

## Impact Report

### 1. Introduction:

The overall purpose of the wider EH&WB project which Progeny is linked to is to:

- promote positive emotional health and wellbeing,
- support emotional resilience and coping strategies for young people aged 11-18,
- reduce stigma and to facilitate a positive emotional health culture within schools.

The outcomes that the project have been seeking to address are:

1. School communities (including pupils, staff, Governors, parents and carers) will have improved awareness of emotional health and wellbeing, including awareness of the impact that emotional ill health can have on behaviour.
2. Young People will report / be observed having improved emotional health and wellbeing.
3. Young People will report / be observed having improved personal resources including resilience, confidence and self-esteem.

Triangulation of Progeny data, local data and feedback gathered via questionnaires and focus groups, the following report has been collated regarding the impact of Progeny and the wider EH&WB partnership.

### 2. Highlights:

- **244 School Based Staff** have been successfully trained as Mental Health First Aiders.
- **293 School Based Staff** have received Mental Health Awareness Training.
- **456 additional School Based Staff** have had elements of Mental Health First Aid disseminated to them, of which 100% reported that this was beneficial to their roles.
- **1625 School Based Staff** have received additional bespoke training opportunities covering a variety of topics including Healthy Relationships, Risk Taking Behaviours, Social Media, Trauma and Vicarious Trauma, Young Peoples Resilience and Self Esteem and Staff Wellbeing
- **1406 individual Children and Young People** received workshops throughout Mental Health Awareness Weeks (May) comprising of sessions addressing Mental Health Awareness and Stress and Resilience – In addition for the week surrounding World Mental Health resources, guidance and support was disseminated to all Secondary and Special School settings.
- The Targeted Support Programme to date has been delivered to a total of 19 Schools which include Grammar, Mainstream and Special Schools with **396 Young People having had the opportunity to meaningfully engage.**
- **123 Parents and Carers** have attended co-delivered Workshops relating to Young Peoples Mental Health and Development.
- **4388 individual Children and Young People** have received additional bespoke workshops covering a variety of topics including Healthy Relationships, Risk Taking Behaviours, Hate Crime, Stress, Resilience and Self Esteem.

### 3. Key Findings – Young People:

Based on Progeny Data and local Data.

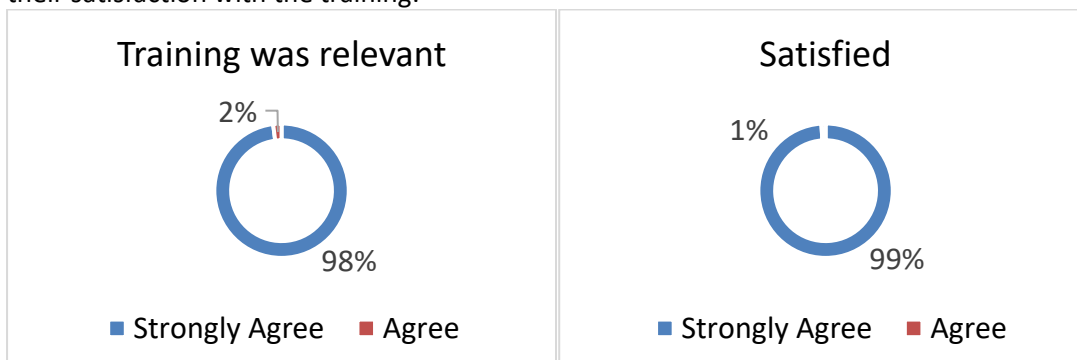
Data Source	Impact – Jan 2020	Comparison February 2022
Targeted Support	<ul style="list-style-type: none"> <li>65% of Young People successfully able to define and understand ‘Mental Health’.</li> <li>74% of Young People able to identify 5+ Sources of Support</li> </ul>	<ul style="list-style-type: none"> <li>71% of Young People successfully able to define and understand ‘Mental Health’</li> <li>91% of Young People able to identify 5+ Sources of Support</li> </ul>
Focus Groups	<p>Comparison 2018 – 2019. Young People reporting on developing or utilising recommended, and evidence based coping strategies at times of crisis or distress in their lives:</p> <ul style="list-style-type: none"> <li>15% Increase in talking to others about problems.</li> <li>9% Increase in watching movies/TV/Netflix for relaxation / temporary distraction.</li> <li>5% Increase in Listening to music to relax.</li> <li>8% Decrease reported in Self Harming Behaviours.</li> </ul>	<p>Comparison 2019 – 2022. Young People reporting on developing or utilising recommended, and evidence based coping strategies at times of crisis or distress in their lives:</p> <ul style="list-style-type: none"> <li>27% Increase in talking to others about problems.</li> <li>19% Increase in watching movies/TV/Netflix for relaxation / temporary distraction.</li> <li>12% Increase in Listening to music to relax.</li> <li>14% Increase reported in Self Harming Behaviours.</li> </ul>

### 4. Key Findings – School Based Staff:

Mental Health First Aid offered to all Secondary and Special School Settings. The length of training is 2 days (both face to face and virtual Delivery).

#### **Mental Health First Aid Training Evaluations:**

Staff who attended Mental Health First Aid training were asked to complete an evaluation report on their satisfaction with the training:



### Feedback from Staff attending Mental Health First Aid training ...

*“The course has furthered my knowledge with a good clear structure of what I need to do to support the children”*

*“The acquisition of knowledge through participating in this course has been invaluable and this will further support me in my role within the school and my interactions with young people”*

*“The content of the course is brilliant, and I feel much more confident going forward in my ability to use mental health first aid”*

*“Was a really interesting, insightful and necessary course - would thoroughly recommend it for people working on the frontline with children and young people”*

### 5. Key Findings – Progeny Audit RAG

Each secondary and special school has completed an audit on behalf of Progeny. A self-assessment tool relating to the whole school approach to Emotional Health and Wellbeing comprising of 8 guiding principles (as set out by PHE Document ‘Promoting children and young people’s emotional health and wellbeing – A whole school Approach’) and 21 recommended standards.

When comparing Year 1 RAG indicators to Year 3 RAG indicators the following data has been collated:

Principles	Year 3 RAG Increase (By School with Green Indicator)	Year 4 RAG increase (Year 1 – Year 4 Total)
Principle 1: <ul style="list-style-type: none"> <li>• 1.1</li> <li>• 1.2</li> <li>• 1.3</li> <li>• 1.4</li> </ul>	Young people enjoy receiving good support ....  10 Schools – 45% Increase 11 Schools – 50% Increase 2 Schools – 9% Increase 10 Schools – 45% Increase	Young people enjoy receiving good support ....  15 Schools – 55% Increase 18 Schools – 66% Increase 4 Schools – 14% Increase 16 Schools – 59% Increase
Principle 2: <ul style="list-style-type: none"> <li>• 2.1</li> <li>• 2.2</li> <li>• 2.3</li> </ul>	Young people report having a sense of purpose ...  9 Schools – 40% Increase 6 schools – 27% Increase 9 Schools – 40% Increase	Young people report having a sense of purpose ...  13 Schools – 48% Increase 11 Schools – 40% Increase 14 Schools – 51% Increase

Principle 3: <ul style="list-style-type: none"> <li>• 3.1</li> <li>• 3.2</li> </ul>	Young people have a positive experience of care ...  14 Schools – 63% Increase 12 Schools – 55% Increase	Young people have a positive experience of care ...  22 Schools – 81% Increase 19 Schools – 70% Increase
Principle 4: <ul style="list-style-type: none"> <li>• 4.1</li> <li>• 4.2</li> <li>• 4.3</li> </ul>	Young people have confidence and emotional balance ...  10 Schools – 45% Increase 6 Schools – 27% Increase 10 Schools – 45% Increase	Young people have confidence and emotional balance ...  18 Schools – 66% Increase 11 Schools – 40% Increase 18 Schools – 66% Increase
Principle 5: <ul style="list-style-type: none"> <li>• 5.1</li> <li>• 5.2</li> </ul>	Strong public awareness and participation ....  16 Schools – 72% Increase 14 Schools – 63% Increase	Strong public awareness and participation ....  26 Schools – 96% Increase 23 Schools – 85% Increase
Principle 6: <ul style="list-style-type: none"> <li>• 6.1</li> <li>• 6.2</li> <li>• 6.3</li> </ul>	Policy and expenditure that supports good mental health ...  9 Schools – 40% Increase 8 Schools – 36% Increase 9 Schools – 40% Increase	Policy and expenditure that supports good mental health ...  16 Schools – 59% Increase 15 Schools – 55% Increase 18 Schools – 66% Increase
Principle 7: <ul style="list-style-type: none"> <li>• 7.1</li> <li>• 7.2</li> </ul>	Equal access to good quality mental health ...  8 Schools – 36% Increase 10 Schools – 45% Increase	Equal access to good quality mental health ...  14 Schools – 51% Increase 18 Schools – 66% Increase
Principle 8: <ul style="list-style-type: none"> <li>• 8.1</li> <li>• 8.2</li> </ul>	Good mental health & well-being ...  10 Schools – 45% Increase 12 Schools – 54% Increase	Good mental health & well-being ...  15 Schools – 55% Increase 23 Schools – 85% Increase

\*\* Please note that some schools had categorised Principles as Green from Year 1 e.g., Principle 1.3 would have been categorised Green in Year 1 due to the school having identified a Mental Lead.

\*\* Please note that Year 4 RAG Increase is the total increase from Year 1 – Year 4 inclusive.

\*\* Year 5 - Due to COVID-19 we did not ask to Secondary and special School Settings to RAG their settings instead we sought to identify emerging themes, these included.

- Anxiety
- Loneliness
- Future Aspirations and Motivation
- Domestic Abuse

## **Year 6 Audit – COVID-19 Recovery**

Progeny's Audit this year focussed on and explored what recovery would look like for Schools as we move through academic year 2021/22 with Mental Health Leads asked to consider emerging needs and themes. Compiled feedback suggests the following as a break down of the Whole School Approach to COVID-19 recovery:

- School Based Staff – The promotion of Wellbeing and Self Care utilising skills and knowledge to create a staff team who are well supported to undertake and deliver their roles at high standards.
- Young People – Exploration of Wellbeing, the provision of safe spaces to explore the impact and recovery of COVID-19. In addition, the facilitation and involvement in collapsed curriculum days exploring topics including Self Esteem, Confidence and Resilience.
- Parents and Carers – Facilitation of COVID recovery workshops focussing on impacts, support and resources.

In addition, there is a wider focus of Eating Disorders, Self-Harming behaviours and Overdose which will be for the wider system to consider in terms of response. Progeny is currently working with a task and finish group around eating disorders and what a Whole School Approach could look like in relation to this.

### **6. Partnership Impact**

Via the partnership of Progeny, CAMHS, Young Devon and Kooth partnership the wider impact of the Emotional Health and Wellbeing in Schools work has centred largely on the knowledge and confidence of the school-based workforce and their capability regarding both supporting young people and themselves. CAMHS and Young Devon historically received high numbers of referrals which were insufficient and lacking in detail or at worst an incorrect referral for their services. Both CAMHS and Young Devon have seen increase in the referrals to their services however, these referrals are the right referrals with correct detail and information meaning that Young People are experiencing less and less a refusal of service which absolutely leads to further frustration and upset.

If we consider where the partnership sits in relation to the iThrive each service fits across coping, getting help, getting more help and getting risk support – what this means is that with our services stepping up and down as required whilst delivering knowledge regarding both Emotional Health and Wellbeing and signposting information we are actively working to reduce young people's poor experiences of asking for and receiving help whilst increasing their knowledge and skills set . We have been and continue to provide a consistent narrative to our colleagues across the schools and young people utilising our specific skills wherever necessary to support, advise and guide delivering preventative workshops, offering and delivering Early Help and Targeted Support to both School based staff and young people.

During COVID-19 the partnership was able to develop a response to Schools throughout in terms of resources, guidance and signposting working in a Hybrid model throughout. Home learning resources were developed and disseminated with opportunities for remote access to our partnership support when required. Parents and Carers were offered workshops relating to COVID-19 and its impact along with School Based staff being provided continuous and updated information regarding support and information as and when it became available.

## 7. COVID Recovery

As part of COVID Recovery much of Progeny’s work has centred on addressing and responding to EHWP recognised needs/themes.

- School Based Staff – Progeny has and continues to deliver wellbeing sessions, focussed conversations and vicarious trauma workshops to School Based Staff. These sessions are largely facilitated in a safe space with School Based Staff provided the opportunity to explore the impact that COVID has had along with looking at the ‘next steps’.
- Young People – Progeny has and continues to deliver workshops relating to EHWP in terms of Resilience, Self-Care and the impact of COVID. We explore with young people how to manage and understand emotions, provide skills and detail along with a space to talk and be heard. Progeny can deliver sessions as workshops, targeted support, assemblies and remotely always offering a range of resources and signposting information to young people.
- Parents and Carers – Progeny has facilitated workshops for Parents and Carers offering advice and guidance relating to the impact that COVID has had. These sessions have largely had their basis in offering information regarding the support of families with resources and signposting detail being shared. Progeny ensures that each school-based setting has up to date and relevant resources for parents and carers that can be held and shared via the school’s communication platforms.

In addition, Progeny has been undertaking Appreciative Inquiry interviews with Mental Health Leads and Young People. It is hoped that once finalise, compiled and examined the data from these interviews will provide further detail regarding COVID recovery and future aspects, themes and areas of work.

## 8. Persistent Challenges

Collated via Progeny Audits:

School System	Wider System
<ul style="list-style-type: none"> <li>• Support with Disseminating Training throughout the whole School</li> <li>• Staff Support and Wellbeing (linked to staff retention)</li> <li>• Pupil Voice – Collecting and Responding to Pupil Voice across the whole school community</li> <li>• Parent Carer support/focus</li> </ul>	<ul style="list-style-type: none"> <li>• Access to timely and appropriate Mental Health /support for CYP</li> <li>• Family based/whole family support opportunities</li> <li>• Increase in complexity and severity of Mental Health issues</li> <li>• Coordinated approach to school support offers – Including training offers, CYP support</li> </ul>