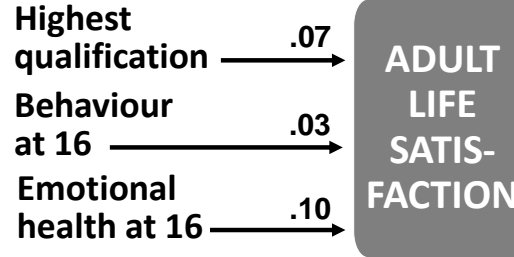


# MENTAL HEALTH IN SCHOOLS

Richard Layard  
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## CHILDHOOD ORIGINS OF ADULT HAPPINESS

(partial correlation coefficients)



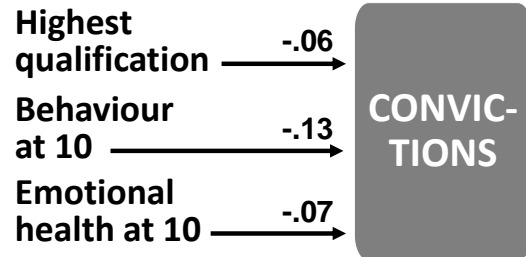
Source: BCS.



"I can't wait to grow up and be happy."

## CHILDHOOD ORIGINS OF CRIME

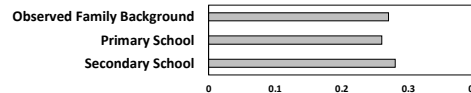
(partial correlation coefficients)



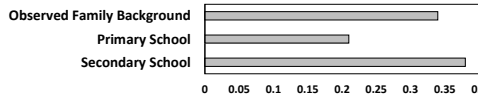
Source: BCS.

## SCHOOLS MAKE A HUGE DIFFERENCE

Emotional wellbeing at 16 (partial correlations)



GCSE performance at 16



Source: ALSPAC data.

## WHAT SCHOOLS CAN DO

(A) Promote mental health for all.

(B) Get help for those in difficulty.

## (A) PROMOTING MENTAL HEALTH

1. An explicit goal.
2. Measure it.
3. Wellbeing Code.
4. Evidence-based life skills once a week.
5. Good discipline.

## 1. GOALS

- Intellectual and emotional/pro-social – not in conflict.
- Ofsted should follow the Independent Schools Inspectorate in giving equal weight.

## 2. MEASUREMENT

- Annual – key measure is average improvement.
- Voluntary?
- Pilot
- Qs to teachers (SDQ) to pupils (PTO)

## Qs TO CHILDREN OVER 9

	No. of questions
• Happiness: Heubner + WEBWMS	14
• Emotional and behavioural problems: SDQ	25
• School: School Connection Subscale of the Student Resilience Scale	4
• Bullying	5
	48

## 3. CODE (FOR CHILDREN, PARENTS, TEACHERS)

- Value of the month - no rule by fear.
- Teachers comfortable discussing values and mental health.
- Bullying is out.
- Senior teacher to lead on mental health.
- Life skills 1 hour per week.

## 4. LIFE SKILLS

- Manualised with trained teachers (like surgeons).
- Weekly from age 5 to 18.

## HEALTHY MINDS (IN SECONDARY SCHOOLS)

Weekly for 4 years.

Manualised, with trained teachers.

10 pre-existing modules, successfully trialled.

Covers SEL, SRE, Healthy Living + Parenting, Life Goals, Mental disorders, Media, Mindfulness.

## HEALTHY MINDS CURRICULUM (11-14)

Topic	Programme used
Resilience	Penn Resilience Program; MoodGym
Compassion	Relationship Smarts
Sexual relationships	SexEd Sorted
Drugs	Unplugged
Eating and alcohol	SHAHRP
Parenting	Parents under Construction
Life goals	Schools to Life
Mental disorders	Science of Mental Illness
Media awareness	Media Navigator
Mindfulness	.Breathe

[howtothrive.org/healthy-minds/](http://howtothrive.org/healthy-minds/)

Email: [info@howtothrive.org](mailto:info@howtothrive.org)

## 5. SCHOOL DISCIPLINE

**PROBLEM:** 43% of 11-14 children say others often so noisy it's difficult to work.

**SOLUTION:**

Webster-Stratton

## EVENTUALLY

- PSHE will be a specialist subject in PGCE.
- All teachers will have basic MH and W-S training.
- A mass of e-materials will help.

## (B) HELPING CHILDREN IN DIFFICULTY

- Over 1,000,000 children diagnosable.
  - CAMHS treat 200,000 p.a. – seriously sick. Quality improved by CYP IAPT.
  - For mild to moderate, no NHS service to implement NICE-guidelines. (There are school counsellors, Place2Be etc., but patchy + variable quality).
- Situation very similar to adults pre-IAPT.

## THE NEXT BIG STEP

- New **school-based wing** of every CAMHS service. Direct access for children and parents. Schools provide space. All teachers get basic MH training.
- School-based departments, with own lead, ROM system, way of working and commissioned budget.

19

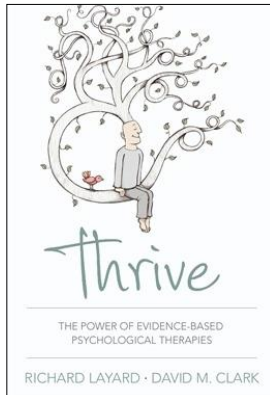
- National training initiative (1,000 p.a.) + coordination.
- Aim: treat 200,000 a year by 2022.

£250m in 2022



"He's just doing that to get attention."

20



22

## CONCLUSIONS

- Emotional health matters.
- Schools can make a huge difference to it.
- Their job includes promoting mental health (and measuring it).
- The NHS should lead on school-based treatment.

23

## References

### Slides 2,4,5

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24