

COMMITTEE: CENTRAL AREA REF NO: CAC/18/08

DATE: 11 JULY 2018

**SUBJECT: FUNDING REQUEST:
SUFFOLK MIND – EARLY MINDS**

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HEAD OF SERVICE: JAMES FAIRCLOUGH

Short description of report content and the decision requested:

This report requests that the Area Committee determines the allocation of funding £2,550 to Suffolk Mind to run the 'EARLY Minds' project at one primary school in the Area.

Ward(s) affected: Westgate, Alexandra, St Margaret's

List of Appendices included in this report:

a) *Appendix 1 – Mental Health in Children and Young People*

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This report was prepared after consultation with:

Internal consultees

External consultees

The following policies form a context to this report:

(all relevant policies must also be referred to in the body of the report)

Building a Better Ipswich 2017

Area Committee Action Plans

LIST OF BACKGROUND PAPERS AS REQUIRED BY LAW

(papers relied on to write the report but which are not published and do not contain exempt information)

1. N/A

OTHER HELPFUL PAPERS

(papers which the report author considers might be helpful – this might include published material)

1. N/A

1. Introduction

- 1.1 Suffolk Mind plays an important part in building mental wellbeing resilience for people across Suffolk. The charity has identified a crisis in children and young people's mental health in the UK, particularly in schools. They recommend, therefore, that there is an urgent need to find new ways to protect the mental health of children and young people. Suffolk Mind is requesting funding from each of the Area Committees to run their 'EARLY Minds' project at five primary schools in Ipswich.

2. Background

- 2.1 Suffolk Mind strives to deliver high-quality services and to develop new ones that address unmet needs. They offer a range of services, including Healthy Mind Counselling (HMC), Supported Mental Health Housing, Courses and Workshops, Ecotherapy, the Waves Service, Suffolk Night Owls and Workplace Wellbeing. Suffolk Mind's mission statement is 'Mental wellbeing for all' and their vision is to be a forward thinking, needs-led, evidence-driven sustainable charity that promotes and protects mental wellbeing for all, providing a range of innovative services and programmes.
- 2.2 EARLY Minds will help primary school children understand their emotional needs and improve their wellbeing. Once completing EARLY Minds, they will be able to do the following:
- Recognise their emotional needs for security, autonomy, attention, emotional connection, achievement and meaning and purpose in themselves
 - Identify healthy ways in which to get emotional needs met
 - Understand that emotional distress arises when needs are unmet
 - Identify a person they can seek help from when they experience distress
 - Learn techniques to calm themselves down when they are distressed.
- 2.3 Each child will attend a course of four two-hour sessions during normal teaching time and receive a 'Who Am I?' colour book journal, which captures learning from the course, identifies sources of support and provides a record of each child's developing awareness of their emotional health. To introduce the EARLY Minds concepts, stories will be told to groups of children which will then be followed by questions and discussion.
- 2.4 The questioning and discussion will aim to elicit in the children an understanding of the emotional needs and experiences of the characters in the stories. Through introducing the concepts in ways that are personal to each child, every child will gain an awareness, which

allows them to recognise the naturally arising triggers for emotional needs and act upon them in healthy ways. For example, that feeling unsafe tells us to address an unmet need for security, that boredom or dissatisfaction, is directing us to stretch and challenge ourselves, or that loneliness is directing us to meet needs for emotional connection. They will enable them identify the best course of action to respond to an unmet needs before it precipitates stress, anxiety and depression, and know how to respond by seeking support and using personalised coping strategies which reduce the risk of reliance on unhealthy strategies (self-harming, over and under eating, social withdrawal, aggression or unhealthy attention seeking behaviours).

- 2.5 By teaching the essential knowledge, awareness and skills to build good emotional health, EARLY Minds will help children who are experiencing emotional distress and mental health issues, reduce the risk of children developing mental health issues in adolescence and adulthood and build resilience so that children can cope with challenges in later life.
- 2.6 To support the children, teachers, parents and family support officers in schools will also receive training to support the EARLY Minds and a booklet, which supports the use of the 'Who Am I?' journal, introduces the course concepts and includes the stories and discussion topics for teachers and parents to follow up on and embed children's learning.
- 2.7 To share the outcomes with a wider audience, the pictures, writing and diagrams captured in each child's 'Who Am I?' will be captured in a short film made available online and promoted through Mind's network and media communication channels.
- 2.8 According to Suffolk's Emotional Wellbeing Transformation Plan, one in ten children need support or treatment for mental health problems that may range from short spells of depression or anxiety to severe and persistent conditions. The life chances of these young people is significantly reduced in terms of their physical health, their education and work prospects, their chance of committing crime and their life expectancy. Children and young people in Suffolk need to be emotionally resilient and in order to do so, need to understand the importance of their own emotional needs.
- 2.9 Research has shown that protective factors developed in school can help all students, and they can offset risk factors from elsewhere in a student's life. This means that for some students, school can be a haven. Actions taken in school can have a big impact on a student's wellbeing, not just in the short term, but over their entire lives. The effect is not limited to wellbeing: mental health is a foundation of school achievement. Positive mental health can translate into good behaviour, good habits, good attendance, positive community, and good grades.
- 2.10 Projects such as this improve accessibility to mental health services (especially for children from hard-to-reach families) as mental health

professionals based in schools can reach a large number of children with low-level mental health problems who might not otherwise receive the services they need, and who have traditionally had poor access to mental health services (National CAMHS Review 2009).

- 2.11 Suffolk Mind piloted EARLY Minds in Ipswich library in 2017 with a small group of children and their fathers. The storytelling and the lesson in 'breathing like a dragon' was a highly popular combination, with 86% of people citing how much it interested them (more results from this pilot are below). Suffolk Mind want to build on this successful pilot with larger groups of children in their schools. The project will be successful in spreading awareness of mental health and wellbeing among children and their families.
- 2.12 The project will be managed by Suffolk Minds' Business Development Manager, who will build relationships with the school representative and ensure that the project runs as anticipated. Suffolk Minds research department will be responsible for ensuring that the impact of the project is evaluated to a high standard in order to influence further work of this nature. Suffolk Mind has a dedicated Evaluation team, who will be responsible for the evaluation of the project. They will measure the success of the project through:

Teacher questionnaires:

- Session questionnaire: looking at the content and delivery of the session, and asking them if and how they plan to use the content in their teaching going forwards. This will help to establish if and how teachers think the project is relevant to them and their classes, and reinforce the idea that it is information to be actioned.
- Follow-up questionnaire: send 1 and 3 months after the session. This will ask if and how teachers have since implemented the content and what impact they think it has had on the children.

Children measures:

- Teachers will be asked to complete a strength and difficulties questionnaire for each child, before the first session, and then one and three months after the first session. This questionnaire measures the emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems and prosocial behaviour in the children. It will allow up to compare the impact of the project against similar interventions, using a validated CYP measure.

Parent questionnaires:

- Session questionnaire: looking at the content and delivery of the session, and asking them if and how they plan to use the content to further support their children going forwards. This will help to establish if and how parents think the project is relevant to them and their children, and reinforce the idea that it is information to be actioned.

- Follow-up questionnaire: send 1 and 3 months after the session. This will ask if and how parents have since implemented the content and what impact they think it has had on their children.

2.13 Following completion of the project, Suffolk Mind will continue to work with schools to find relevant funding, in order to continue upskilling future students in the area.

3. Relevant Policies

3.1 Building a Better Ipswich 2017:

- A Healthy Community
- Safe Communities
- An Enjoyable Place to Live, Work and Study

3.2 Area Committee Action Plans:

- Living Environment

4. Options Considered / Under Consideration

4.1 **Option 1** – Approve the request to allocate funding of £2,550

4.2 **Option 2** – Approve the allocation of an amount less than £2,550

4.3 **Option 3** – Do not fund.

5. Consultations

5.1 Suffolk Mind expect to achieve similar outcomes as highlighted in the pilot project at Ipswich Library where they received the following feedback:

- Fun and interesting sessions, 86% of parents and guardians at Ipswich Library cited how much they enjoyed the storytelling and lesson in ‘breathing like a dragon’.
- Parents appreciated “the chance to learn new ways to care for my son who has special needs” and being taught skills “to help them keep calm”.
- As a result of the session at Ipswich Library, parents reported a net increase in their children’s behavioural, emotional, interpersonal, stress, hyperactivity and concentration difficulties.
- There was a significant reduction in overall stress in the month following the EARLY Minds session at Ipswich library in 60% of the children and young people.
- Hyperactivity and concentration difficulties decreased in 80% of the children and young people in the month following the EARLY Minds session.

- Behavioural difficulties decreased in 60% of the children and young people in the month following the EARLY Minds session.

With the success of this pilot, Suffolk Mind want to use this grant to extend the project to children in their school environment.

- 5.2 Suffolk Mind intends to run the EARLY (Emotional Awareness and Resilience Learnt Young) Minds project across five primary schools in Ipswich: one per Area Committee. They will run the project in 3 classes in each school and will work with local councillors to select the most appropriate school in each Area.

6. Risk Management

Risk Description	Consequence of risk	Risk Controls	Probability of risk occurring taking account of controls (scale 1-6) 1 – almost impossible 6 – very high	Impact of risk, if it occurred taking account of actions (scale 1 – negligible; 4 – catastrophic)	Actions to mitigate risk
Safeguarding risk to children, young people and/or vulnerable adults	Emotional or physical harm to a person Threat to operation of the project	Staff DBS checks Follow appropriate safeguarding policy and procedure	2	4	Staff to be appropriately trained and DBS checked Evidence of safeguarding policy and procedure to be provided to the Council for recording purposes
Risks relating to specific activities	Physical harm to participant or staff member	Risk assessment and management of individual activities	2	3	Staff to risk assess individual activities before delivery
Poor uptake of sessions offered to schools	Project not able to reach large population of young people in Ipswich	Prior consultation with schools	2	1	Suffolk Mind to contact schools well in advance of project start date Funds to be returned if not spent

The project does not achieve the expected outcomes	Public funds not well spent Children remain unable to understand their emotional needs	Work with schools to develop most effective programme and use learning from previous projects	2	2	Suffolk Mind to develop effective programme and consult with key stakeholders throughout
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7. Environmental Impact Assessment

7.1 There are no environmental impacts identified within this report.

8. Equalities and Diversity Implications

8.1 The project does not conflict with the fair treatment of any protected group and encourages diverse participation.

9. Financial Considerations

Expenditure Description	Cost
One half day training to introduce theory to teachers	£300
One half day teaching children £300 per class x 3 classes	£900
Two half day sharing events (evening) £300 x 2	£600
Print of workbook for each student £5 x 105	£525
Evaluation	£200
Travel costs	£25
Management Fee	£255
Total per school	£2,805
Total project cost	£14,025

9.2 The overall cost the project is £14,025. Suffolk Mind is working with Suffolk Community Foundation to source the expected 10% contribution. If unsuccessful in their application, Suffolk Mind have pledged to draw on their financial reserves to meet the 10% funding contribution, required of a Large Grant.

9.3 The total amount requested from the Area Committees is £12,750, which is divided by Area as follows:

- North East Area Committee £2,550
- South East Area Committee £2,550
- Central Area Committee £2,550

- North West Area Committee £2,550
- South West Area Committee £2,550

10. Legal Considerations

- 10.1 The Council has the power to make grants to community projects through the Area Committees. The Area Committees have delegated Executive powers and devolved budgets.
- 10.2 Area Committees have the power to award grants in accordance with Part 3, Section 2 of the Council's Constitution i.e. the Area Committee terms of reference.
- 10.3 Suffolk Mind is a registered charity ([1003061](#)) with a named committee and officers. The organisation has provided its Articles of Association document, details of a named bank account, year-end accounts, business plan and up-to-date policies. The organisation will also make a 10% funding contribution to the overall project costs. It thereby meets the requirements of the Area Committee funding guidelines.
- 10.4 Suffolk Mind has the following policies relevant to this application in place, of which copies can be viewed on request.
- Safeguarding for Vulnerable Adults and Children
 - Equal Opportunities

11. Performance Monitoring

- 11.1 Suffolk Mind has a dedicated evaluation team, who will be responsible for the evaluation of this project. They will measure the success of the project through questionnaires with teachers and parents as well as through children measures – as outlined above.
- 11.2 Suffolk Mind will also be required to submit regular monitoring reports and maintain communication with the Council's Community Engagement team and the Area Committee councillors.

12. Conclusions

- 12.1 Suffolk Mind has identified a crisis in children and young people's mental health. Schools increasingly find themselves on the frontline of this crisis, dealing with a growing number of pupils who experience mental health problems. According to research, three children in every classroom are thought to have a diagnosable mental health condition. Facing these challenges at a young age can cause children's education attainment, their ability to form health relationships, and the quality of family life to suffer.

12.2 The project detailed above, EARLY Minds, aims to provide to children an understanding of their emotional needs, and more generally, to raise awareness and engagement of children and young people's mental health at schools in Ipswich.

13. Recommendations

13.1 That the Central Area Committee considers the options set out in Section 4 and determines the allocation of funding from the Central Area Committee budget to Suffolk Mind.

Reason: To determine the merit of providing Area Committee funding to Suffolk Mind in order to help primary schoolchildren in Ipswich understand their emotional needs and improve their wellbeing.