

Free Training and Development offer for secondary school staff across Feltham

The Feltham Convening Partnership is offering free training and development opportunities to all school staff across secondary schools in Feltham via a Mental Health & Wellbeing Network. This offer is fully funded by the Feltham Convening Partnership. Recent research by Mind suggests that five pupils in each secondary classroom have a mental health need.

Therefore, **the purpose of this offer** is to strengthen school staff's capacity to support the increasing mental health & wellbeing needs of their pupils by:

- Providing space for school staff to build relationships with each other from different secondary schools in Feltham.
- Providing space for schools staff to share challenges and best practice with schools who are embedded within the same context.
- Building school staff's knowledge and awareness around different mental health topics specifically tailored to the needs of Feltham students.
- Providing school staff with easy to embed strategies to support their practice in the classroom.
- Building school staff's confidence in supporting the mental health & wellbeing of their pupils.

The **long-term aim** of this training is to change behaviours, policies and ways of working in local secondary schools in Feltham and support schools to adopt a whole schools approach to mental health & wellbeing.

This locally informed offer has been developed by the Mental Health & Wellbeing Working Group which is made up of professionals in the health, education and voluntary sector. This offer is free and in addition to the statutory offer given to schools.

	Date	Time	Description of the session
Session 1	3rd May	16:30 -18:30	The Anna Freud Centre (online) <i>What is anxiety, what does it look like in the classroom?</i>
Session 2	24th May	16:30 - 18:00	South Central Teaching School Hub (online) <i>An introduction to trauma informed practice in the classroom for secondary schools</i>
Session 3	14th June	16:30 - 17:30	Kooth (online) <i>How to manage being the first point of contact for pupils with mental health needs.</i>

Evaluation of the network:

Engagement and Retention:

Session 1: 29 participants: *Springwest Academy (8), Reach Academy (1), Space Studio West London (1), Rivers Academy (7), Logic Studio School (4), Crane Park Primary School (1), CAMHS Specialist Teacher (1), Social Prescriber (1), Gumley House (3), Isleworth & Syon (2)*

Marjory Kinnon School (0), Woodbridge Park (0)

Session 2: 27 participants: *Springwest Academy (7), Space Studio West London (1), Rivers Academy (6), Logic Studio School (4), Crane Park Primary School (1), CAMHS Specialist Teacher (1), Social Prescriber (1), Gumley House (3), Marjory Kinnon School (1), Isleworth & Syon (2)*

Woodbridge Park (0), Reach Academy (0)

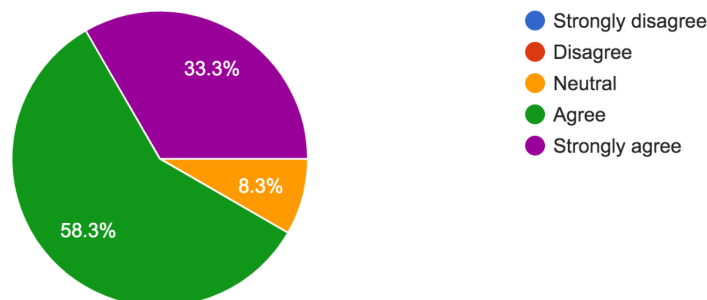
Session 3: 17 participants: *Springwest Academy (7), Space Studio West London (1), Rivers Academy (4), Crane Park Primary School (1), CAMHS Specialist Teacher (1), Marjory Kinnon School (1), Isleworth & Syon (2)*

Woodbridge Park (0), Reach Academy (0), Logic Studio School (0)

Note: Many people who did not attend the third session stated that it was due to a prior engagement.

Key findings:

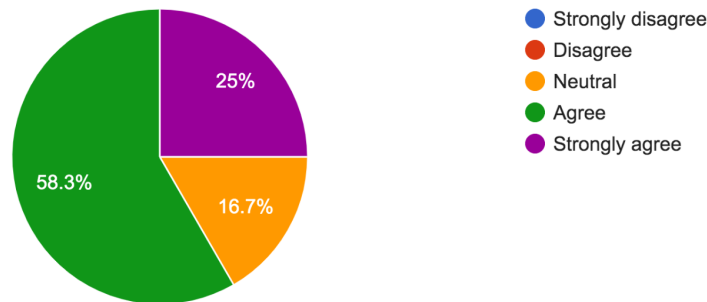
91.7% of people who attended the network reported that the session content was useful for their practice



Likewise, most of the people that attended the network said that their knowledge of the different topics has improved since attending the network. Many of them also stated that having time to discuss the content in break out sessions was useful.

“It was useful to break off and discuss how we support anxiety and trauma in school, and also learn different strategies to help young people who suffer with mental health problems.”

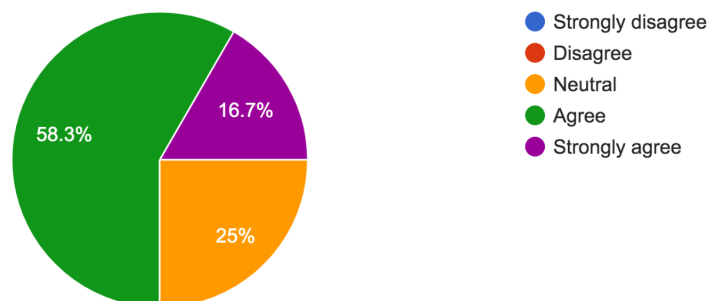
83.3% of people that attended the network said that they left the sessions with clear strategies to implement into their practice.



Some of the people that attended the workshop made particular reference to how the sessions have built their confidence to implement different strategies in their school.

"I feel like I've been given more tools to support young people with their mental health and the confidence to use them"

75% of people that attended the network reported having built or strengthened relationships with school staff from their school or different schools through the network.



Sharing best practice across local settings who are embedded within the same context is an important aim for this network. Many people who attended the network suggested that the network gave them space for this and to learn about what other schools are doing in the area.

"It's nice to hear how other schools are supporting and strategies they are implementing"

"Being part of these sessions helps us to share challenges and best practice"

"The sessions reaffirm why we do what we do!"

In order to reach our long-term aim, it's important that school staff are sharing the knowledge from the network with the wider school community. Everyone that attended the network

suggested different ways that they would share this information more widely across their school community. Most mentioned that they would share this information at team meetings and weekly briefings.

"The session was superb; I feel really fortunate that our team could experience it. It is invaluable to our work that we do and gives us the grounding to push for more change across the school."

"Using the information to plan concrete objectives for dissemination to our wider staff body. Sharing with all teachers through briefing and then specific groups in department meetings and CPD sessions."

In one particular case the information and strategies that the network provided has informed how one trust will work with their most vulnerable students. We hope that we can continue to capture this change over time.

"We are using this information to form the basis and rationale for the work we do with our most vulnerable students across the trust. A lot of the work around trauma and attachment will form our approach for staff CPD for specific groups of staff."

Conclusions:

The evidence shows that school staff are:

- Building relationships with each other from different secondary schools in Feltham.
- Sharing challenges and best practice with schools who are embedded within the same context.
- Building their knowledge and awareness around different mental health topics specifically tailored to the needs of Feltham students.
- Leaving the sessions with easy to embed strategies to support their practice in the classroom.
- Feeling more confident in supporting the mental health & wellbeing of their pupils.

All of which points to the network achieving its main purpose to strengthen school staff's capacity to support the increasing mental health & wellbeing needs of their pupils.

At these early stages, there is some evidence to suggest that this network is changing behaviours, policies and ways of working in local secondary schools in Feltham and supporting schools to adopt a whole schools approach to mental health & wellbeing. However it will take time to see the robust impact of this network on these outcomes.

Learnings for the future:

- More time should be given to breakout discussions to encourage relationship buildings and sharing of best practice. Breakout rooms should consist of school staff from different local secondary schools.
- More time should be given to staff to reflect on how the content of the sessions apply to their settings.

- The sessions should be less than 2 hours in length and start earlier in the evening.
- The incentives for school staff to join needs to be clearer, this would encourage a greater number of staff represented from each local secondary school.
- Senior leadership buy-in is important from the local secondary schools to encourage school staff to join the network. This could look like school staff getting the time back for the hours where they attend the network.
- Sessions should be a mix of online and in person. In person will support stronger connections and collaborative working.