vulnerability



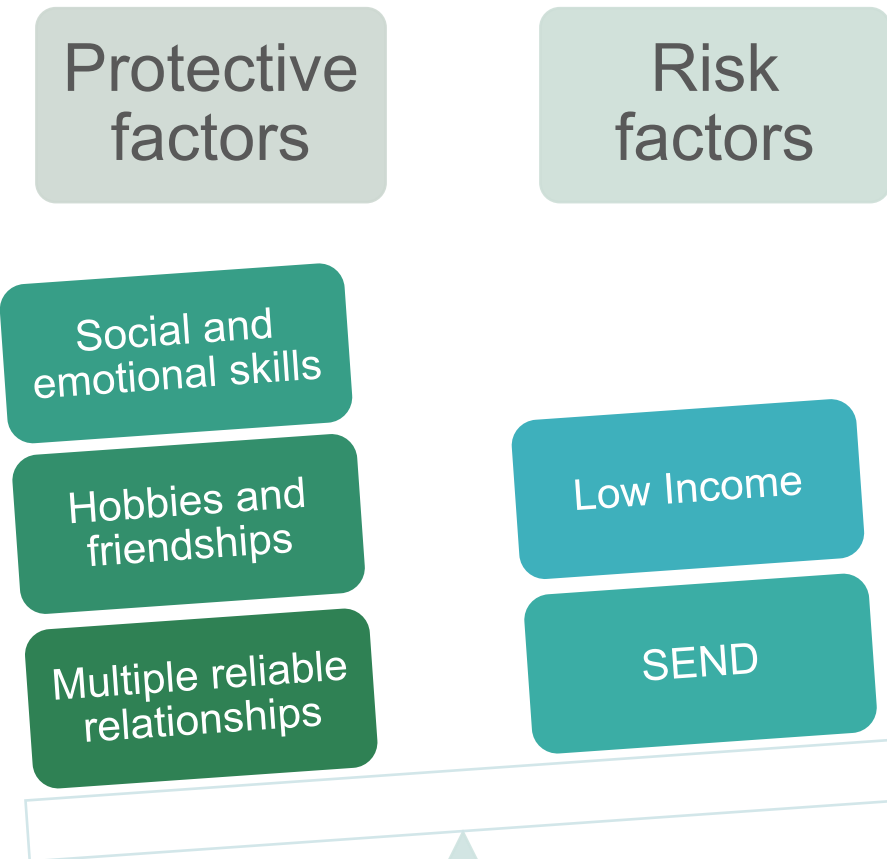
Risk factors increase vulnerability to mental health difficulties



<https://mentallyhealthyschools.org.uk/risks-and-protective-factors/>

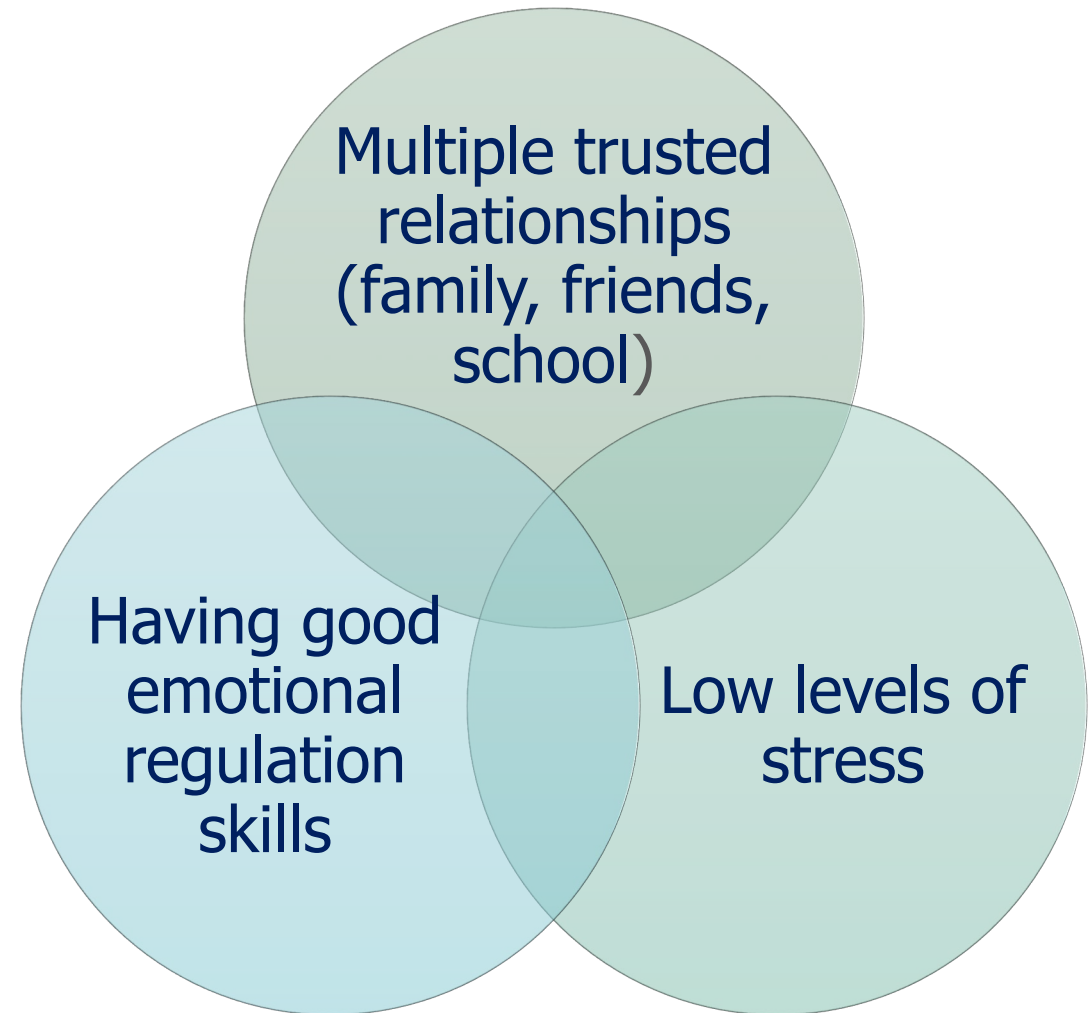
Enhancing wellbeing by increasing protective factors: The balancing act

Research tells us, it's not just the **nature**, but the **number** of **risk factors** that young people experienced that has a significant bearing on their mental health, showing a **cumulative effect** of challenges, circumstances and experiences



What are protective factors?

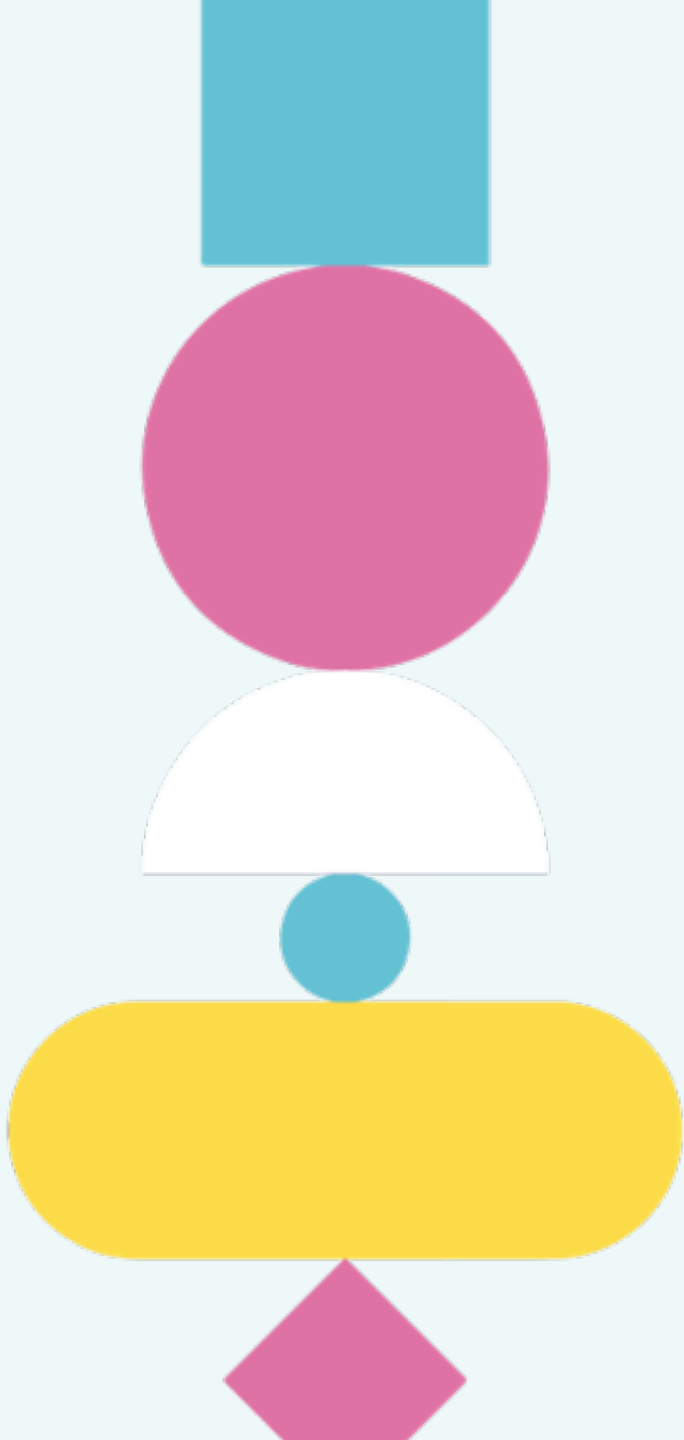
- Protective factors are things that encourage children and young people to **thrive despite adversity**.
- They can provide a buffer – either protecting against a child or young person developing a mental health concern or helping them to cope better.
- By identifying protective factors, we can move away from a “problem-focused” approach to a more balanced or “**solution-focused approach**”.



Connection as the magic ingredient

- Given the amount of time children spend in school, education staff are in prime position to **enact change**.
- It's not about education staff becoming therapists
- It's replicating and modelling secure attachment and attuned caregiving – taking a **relational approach**
 - Effective communication skills
 - Empathy & reflection
 - Genuine positive regard
 - Emotional labelling & attunement
 - Trust & understanding
 - Consistent boundaries





Targeted Assessment



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Whole-school approach



Why measure wellbeing?

“1 in 10 children and young people have a clinically diagnosable mental health problem”

- 1. The big picture:** to better understand their school or college overall, including the breadth and depth of difficulties for pupils.
- 2. Identification and support:** to identify pupils that may need additional support – and to provide it in a timely way.
- 3. Evaluation and improvement:** to track changes in mental wellbeing over time, to evaluate and improve the impact of interventions, school approaches or staff development.



[measuring-wellbeing-in-education.pdf \(corc.uk.net\)](https://www.corc.uk.net/measuring-wellbeing-in-education.pdf)

Free e-learning module

This eLearning aims to increase the awareness, understanding and confidence of school staff who support the wellbeing and mental health of children or young people to access the benefits associated with measuring mental wellbeing. This free interactive short course aims to simplify the whole process of using outcomes and feedback measures to monitor mental wellbeing and is laid out in six easy to follow parts:

1. Understanding mental wellbeing
2. Introduction to outcome measures
3. The benefits of measuring mental wellbeing
4. Selecting and using measures
5. Best practice using measures
6. Using and interpreting data

<https://www.corc.uk.net/media/1577/instructions-for-elearning.pdf>

Using clinical formulation to build a holistic assessment

- A summary of all available **significant** and relevant information
- Helps you to become a **reflective practitioner** – useful for cases where you feel “stuck”
- Builds **multidisciplinary** communication
- Identifies gaps in provision



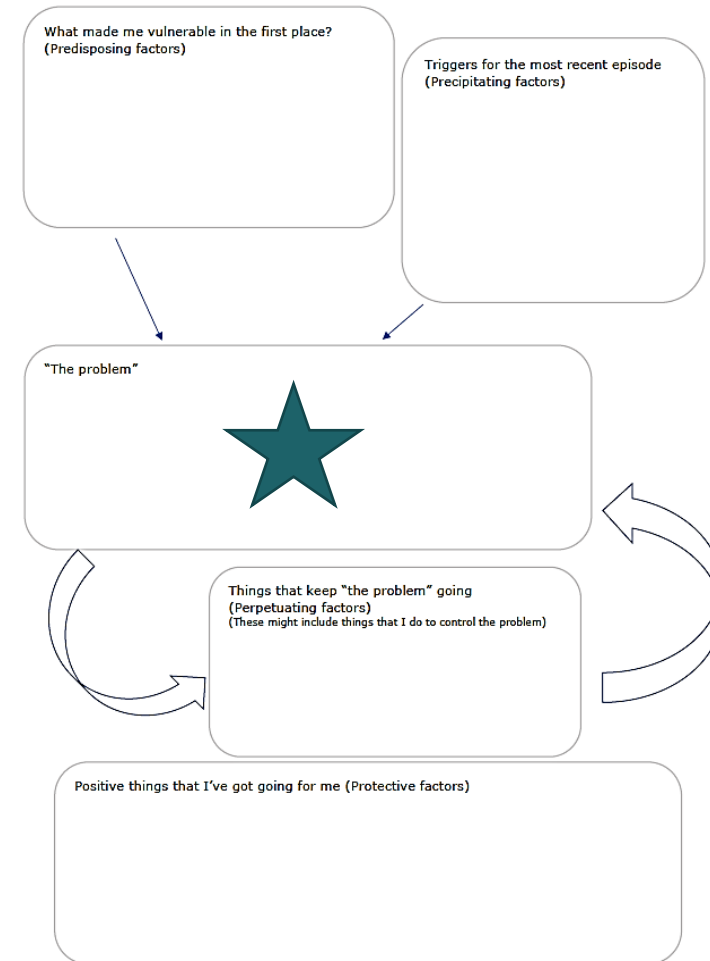
The 5Ps of formulation

1. Presenting 'Problem'
2. Predisposing factors
3. Precipitating factors
4. Perpetuating factors
5. Protective factors



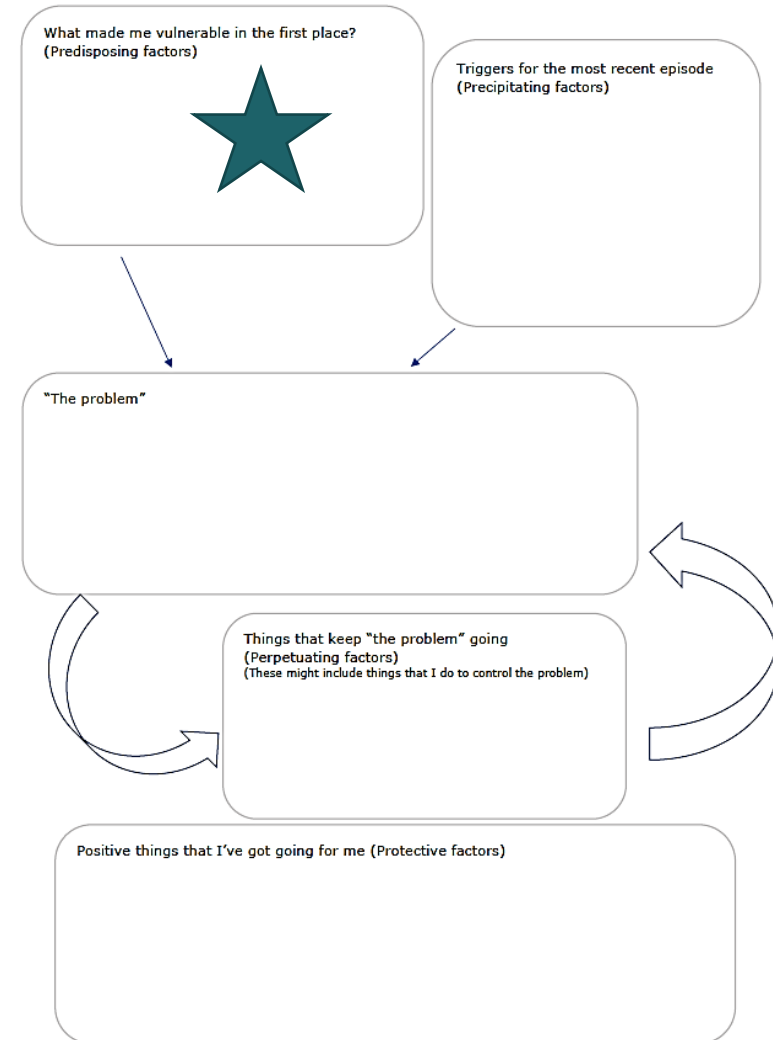
Presenting problem

- Absence or school avoidance
- Behavioural difficulties
- Friendship difficulties
- Anxiety / Low Mood
- Body image concerns: changes in eating or exercise habits
- Socially withdrawn



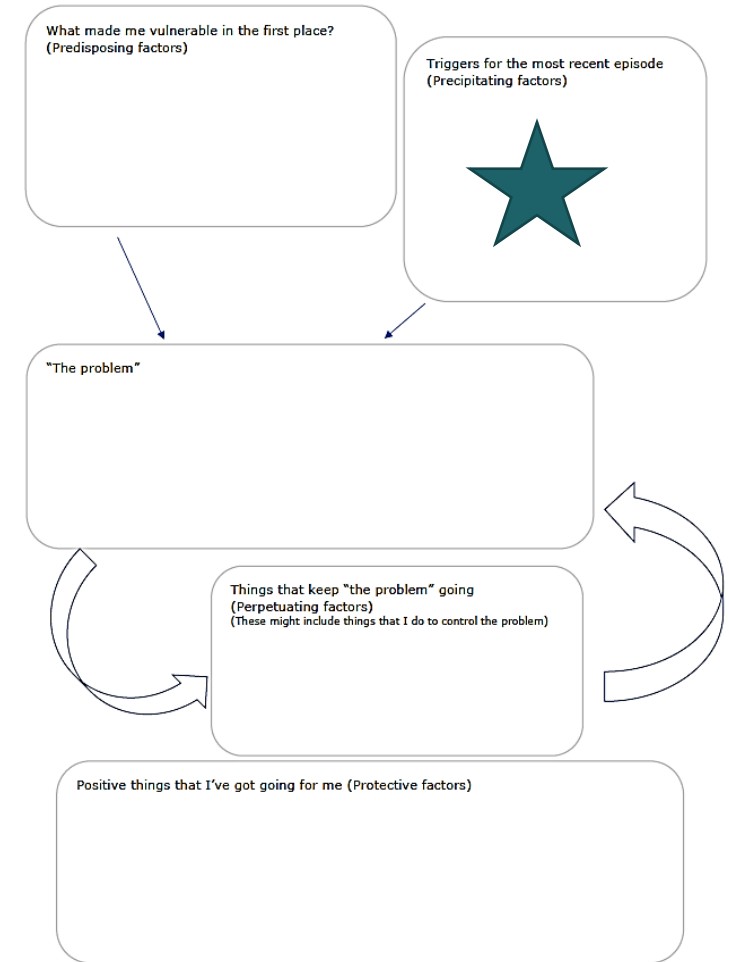
Predisposing factors: What makes someone vulnerable?

- ACEs
- Parental conflict, family breakdown
- Inconsistent parenting
- Hostile or rejecting relationships
- Socio-economic disadvantage
- Physical illness, especially chronic illness
- Discrimination: bullying, racism



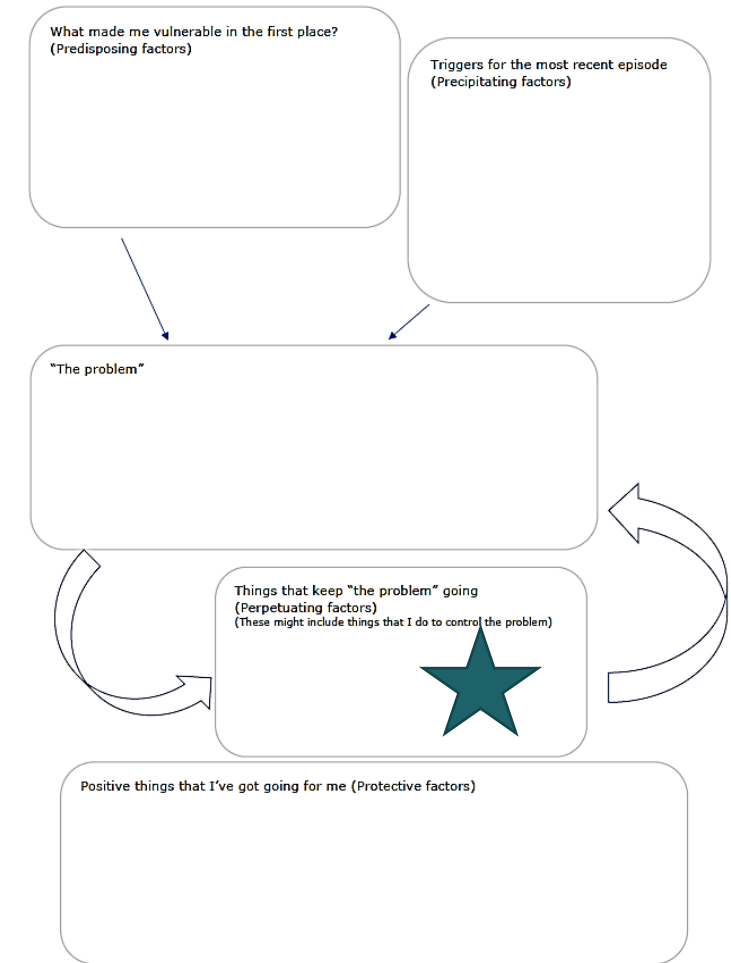
Precipitating factors: What triggered this episode?

- A major change – e.g. a new school, parents’ or carers’ divorce, financial worries
- Relationship difficulties or arguments with loved ones
- Exam or academic pressure
- Bullying, social withdrawal / isolation
- A physical illness
- Grief



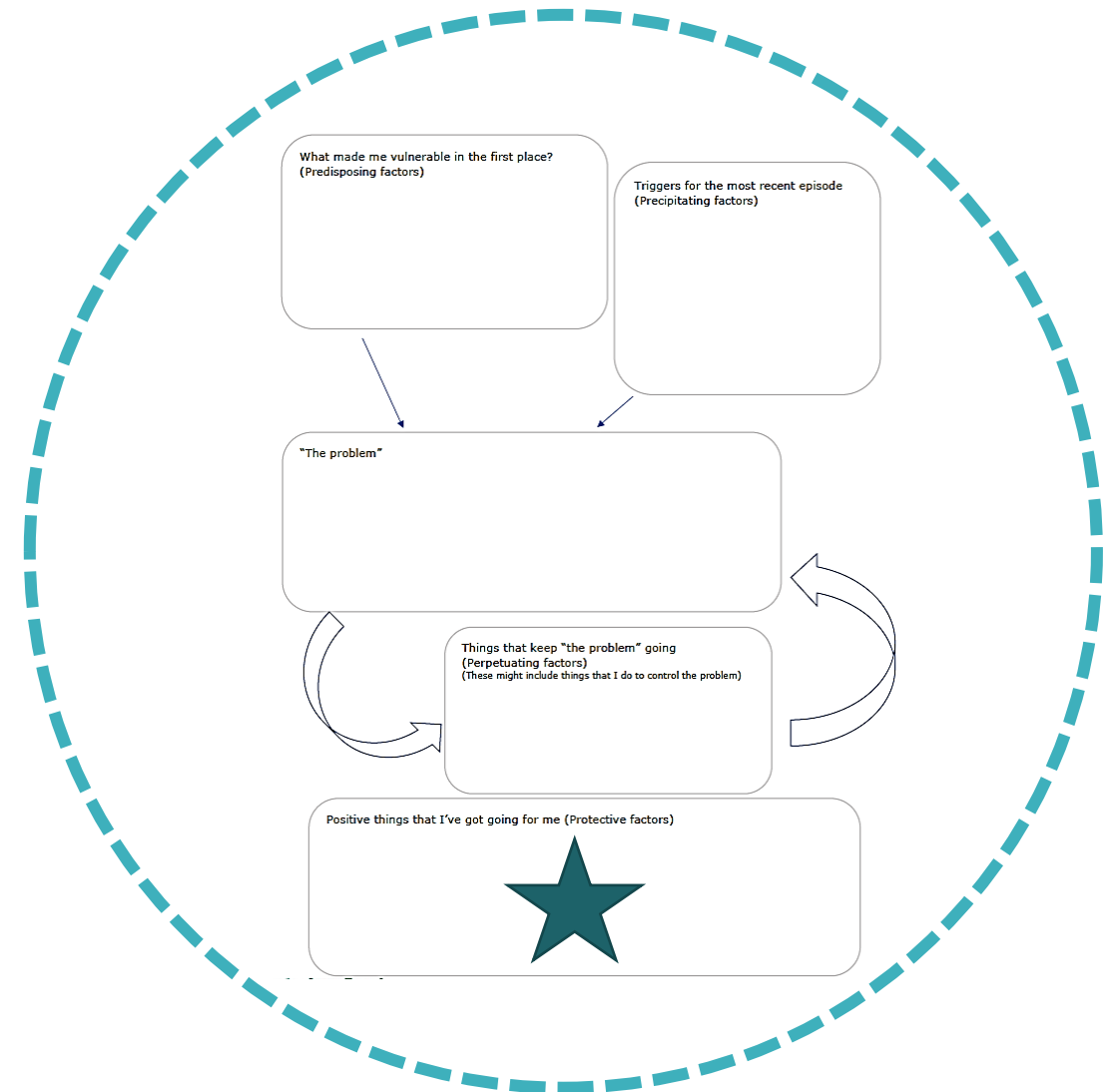
Perpetuating factors: What keeps it going?

- Limited emotional literacy or regulation skills
- Lack of supportive relationships (family, friends or professionals)
- Non engagement, isolation
- No change in family or social situation
- Colluding behaviour
- Fear of change, hopelessness for future



Protective Factors

- Multiple sources of relational support
- Emotional awareness and regulation skills
- Stable home/school environment
- Motivated to change
- Access to resources, transport and groups



Pulling it all together...

It is important to think about interventions that help children and young people:

- Improve their understanding of wellbeing: ***psychoeducation***
- Learn **emotional regulation** skills and coping strategies
- Develop social & relationship skills
- Understand **conflict resolution** and distress tolerance
- Build **resilience**, self esteem and self compassion

Resilience

“Building resilience is not about one source of support or one intervention, it’s about a multi-layered approach. Think about it like building with layers of Swiss cheese. There will be gaps at each layer, and if you’re relying on just one of those layers there’s a greater chance of falling through the gap. But the more layers you build with, the more gaps are closed.

By building these layers of social and structural support on top of fostering the development of young people’s own internal skills and resources, we can help young people get to a point where they feel they have agency, can grow in confidence and ultimately flourish as they move through childhood and adolescence and into adult life.”

Professor Jess Deighton, Director of Applied Research and Evaluation at Anna Freud

Classroom wellbeing toolkit

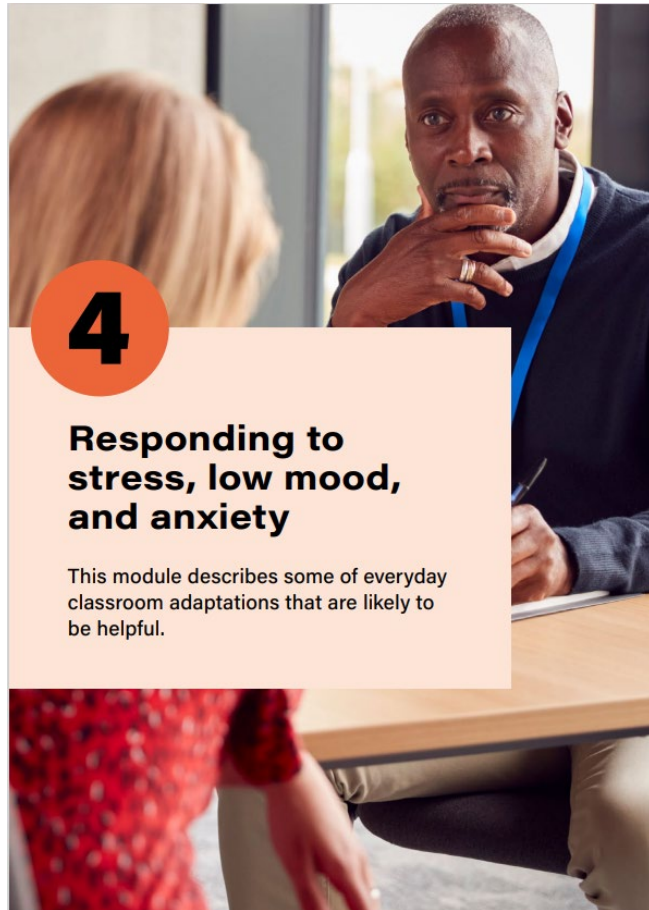


[Access the toolkit here!](#)

1. Building supportive relationships
2. Creating an inclusive classroom
3. Promoting good mental health
4. Responding to stress, anxiety and low mood
5. Tackling bullying, cyberbullying and sexual harassment

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Specific Intervention Resources



4

Responding to stress, low mood, and anxiety

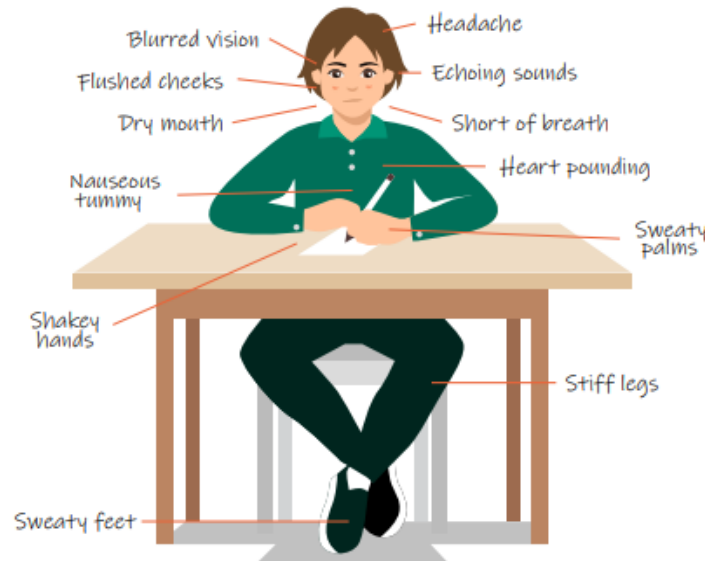
This module describes some of everyday classroom adaptations that are likely to be helpful.



"We've now got children who self-label, because they don't fully understand what they're feeling. They use words sometimes that are too strong. They kind of mislabel themselves and say 'I suffer from anxieties'. Do you? Or are you just a little bit stressed today?"

Teacher

HELP YOUR STUDENTS TO SPOT THE SYMPTOMS OF ANXIETY



Give them tools and strategies to be able to manage difficult emotions

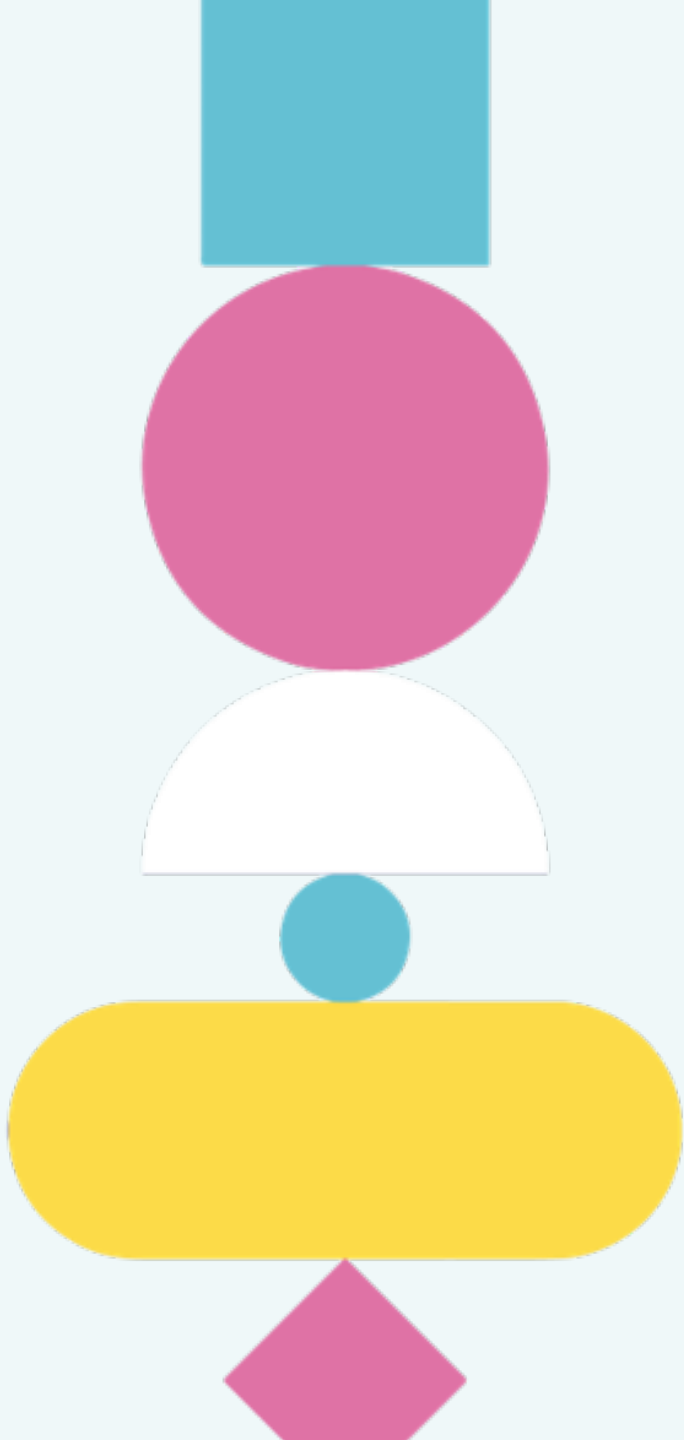
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Making a NICER referral

- **Need**
- **Impact**
- **Context**
- **Existing (or past) help**
- **Risk**

N	I	C	E	R
need	<ul style="list-style-type: none">• Start your referral with what the concern is and what might be helpful: What's the need? What does the CYP/family want?• Duration and frequency: How long has this been going on? How often are behaviours/issues (e.g. self-harm or panic attacks) occurring?			
impact	<ul style="list-style-type: none">• What impact are the issues having on functioning? Think about school/work, relationships, activities, physical health (including sleep and eating), and self-care.			
context	<ul style="list-style-type: none">• What would it be helpful for the service to know? Think about:<ul style="list-style-type: none">○ Relationships○ Events, circumstances, changes○ Family history○ Other needs• Where are the needs arising? Across all or specific contexts (e.g. home or school)?			
existing or past help	<ul style="list-style-type: none">• To avoid your referral being bounced back either asking for info on previous support or recommending something that's already been tried, it's vital that you describe:<ul style="list-style-type: none">○ What support is currently in place○ What support has previously been tried (and the outcome)○ What has been helpful in the past?○ If a CP, CIN, LAC, or EHCP plan is in place• Some specialist services exist for cases where standard help hasn't worked. However, if needs can be met by universal services, this is often better.			
risk	<ul style="list-style-type: none">• Be very clear about any risks and vulnerabilities, and how risks are currently being managed. What's being done?			



Additional resources and training



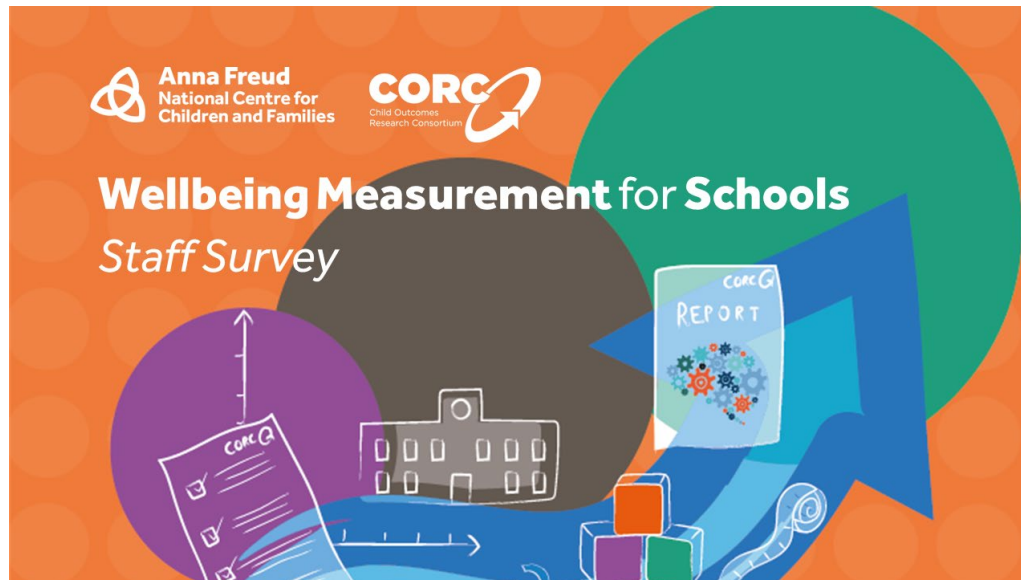
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Whole school approach – 5 steps to wellbeing framework



Staff wellbeing resources

Staff wellbeing is integral to promoting a whole-school or FE college approach to mental health and wellbeing.



CPD for Professionals and School Staff



Traumatic bereavement: supporting children and young people at school or college (offered by the UK Trauma Council)

A course exploring practical approaches to support children and young people in education settings who may have experienced a traumatic bereavement.



Multi-family groups in schools e-learning

An online training programme giving staff the skills and knowledge needed to set up and run their own multi-family group in their school.



Relational approaches for supporting children and young people

Learn more about relational approaches and the impact of adopting a relational approach on pupils and the wider school community.



Managing anxiety in the classroom

Learn more about the impact of anxiety on children and young people, and how to support pupils with anxiety.



Measuring the impact of mental health and wellbeing interventions

The course focuses on monitoring the impact of mental health and wellbeing interventions and support in schools and colleges.

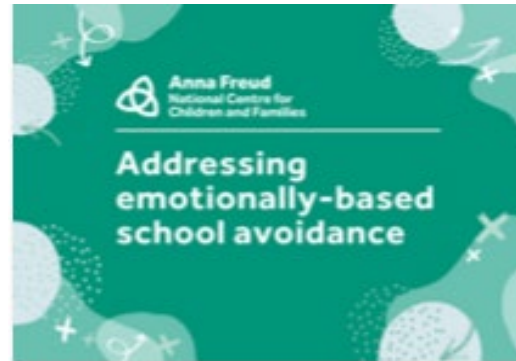
[Mental health training for school and college staff \(annafreud.org\)](https://annafreud.org)

CPD for Professionals and School Staff



Anti-racism and mental health in schools e-learning

A free online training course designed to improve education staff's understanding of the impact of racism on mental health.



Mental health and school attendance

Learn more about emotionally based school avoidance (EBSA), and how to support students experiencing it.



Schools in Mind seminars

A series of free seminars for education staff, focusing on a broad range of topics relating to mental health and wellbeing.

[Mental health training for school and college staff \(annafreud.org\)](http://annafreud.org)

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Yorkshire & the Humber Whole School Celebration and Shared Learning Event



Whole School
SEND
Learning Event



Autism
Education
Trust



Free Peer Support Toolkit & Manual



Step-by-step guide that considers 5 Core Principles of Peer Support

The toolkit looks at:

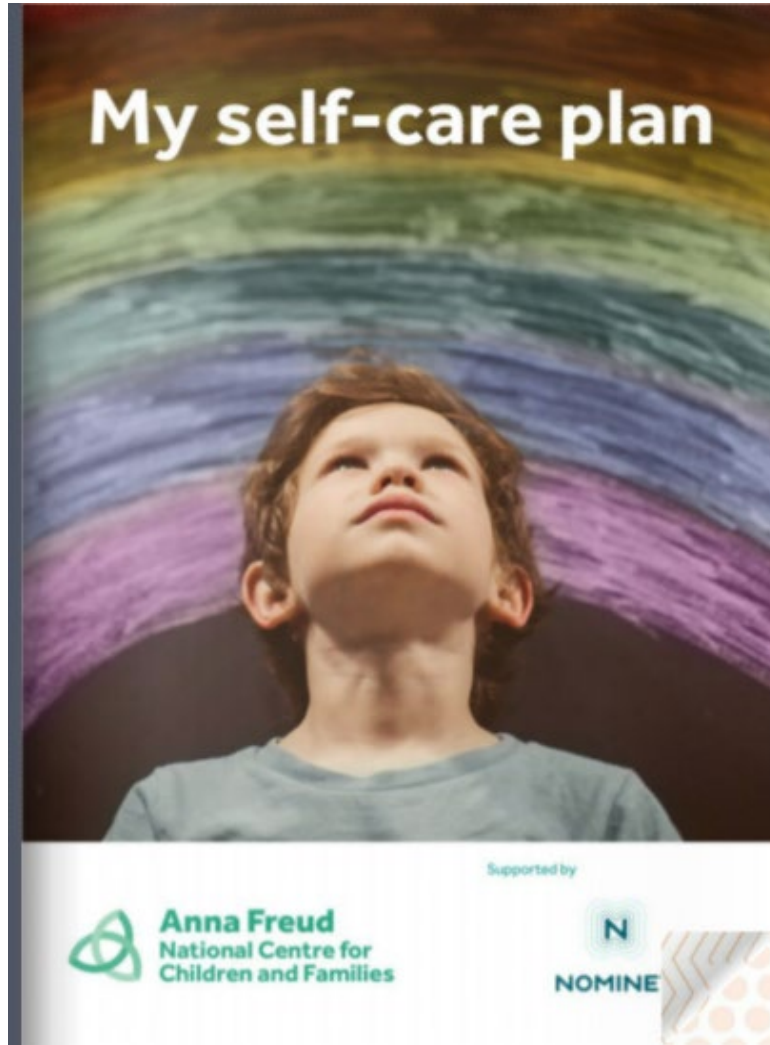
- Models of peer support and how they might work
- Identifying and recruiting CYP to be mentored
- Supervision
- Boundaries, confidentiality and safeguarding
- Sustainability and embedding best practice

https://www.annafreud.org/media/10015/new-toolkit_afc-3-003.pdf

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Anna Freud Self Care Plan Templates



Pupil personal profile

Fill in the boxes below to complete your personal profile.

What do you want your teachers to know about you, that can help them support you?

<p>This is me:</p> <div data-bbox="1666 422 1844 582" style="text-align: center;"> </div>	<p>What I'm interested in:</p>
<p>What I'm good at:</p>	<p>What I find hard:</p>
<p>What I like about ... subject (e.g. maths, history):</p> <p>What I don't like or am worried about in subject (e.g. maths, history):</p>	<p>What teachers need to know so they can help me learn:</p>



www.annafreud.org • www.eif.org.uk



Supporting YP with Referrals to External Services



- This pack was designed to help young people understand how the referral process works and answer common questions about accessing mental health services.
- It was co-produced with children and young people including the Centre's Young Champions and clinical staff from across the Centre.

[On My Mind: Understanding Referrals and the referral process for child mental health services \(annafreud.org\)](https://annafreud.org)

On my mind: Support for young people




On My Mind is a free website hosted by the Anna Freud Centre which aims to empower young people to make informed decisions about the mental health support they want, the treatments they receive and the outcomes they desire.

Co-produced with young people, On My Mind currently consists of nine sections to help young people locate free local support, to understand what to expect when working with a service and guidance on how to manage their own wellbeing if they are waiting to receive support or would prefer not to receive support.

Mentally Healthy Schools Resource Hub

- Free, high-quality information and resources hub to help you support students' mental health and wellbeing.
- Over 400 practical resources, covering 47 topics, quality assured by experts in the field. 1.7million downloads in 2022!



MENTALLY HEALTHY SCHOOLS
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Search resources...

Filter RESET FILTER

Neuroscience and brain

Audience

Staff

Age

Resource type

Location

Education phase

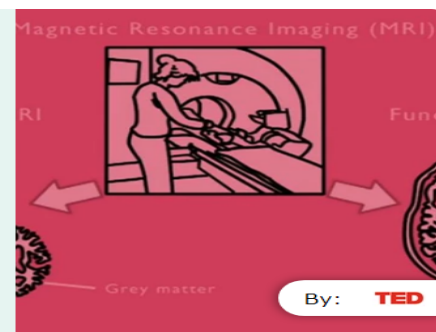
RESET FILTER Apply

SECONDARY

'The mysterious workings of the adolescent brain' TED talk

Cognitive neuroscientist Sarah-Jayne Blakemore discusses how typically "teenage" behavior is caused by the growing and developing brain.

[View resource](#) [Save resource page](#) ☆



SECONDARY

The adolescent brain video

Birkbeck researchers Dr Georgina Donati and Dr Annie Brookman-Byrne share the latest science of the teenage brain with teachers.

[View resource](#) [Save resource page](#) ☆

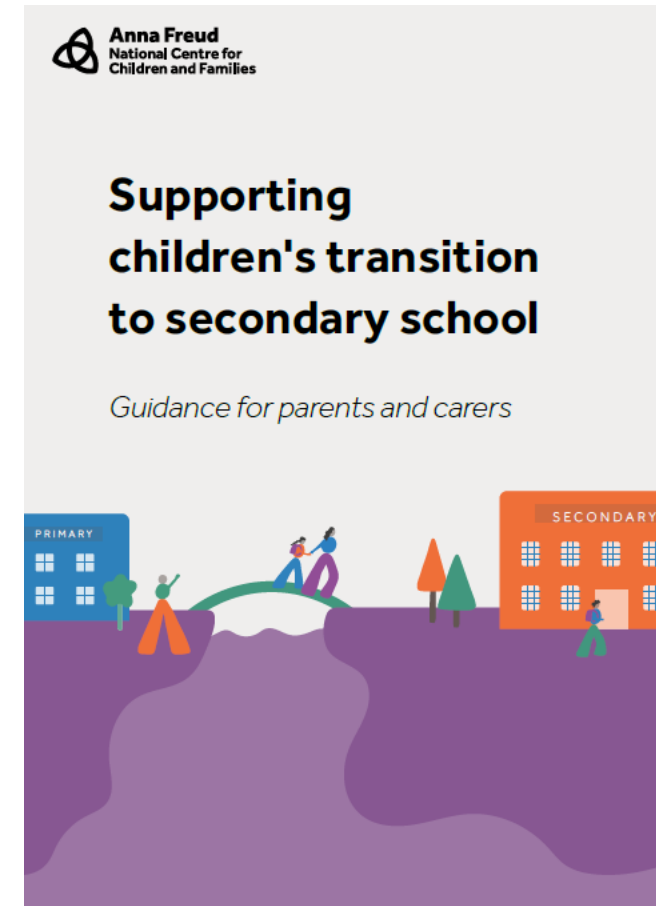


[Resource library : Mentally Healthy Schools](#)

Supporting transitions

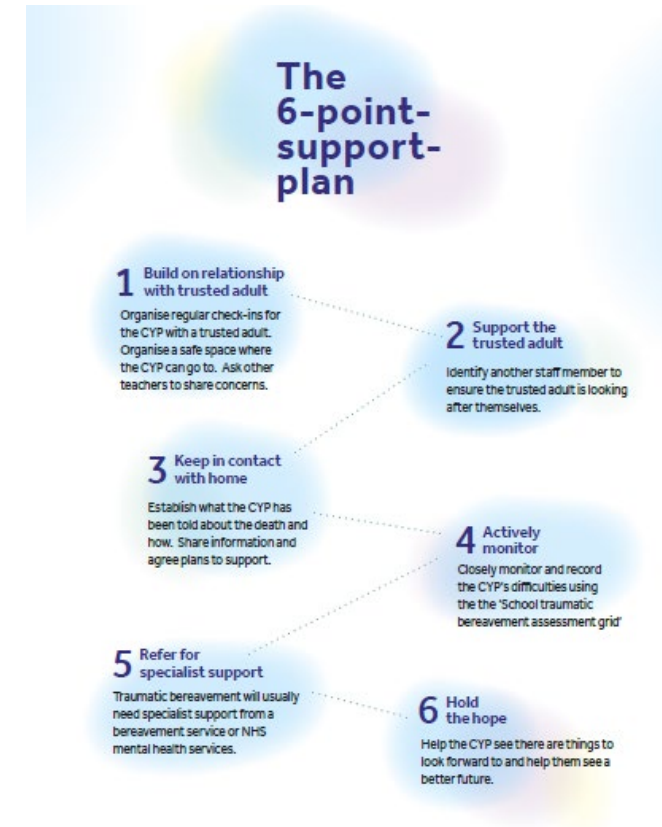
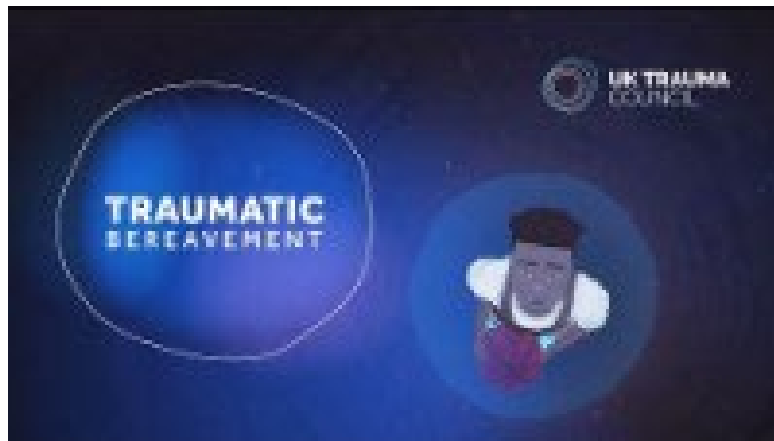
Our Moving Up! The transition to secondary school animation and accompanying teacher toolkit is aimed at supporting pupils who have recently started Year 7, or are preparing to transition to secondary school.

Supporting children's transition to secondary school is an evidence-based guidance for parents and carers, written with input from clinicians at the Centre and teachers.



Traumatic Bereavement resources

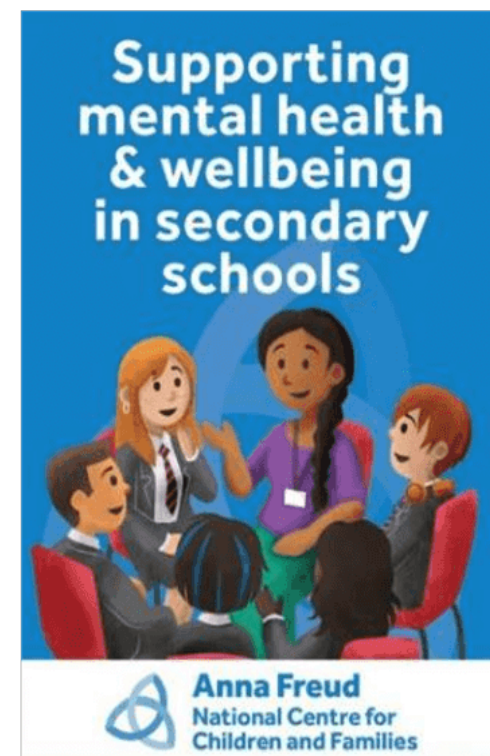
- Animation
- 6 point support plan
- Scripts and templates
- Supporting videos
- Parent & young person handouts



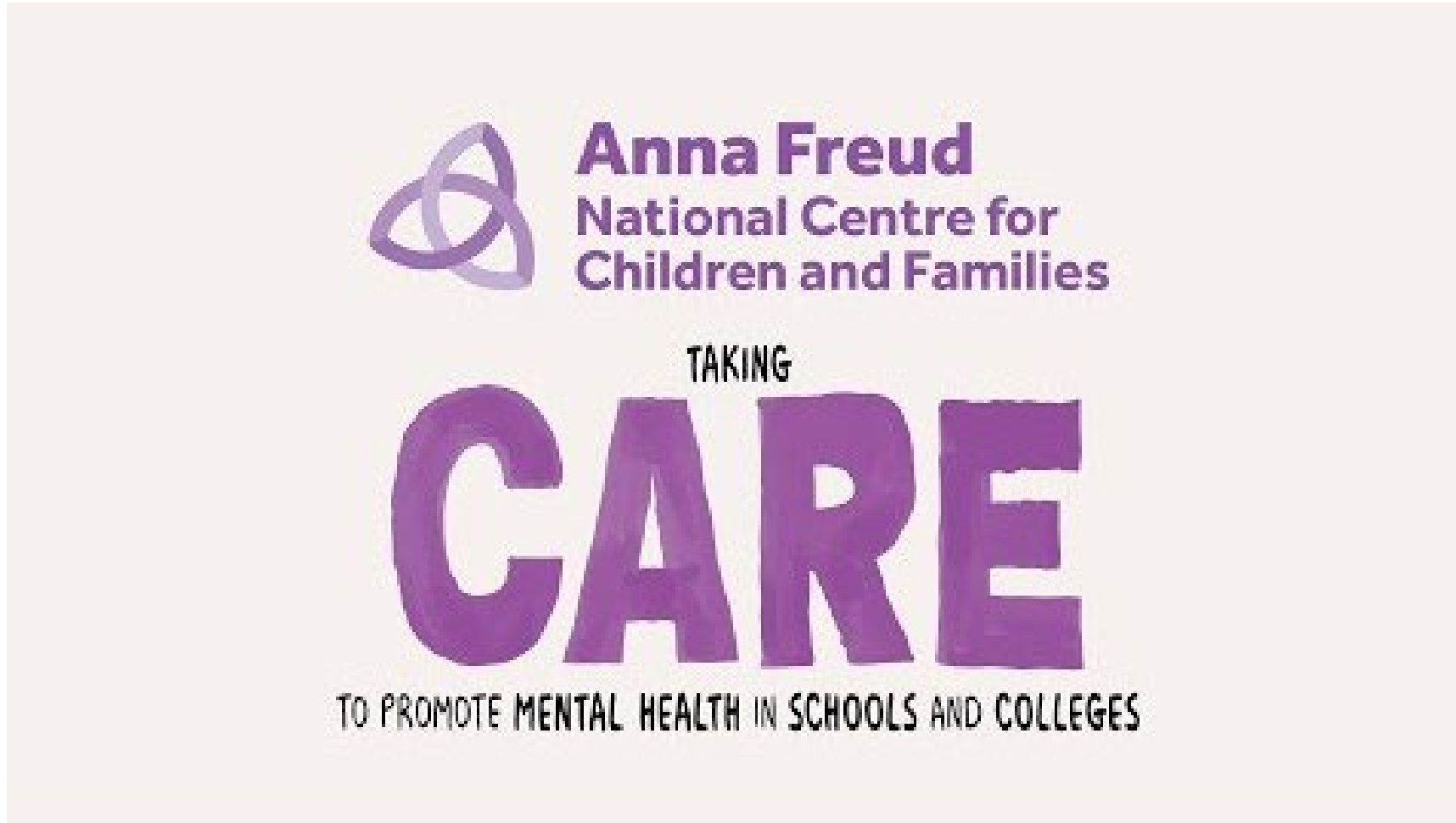
Training available for school staff and mental health practitioners:

<https://uktraumacouncil.org/training>

Supporting mental health and wellbeing booklets



CARE Animation & teacher toolkit



More ways to stay up to date with our work



Sign up for monthly newsletter updates about our resources, training, research and more.

annafreud.org/schoolsinmind

**MENTALLY
HEALTHY
SCHOOLS**



Anna Freud
National Centre for
Children and Families

Access hundreds of free, clinically assured mental health resources and information for schools and colleges.

mentallyhealthyschools.org.uk



A podcast, 10 practical resources and an e-learning course on anti-racism and mental health in schools.

annafreud.org/antiracisminschools

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