

Molly Page  
Schools and Lifelong Learning  
City of Edinburgh Council



Promoting Emotional Health & Well-being

# The river of life



## Risk Factors for Young People's Mental Health

### Individual

- Social isolation
- Learning difficulties
- Physical illness
- Genetic factors
- Temperament
- Gender
- Perfectionism

### School

- Bullying
- Peer pressure
- Truancy
- Low achievement
- Poor peer relationships



### Family

- Family breakdown/bereavement
- Poor parental supervision
- Abusive relationships
- Neglect
- Parental illness
- Substance abuse
- Overprotection

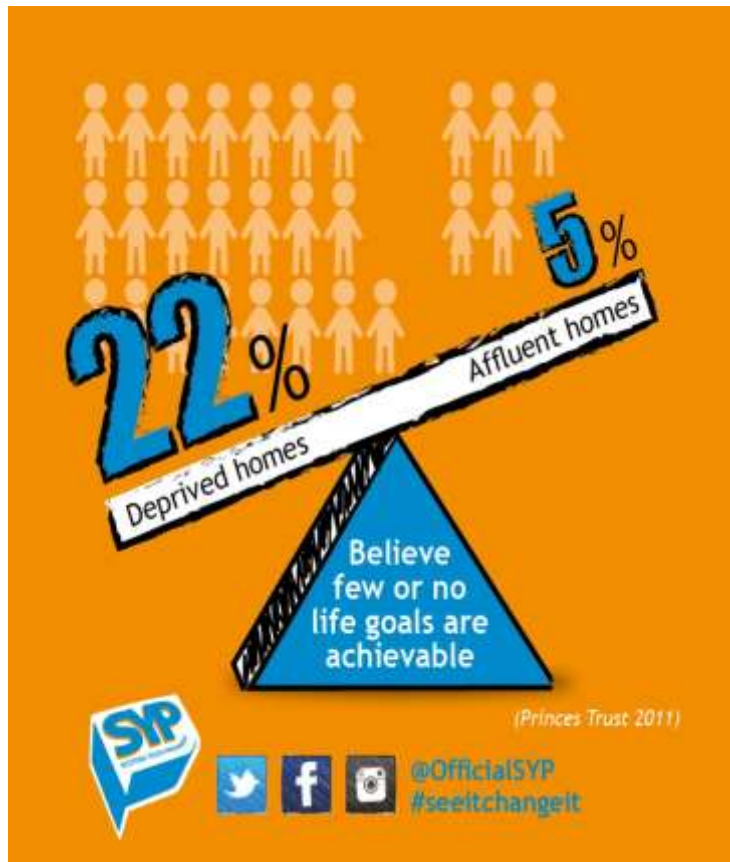
### Community

- Poor community engagement
- Poverty
- Availability of drugs
- Neglected neighbourhoods
- Social media/technology

## Impact of poverty on health

Children from low income families are more likely to:

- suffer poor physical and mental health
- be at increased risk of severe, long-term and life-limiting illness
- live in poor quality (unheated) housing and have fewer safe places to play
- experience problems with nutrition which can lead to childhood obesity





## Impact of poverty on attainment

Children from low income families compared to the high income families are:

By age 5

- Twice as likely to be behind their peers e.g. vocabulary & problem solving skills

By age 18

- leave with 300 points attainment difference
- 4 x more likely to be excluded
- 4 x more likely to leave school unable to read well.
- 3 x less likely to enter higher education, training, employment



1 in 5

RAISING  
AWARENESS  
OF CHILD  
POVERTY

## Child Poverty in Edinburgh

- 1 in 5 children in Edinburgh live in poverty. That's 20,474 children (AHC)
- Child poverty rates in wards range from 35% to 11%.
- In 2014 6 pupils from the poorest 20% of families got 3 As at Higher compared to 280 affluent pupils.
- Boys born in less affluent areas of Edinburgh die 8.5yrs earlier than boys born in wealthy areas.





*‘Even as I work towards eliminating poverty, I have to commit to doing what I can do now to address the inequalities facing the people in front of me right now.’*

*‘The only surefire way to eliminate the achievement gap is to eradicate poverty. Since that's not going to happen anytime soon, educators can still take many research-proven steps to foster equality of opportunity in education.’*

Paul Gorski, 2013 ‘Building a Pedagogy of Engagement for Pupils in Poverty’



**1<sup>IN</sup>5**

**RAISING  
AWARENESS  
OF CHILD  
POVERTY**

•EDINBURGH•  
THE CITY OF EDINBURGH COUNCIL





## **The 1 in 5 project training and resources:**

- Highlight and reduce stigma and inequality.
- Identify the impact of educational policies and practices, including school related costs, on attainment and school experiences.
- Design and implement resources and disseminate research which could support educational services (schools and lifelong learning) to mitigate impact.

1 in 5

RAISING  
AWARENESS  
OF CHILD  
POVERTY

## Staff, parent and pupil sessions

- ‘1 in 5’ awareness raising training sessions – scale, impact and causes of child poverty.

- Discussions, quiz, budgeting activity and videos.

- Research on what schools can do to mitigate some of the outcomes

- ‘Cost of the School Day’ focus groups



*‘It was hard listening, thought provoking and challenging. It makes me want to make a difference – particularly in my role as a teacher.’*

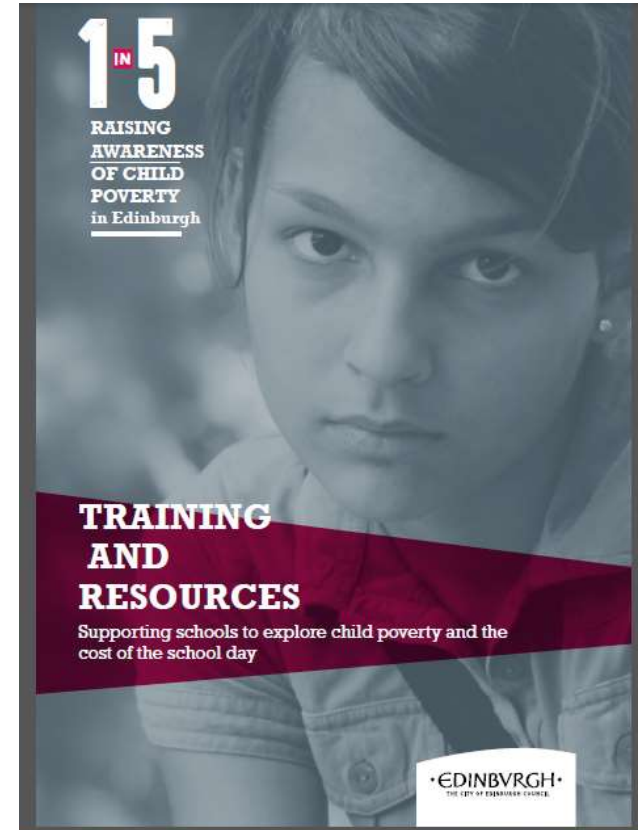
**1<sup>IN</sup>5**

RAISING  
AWARENESS  
OF CHILD  
POVERTY

## 80 schools have staff trained to be 1 in 5 leads in the school.

129 staff responded and of those who agreed/strongly agreed with outcomes:

- 92% that they had increased understanding about the scale of child poverty
- 88% have increased understanding of the impact of child poverty
- 88% had increased empathy with affected families
- 72% that relationships in school between staff, pupils and families had improved.



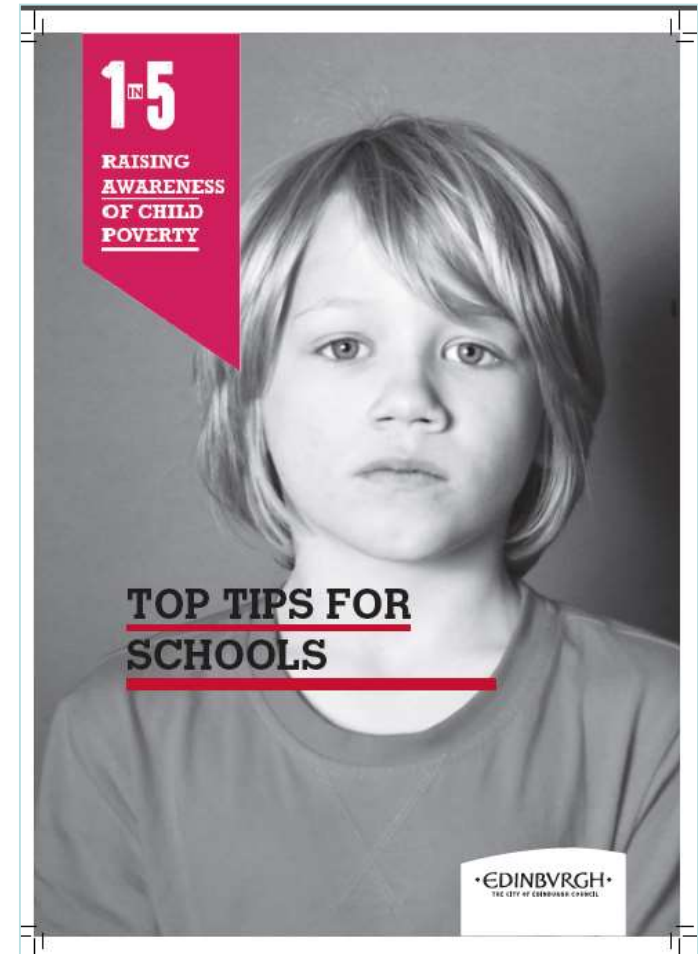
15

RAISING  
AWARENESS  
OF CHILD  
POVERTY

## Delivery Outcomes

Simple and low cost changes to school practise...including

- **Uniform-** flexible uniform policy, support to access grants, increase in uniform grant. Swaps and sales
- **Food and snacks** – increase in b'fast club provision; partnerships with local suppliers; increased access to FSM





1 IN 5

RAISING  
AWARENESS  
OF CHILD  
POVERTY

## Delivery Outcomes

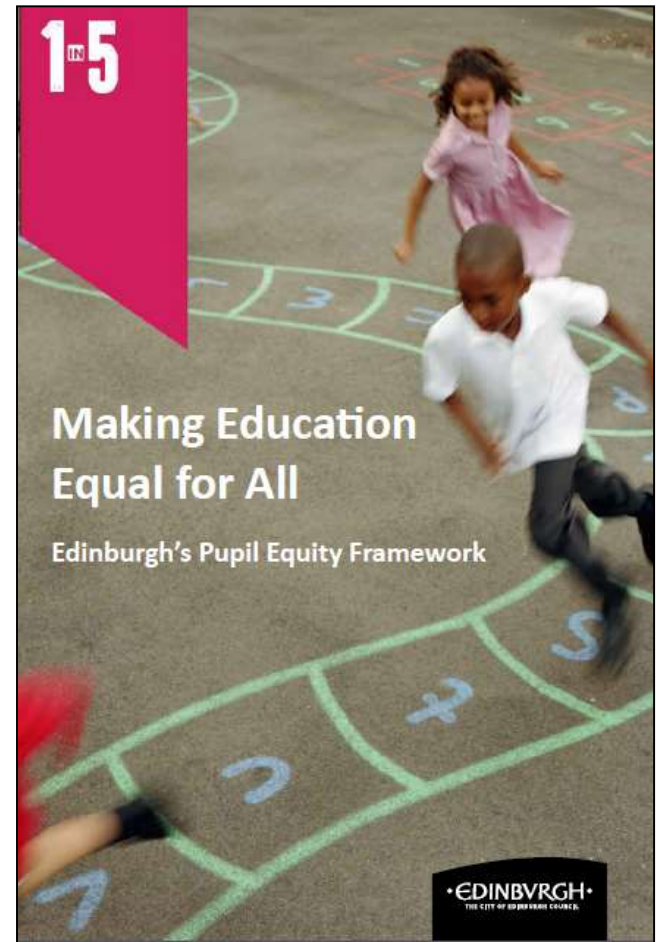
- **Curriculum materials and resources-** stationary and materials in classrooms; reducing subject costs; homework club; not assuming internet access
- **Trips** – audits; increase in financial support; advance warning and spacing; direct communication with parents and carers



## Edinburgh's Equity Framework

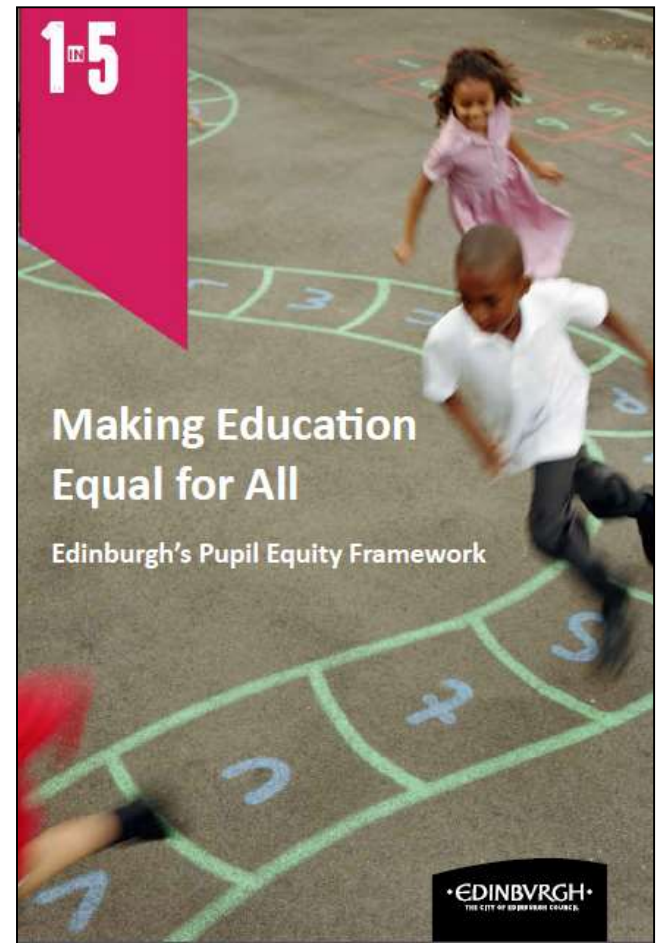
***'When families struggle or are unable to meet costs the experiences of children and young people in school are undermined by stigma and not being able to participate.....***

***Closing the attainment gap will only be achievable if children and young people (and their families) feel respected, valued, included and have a sense of belonging in school.'***



## **‘Getting our house in order’ using low cost or funded approaches to:**

- **Reduce key costs and ensure equal access to opportunities:** uniform; curriculum and homework resources; trips and activities; social and charity events; food and snacks.
- **Reduce poverty related stigma:** leadership; staff training; ethos; tackling poverty related bullying.
- **Improve parental engagement and support:** partnerships with parent councils; building relationships; improving communication and supporting income maximisation.



15

RAISING  
AWARENESS  
OF CHILD  
POVERTY

## *Discover! Edinburgh*

School holiday projects for families aiming to:

- Reduce food and financial stress and social isolation
- Contribute towards closing the poverty related attainment gap
- Improve health and nutritional standards for children and families





## Help children and young people to develop resilience



### What is Resilience?

“Being able to effectively cope with and recover from stressful experiences, setbacks and change.”



## Organic & Genetic Factors

- Genetic
- Gender
- Temperament
- Personality
- Intelligence



## External Factors (Societal and Contextual)

- Positive relationships
- Positive role models
- High expectations
- Participating in activities and groups
- Pursuing their passions and interests
- Caring for others
- Sense of meaning and belonging
- Previous experience of coping successfully with adversity



## Internal Factors (Cognitive/Emotional Skills)

- Ability to self regulate emotions and impulses
- Planning and organisation
- Problem solving
- Reasoning and reflective capacity
- Self awareness
- Empathy
- Optimistic outlook
- Patience
- Perseverance
- Ability to delay gratification





# Building Resilience

Promoting mental, emotional, social and physical wellbeing



## Rationale

**What age do we start to teach our children to look after their teeth, wash their face and hands, etc...**

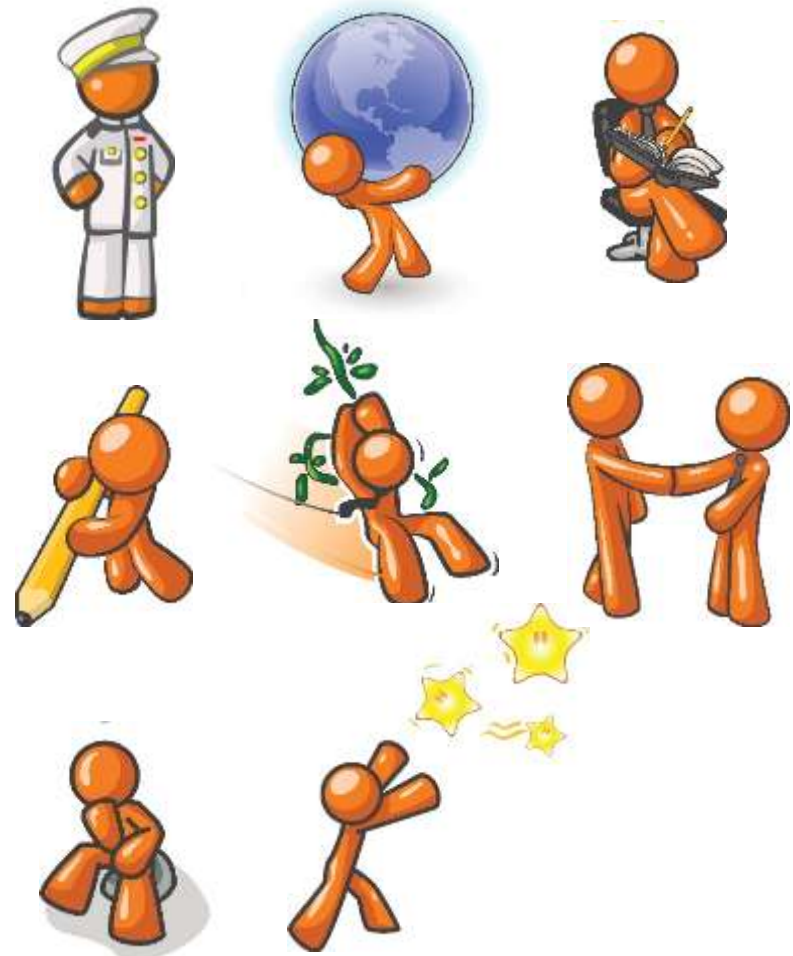


**...so when do we begin to begin teaching children the importance of looking after their own mental health?**

**The Time Is Now!**



## Introducing our character, Skipper



## Skipper's journey on the river of life



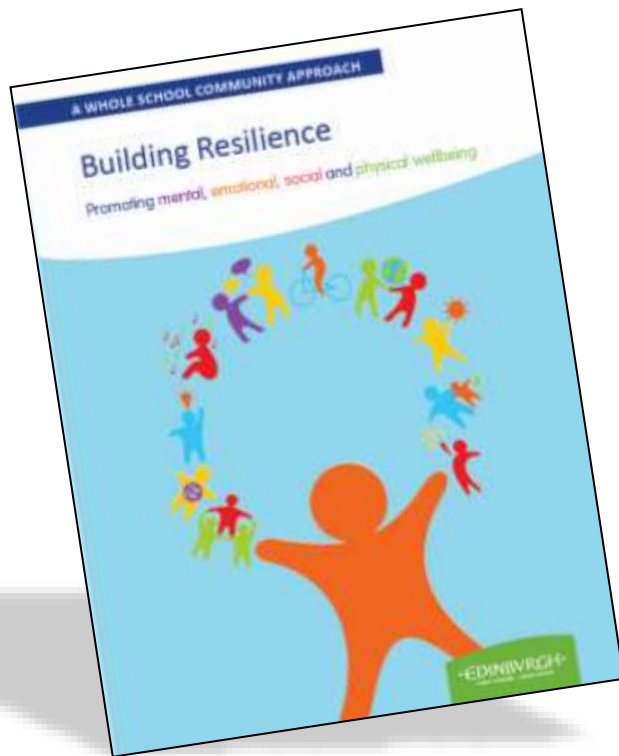


# Building Resilience – An Introduction

Skipper's toolkit - based on the '10 things' that help us to navigate the river of life



## Overview of Building Resilience



- Aims to help children to develop skills to support their own wellbeing at school and in life
- Provides practical strategies and tools to help children cope with the ups and downs of life
- Contains all the materials required to deliver a whole school programme
- It is embedded in the curriculum and in the general life of the school
- Promotes partnerships with families and the wider school community

# Building Resilience – An Introduction

## 1. Launch Assembly



## 2. Reflection Assembly

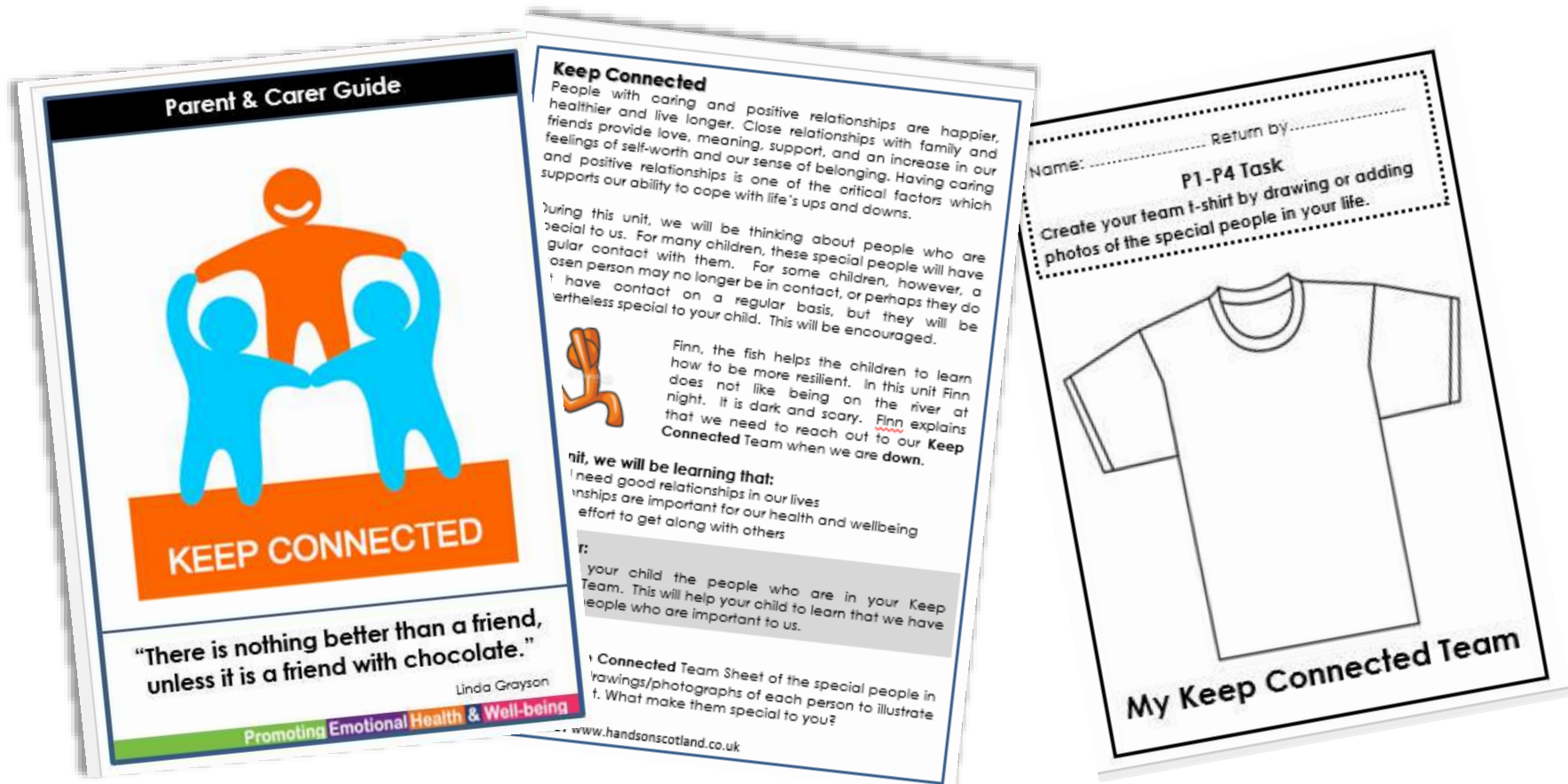


## 3. Sharing Assembly





## 4. Parent/Carer Leaflet

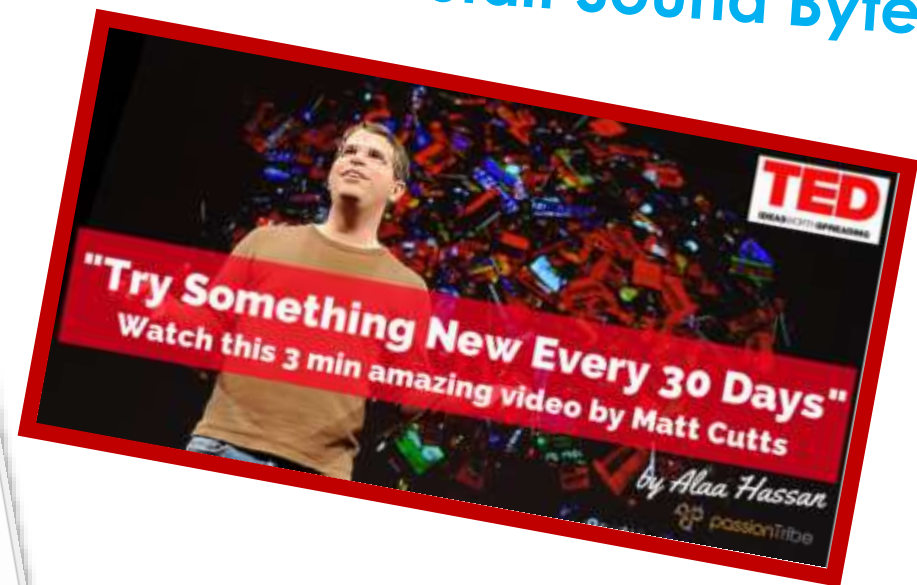
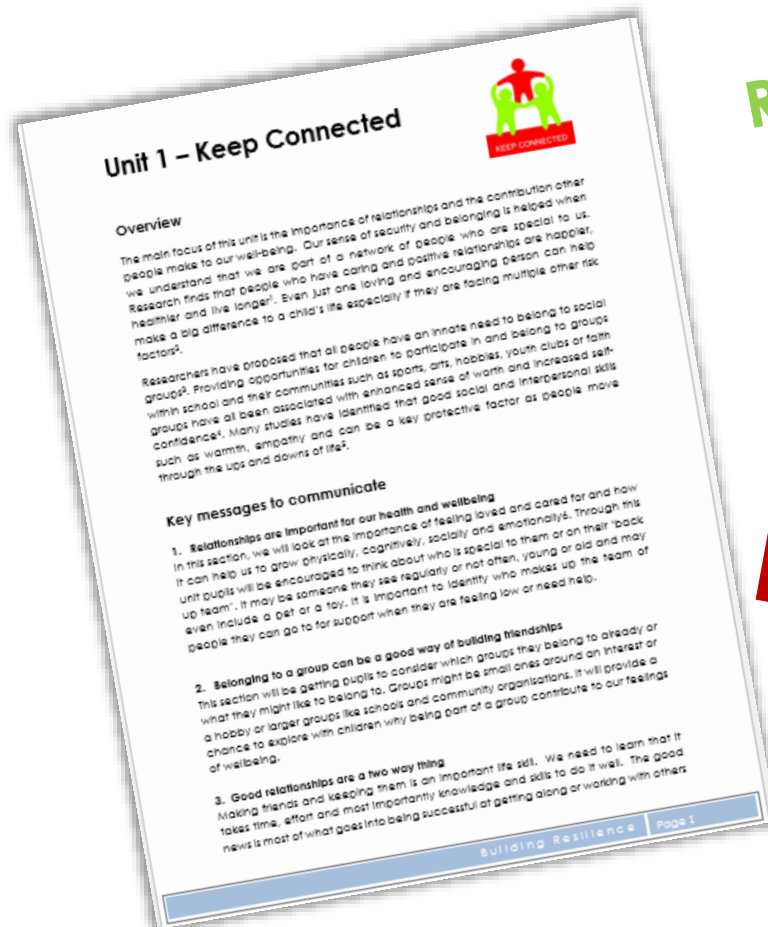




## 5. Staff information

References

Staff Sound Bytes



Role Model It



## 6. Classroom Activities

- Lesson planner of classroom activities for each unit
- Progressive learning - covering early, first and second levels
- Activities are based on the three key learning points for each unit
- Includes 'role model it', 'class tasks', core and additional activities, key questions, cross curricular links
- Links to Wellbeing indicators, UNCRC articles, learning statements
- Additional resources



## 7. Self Evaluation Tools

### Evidence Of Impact (Sample)



BUILDING RESILIENCE UNIT: Keep Connected – Unit 1				
DATES :10 <sup>th</sup> January – 31 <sup>st</sup> March or Week Commencing 10 <sup>th</sup> Jan (if you want to capture impact from week to week)				
EVIDENCE	PUPIL	STAFF	PARENT/CARER	TOTAL
<b>LEARNING</b> e.g. - Shows interest to further their learning in this area  - Verbalises understanding of 'Building Resilience' key messages (unprompted)	<b>Assess</b>  *note instances or examples here	<b>Assess</b>	<b>Assess</b>	<b>Assess</b>
<b>ENGAGEMENT</b> e.g. - Shows practical example of engaging with learning beyond the classroom (pupil)  - Demonstrates reflective capacity by giving an example of changing practice (staff)  - Engages by offering active practical support and help (parent/carer)				
<b>IMPACT</b> e.g. - Shares example of impact on self, others or family				

### Building Resilience



GET ACTIVE

Why I think this is important...

11

### Building Resilience

I have now learned that this is important because...

MY ACTION PLAN

To help me, I am going to....

12

## Early Evaluation

- Increased understanding of the tools, resources and strategies that help develop resilience
- More willingness to share wellbeing concerns
- Set a 'culture of kindness'
- Normalised the experience of setbacks
- Increased empathy
- Gave a shared and common language to support the promotion of positive mental health and emotional wellbeing
- Encouraged parental engagement and family learning

## Additional Programmes Of Support





## Summary

- Our experiences in childhood go a long way in determining our social, emotional, physical health outcomes – but is not the whole story.
- While we may not be able to undo or prevent risk factors in our role, the research says we can do a lot to mitigate their impact by building on resilience and providing the right support .
- Relationships and interactions matter- you can make a difference!





Any questions or comments please email:

[GrowingConfidence@edinburgh.gov.uk](mailto:GrowingConfidence@edinburgh.gov.uk)

