



Resilience interventions in schools & drivers of wellbeing for young people

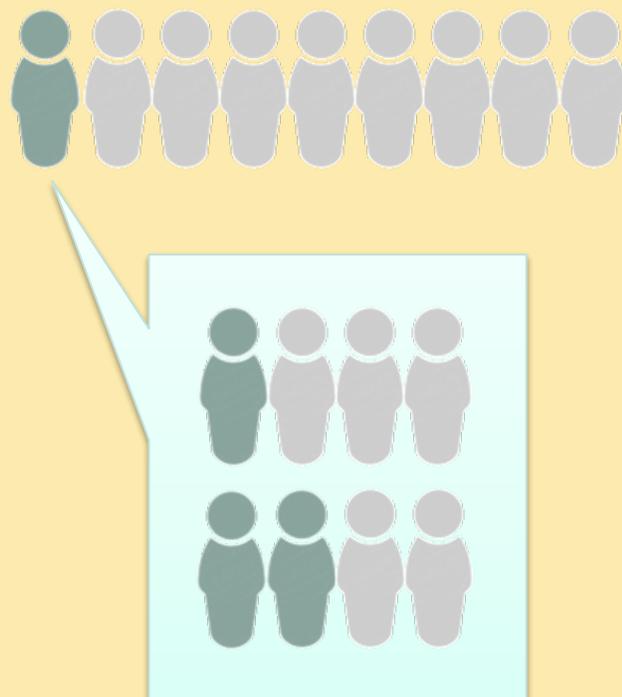
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What do we know about mental health of school-aged children?

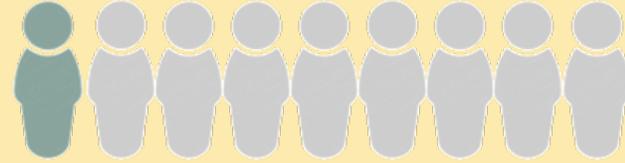


2017

- In the UK around 1 in 9 children and young people experience mental health problems
- Increased from 1 in 10 in 2012
- Of those experiencing problems: 1 in 4 will have contact with a mental health specialist
- Just under half will seek support from teachers
- Corresponding downward trend in wellbeing

UK children's **happiness declines** over a decade





Common drivers

Increased odds of experiencing mental health problems	Reduced odds of experiencing mental health problems
<p>Economic pressures Family conflict Parental mental ill health Living in an unsafe neighborhood Having special educational needs Experience of abuse or domestic violence Loneliness and isolation Academic pressures</p>	<p>Consistently supportive relationships</p> <ul style="list-style-type: none">- At home- With peers- In school <p>Good emotion regulation School engagement and positive perceptions of school Strong sense of identity ...</p>

What do we know about mental health of school-aged children?



What do we know about mental health of school-aged children?




Government Response to the Consultation on Transforming Children and Young People's Mental Health Provision: a Green Paper and Next Steps

Presented to Parliament by the Secretary of State for Health and Social Care and Secretary of State for Education by Command of Her Majesty

July 2018
Cm 9626

British girls have finally made the global top table ... for fear of failure. How terrifying

Laura McInerney



The UK's standout statistic in the Pisa world education rankings is not for smartness - but for children's stress levels



Shorter breaktimes may be harming pupil wellbeing

DfE tells heads to ensure pupils get 'appropriate' breaktimes as researchers say shortening them limits chance to exercise, socialise and eat lunch

Tes Reporter
10th May 2019 at 12:03am

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Increased odds of experiencing mental health problems

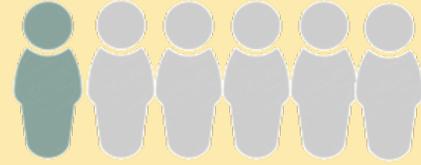
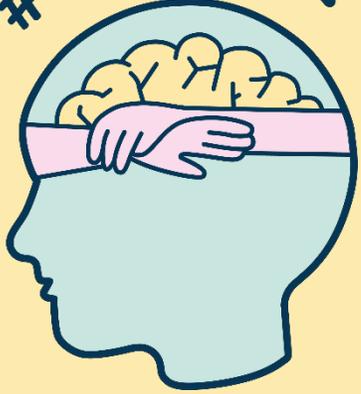
- Economic pressures
- Family conflict
- Parental mental ill health
- Living in an unsafe neighborhood
- Having special educational needs
- Experience of abuse or domestic violence
- Loneliness and isolation
- Academic pressures

Reduced odds of experiencing mental health problems

- Consistently supportive relationships
 - At home
 - With peers
 - In school
- Good emotion regulation
- School engagement and positive perceptions of school
- Strong sense of identity
- ...

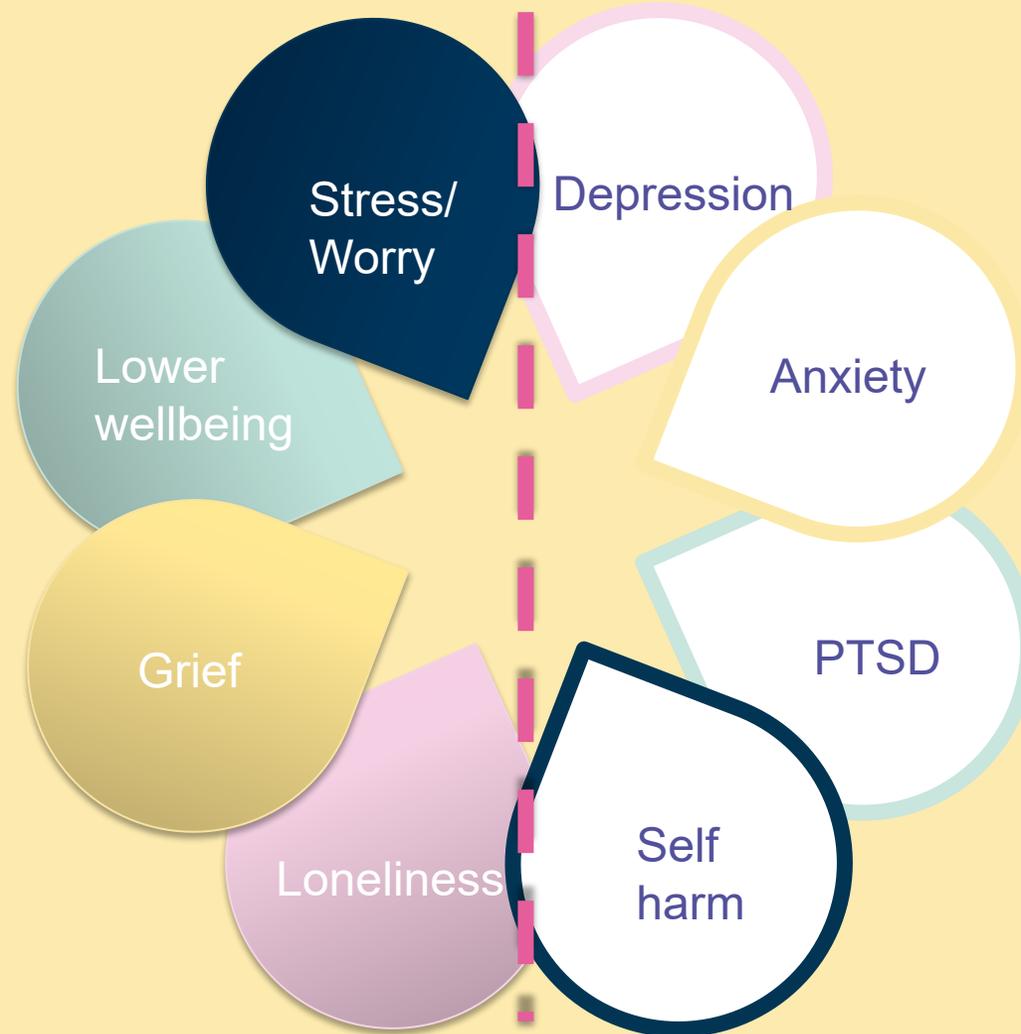
Covid.....

#BEE WELL

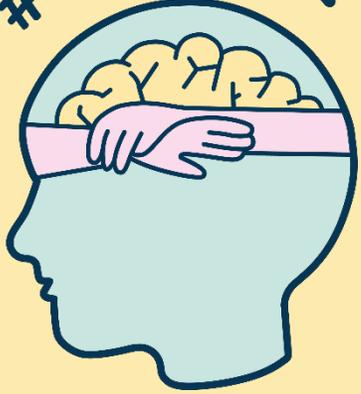


2020 and 2021: Figures have jumped to 1 in 6 children and young people experiencing mental health problems

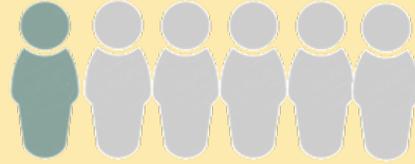
What do we know about mental health of school-aged children during the pandemic?



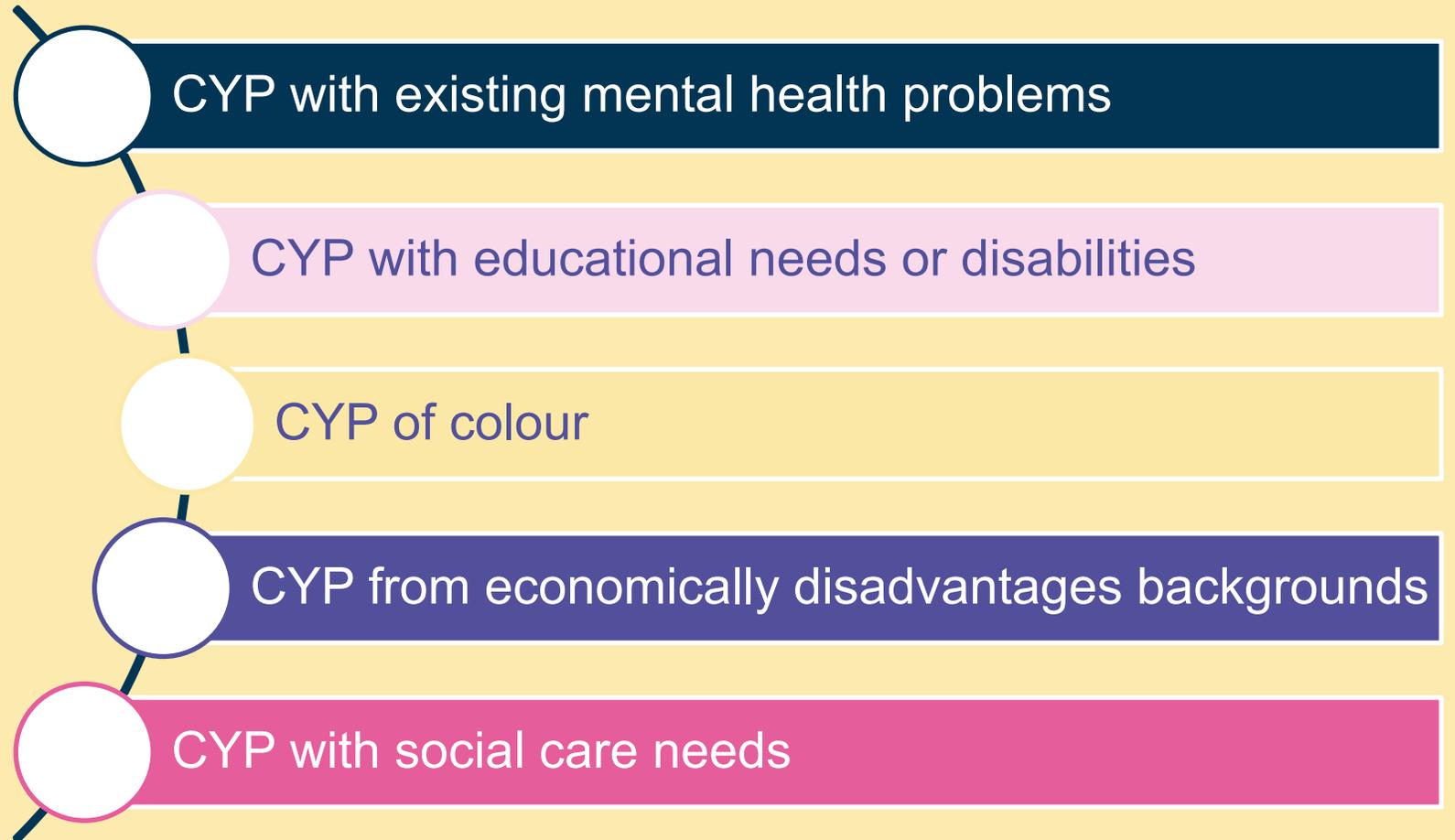
#BEE WELL



What do we know about mental health of school-aged children during the pandemic?



While 1 in 6 is the average prevalence, there have been some disproportionately affected groups



#BEE WELL



Adaptation and mobilisation of support

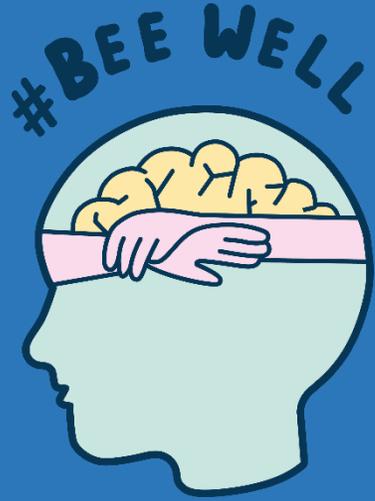


#BEE WELL



**Where does
this lead us?**





#BeeWell

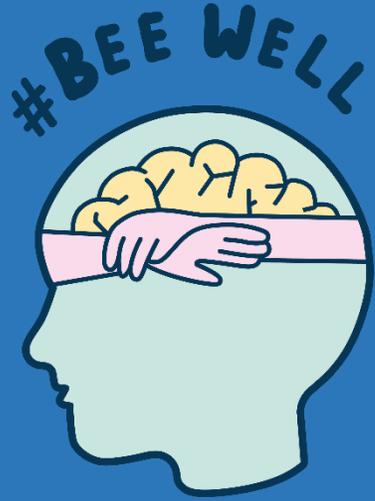
#BeeWell is a fully-funded collaboration between The University of Manchester, the Anna Freud Centre and the GMCA to produce a survey that measures the wellbeing of young people in Years 8 to 10 across all secondary schools in Greater Manchester – mainstream, independent, special schools and PRUs

Developed with young people: to make sure the survey is relevant and accessible to young people

Schools receive confidential data reports along with support and advice about how to best support their pupils

A coalition of organisations (arts/sports/voluntary sector) will use the data to better support the young people they work with in local communities

With £1.8 million raised so far, it will be repeated annually for at least the next three years



#BeeWell Framework

Designed by 150 young people and 15 pathfinder schools across Greater Manchester, including:

- 10 mainstream schools across 10 localities
- 2 Pupil Referral Units
- 1 Independent school
- 1 Alternative Provision

Quality assured by academics, health professionals, policymakers and young people.

Peer reviewed by young people from youth organisations across Greater Manchester.

Young people's framework for wellbeing split into two categories: Domains and Drivers.

The #BeeWell Domains

Meaning, purpose and control

Autonomy, agency, life satisfaction, optimism.

Understanding Yourself

Self-esteem, coping, emotional regulation, stress.

Emotions

Positive and negative affect (happy, excited, sad, anxious etc.).

The #BeeWell Drivers

Health and routines

Physical health, sleep, nutrition, physical activity.

School

Belonging, staff, attainment.

Hobbies and entertainment

Free time, social media, arts/culture/sport.

Environment and society

Local environment, home environment, material deprivation.

Relationships

Home, friends, social support, bullying, discrimination, loneliness.

The Future

Work, skills, life chances.



School Engagement

- **Sign up window closed on September 17th.**
- **93% of mainstream secondary schools signed up**
- **At least 75% of mainstream schools in every locality**
- **72% of Pupil Referral Units, 56% of maintained special schools,**
- **Set to be the biggest survey of its kind in the country – 20,000 responses at the time of writing**
- **Questions from #BeeWell survey are a candidate measure for the Greater Manchester Strategy; language will inform new Children and Young People Plan.**

#BeeWell Day



- A St. Damian's RC
- B The Pendlebury Centre
- C Altrincham Grammar School for Girls
- D Falinge Park High School
- E The Radclyffe School
- F Mayfield Depot

The #BeeWell Bus Journey



- **BeeWell Day: 200 young people from 14 schools and 10 youth organisations attended in-person event celebrating wellbeing**
- **5 creative commissions from creative organisations across GM**
- **#BeeWell Bus toured 5 schools and painted by 250 young people**

Upcoming Milestones

- Survey window opened October 4th & closes December 3rd
- Confidential data reports back to schools end of January 2022
- Full neighbourhood data published March 2022
- Thematic and inequalities reports published rest of 2022

For discussion

The neighbourhood level response to the data will be key in ensuring young people get the right support based on what they tell us

- . What could this look like in your local area?
- . How would you like to be involved in the work going forwards?
- . How can we ensure the response to the data is youth-led and community-led?