

Professor Lord **Richard Layard**

Making wellbeing the focus



Finding our way in changing times

MiSP Conference 2022

MAKING WELLBEING THE FOCUS

Richard Layard (LSE)

MiSP Annual Conference
18 June 2022

THE BEST SOCIETY

**Has the most happiness, and
the least misery**

**(The great C18 Enlightenment
idea)**

2

THE SOLE PURPOSE OF EDUCATION

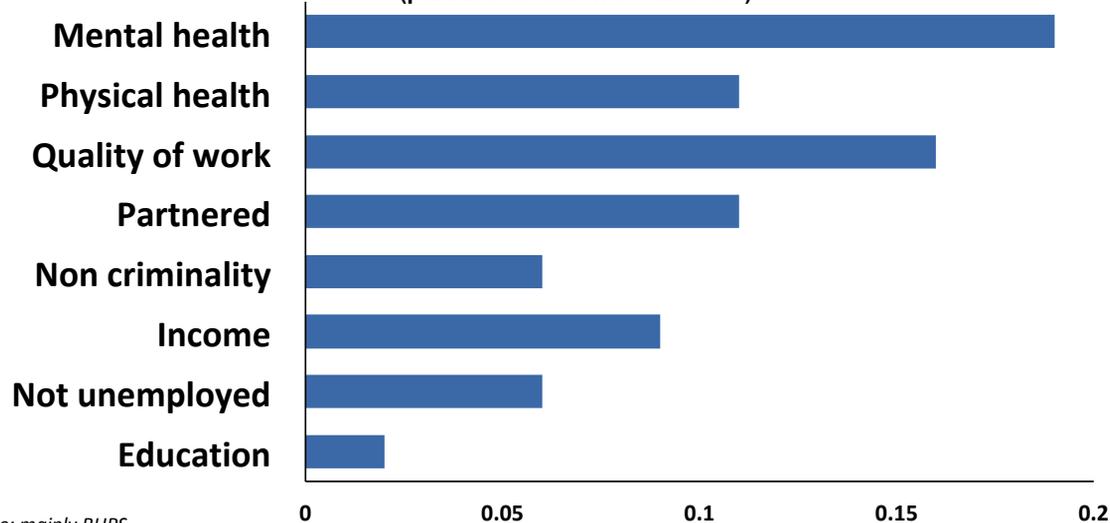
To develop capacities that will increase

- the happiness of the pupil (as child and adult)
- the happiness of the rest of society

3

WHICH ADULT CIRCUMSTANCES EXPLAIN LIFE-SATISFACTION?

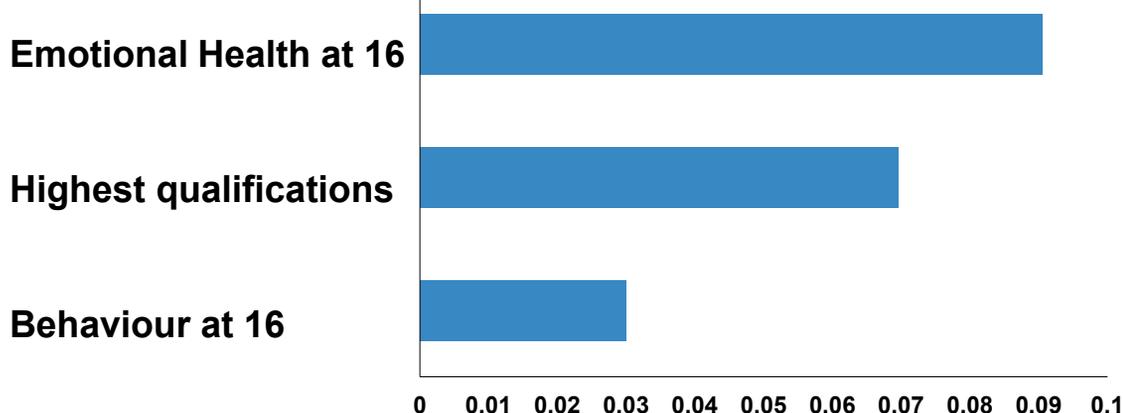
(partial correlation coefficients)



Source: mainly BHPS

WHICH ASPECTS OF CHILD DEVELOPMENT BEST PREDICT ADULT LIFE-SATISFACTION?

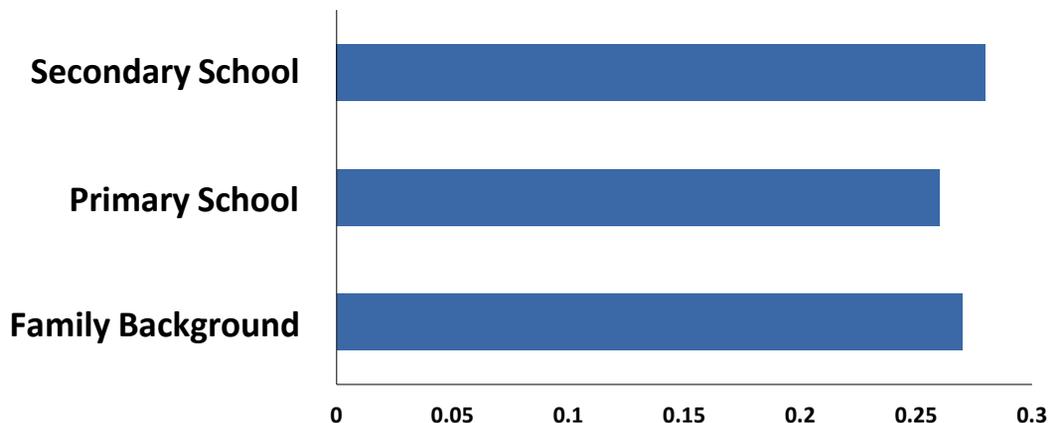
(partial correlation coefficients)



Source: Mainly BCS.

WHAT PREDICTS EMOTIONAL HEALTH AT 16?

(partial correlation coefficients)



Source: ALSPAC data.

WHAT SCHOOLS CAN DO

- **Promote mental health for all.**
- **Help those in difficulty.**

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PROMOTING MENTAL HEALTH

1. **Have happiness of children as an explicit goal.**
2. **Measure it.**
3. **Have a Wellbeing Code for whole school.**
4. **Teach life skills at least once a week.**

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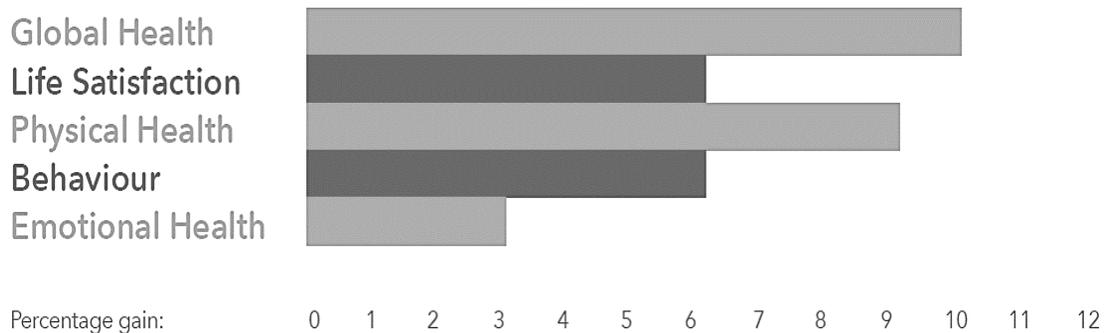
HEALTHY MINDS CURRICULUM (11-14)

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

<https://bounceforward.com/healthy-minds-research-project/>

Email: info@bounceforward.com

EFFECT OF HEALTHY MINDS ON DIFFERENT OUTCOMES



WE NEED

- Weekly RSHE
- Teachers trained on evidence-based materials
- Measurement of child wellbeing

MENTAL ILLNESS (5-15) %

	Any
1999	9.7
2004	10.1
2017	11.2
2021	16.6

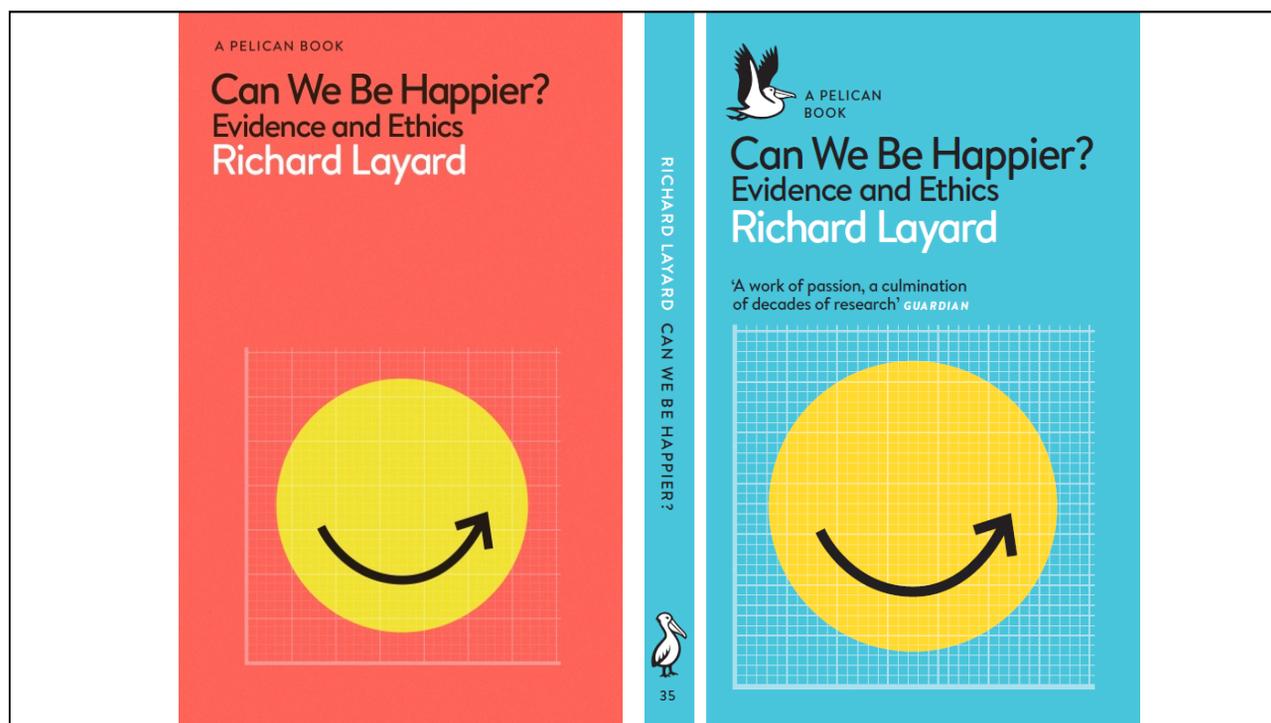
MENTAL HEALTH: 2017 GREEN PAPER

- 1. In each school: a Senior Lead on Mental Health**
- 2. CAMHS: 4-week wait**
- 3. New school-based treatment service: Mental Health Support Teams**

MENTAL HEALTH SUPPORT TEAMS

- For children below CAMHS threshold
- One per CCG
- Work done in schools
- Initially secondary covering 1/3 of country by 2022

15



Kadra Abdinasir

Exploring the intersections between
wellbeing and mental health



Finding our way in changing times

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A whole school and college approach to mental health and wellbeing

Mindfulness in Schools Conference

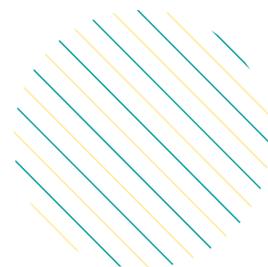
Saturday 18th June, 2022

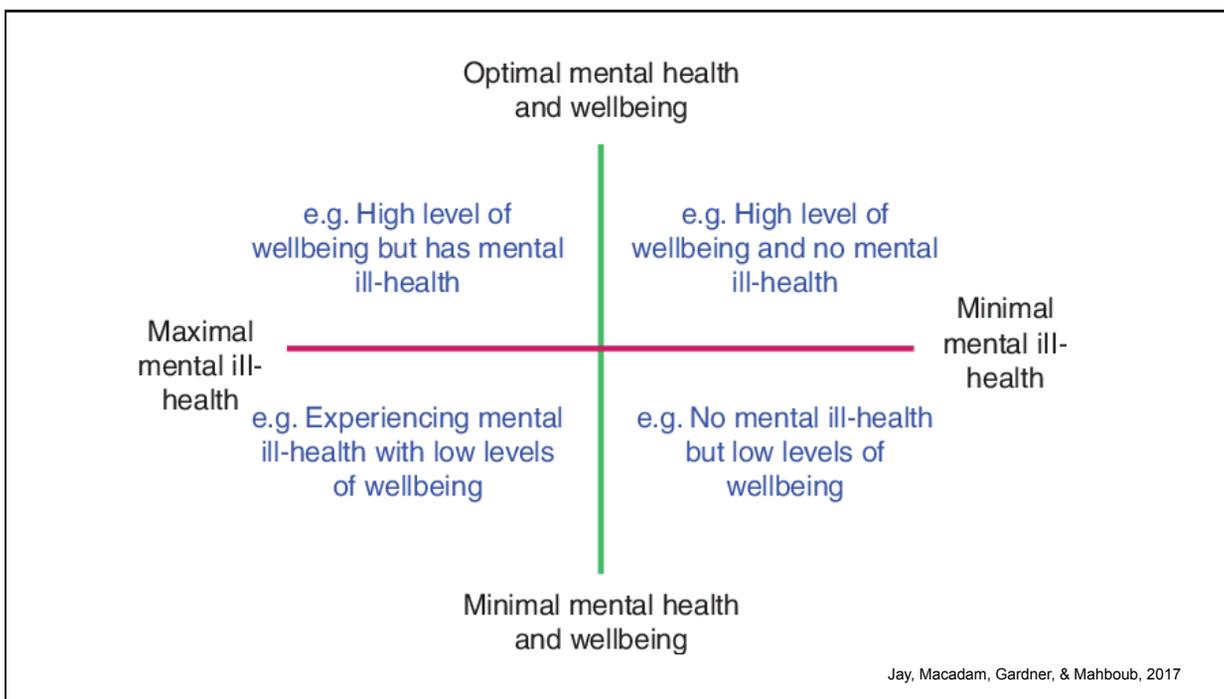
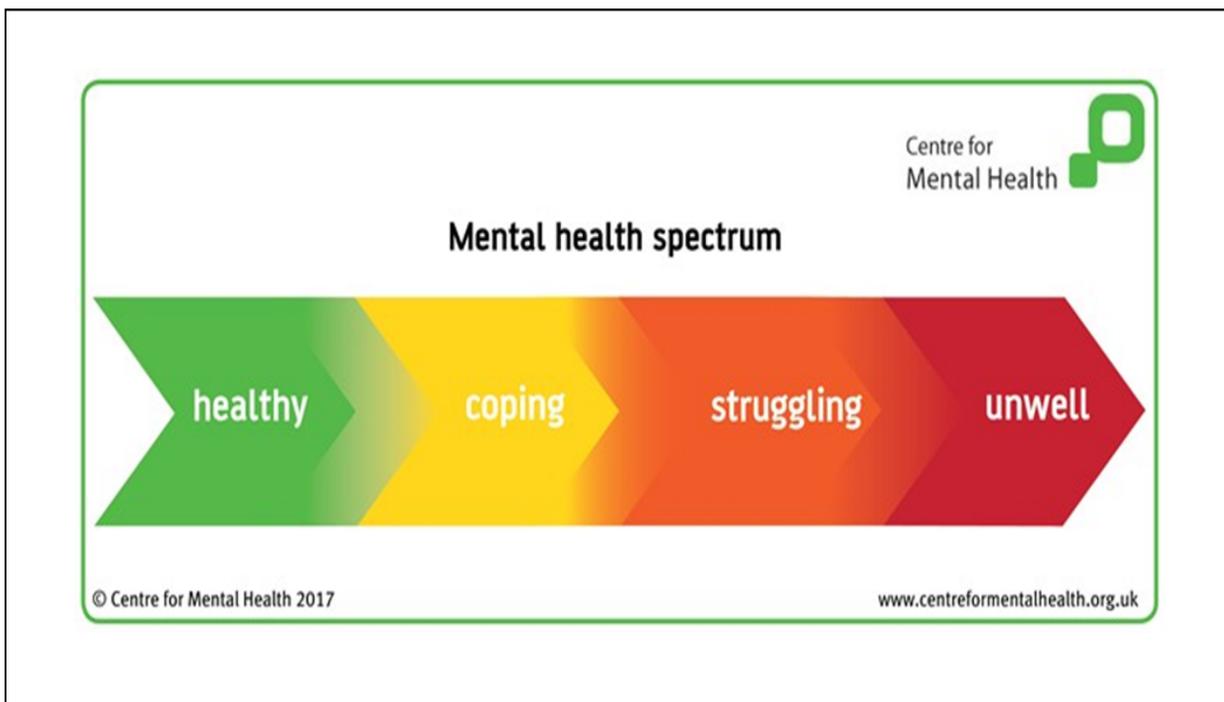


Kadra Abdinasir, Strategic Lead, Children and Young People's Mental Health Coalition

About CYPMHC

- The Children and Young People's Mental Health Coalition brings together over 240 organisations to campaign and influence policy, with and on behalf of infants, children and young people, in relation to their mental health and wellbeing.
- We are Chaired by Sir Norman Lamb.





Mental health in education

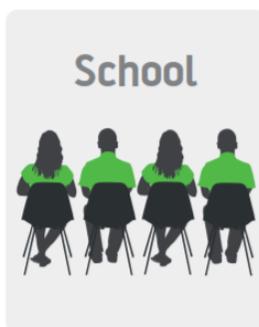
Making the Grade

- Young people from across the UK identified the **unique role of schools**, colleges and universities in **shaping their wellbeing** and being a **source of support**.
- However, the inquiry also noted a range of **education-related pressures**, such as an overemphasis on academic attainment, as having a detrimental impact on their wellbeing and mental health.



The risk and protective factors associated with mental health in school

- ✗ Bullying
- ✗ Discrimination
- ✗ Breakdown or lack of friendships
- ✗ Deviant peer influences
- ✗ Peer pressure
- ✗ Poor pupil to teacher relations

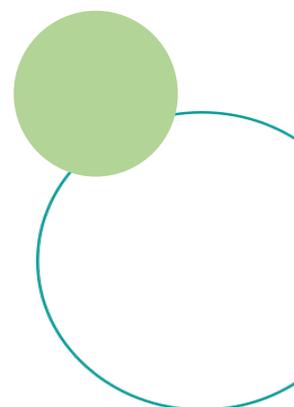


- ✓ Positive school climate that enhances belonging and connectedness
- ✓ Clear policies on behaviour and bullying
- ✓ 'Open door' policy for children to raise problems
- ✓ A whole school approach to promoting mental health

Image reproduced (Source: Public Health England, 2016)

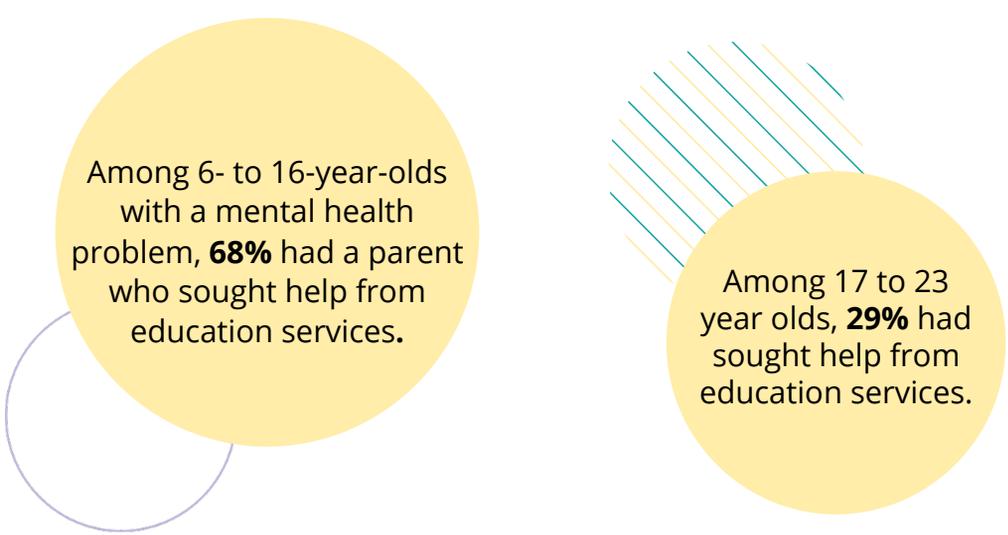
We reviewed the evidence based and consulted our members and experts in the field and found several barriers to implementing effective mental health support in schools, including:

- Funding constraints
- A lack of staff training and support in mental health
- Low levels of wellbeing among school staff
- Limited involvement of schools in local health and care partnerships
- Inconsistent or limited national guidance
- Exam pressures and culture of 'teaching to test'
- Erosion of creative learning and physical education



The role of schools and colleges

Sources of support



Among 6- to 16-year-olds with a mental health problem, **68%** had a parent who sought help from education services.

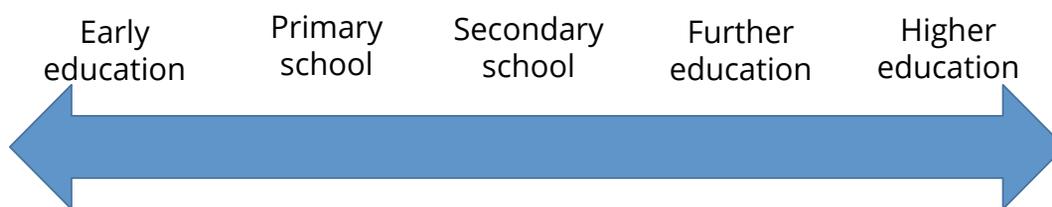
Among 17 to 23 year olds, **29%** had sought help from education services.

Source: NHS Digital, 2021

Whole Education Approaches

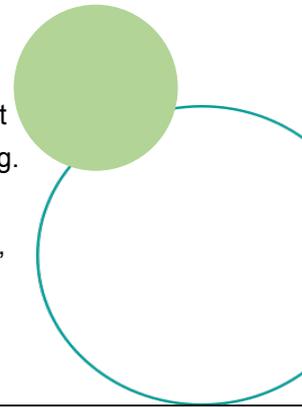


Whole Education Approaches

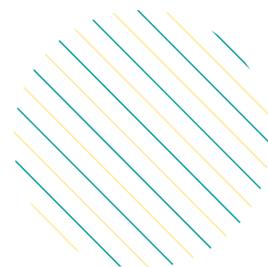


- **Leadership and management:** The senior leadership team play a crucial role in the implementation of a whole organisation approach to wellbeing and mental health.
- **Ethos and Environment:** A positive ethos and supportive learning environment not only improves wellbeing, but also boosts learning and attainment.
- **Curriculum, teaching and learning:** The curriculum plays an important role in developing young people's knowledge about health and wellbeing.
- **Student voice:** Students should play an active role in their own learning, the learning of their peers and the development of school communities.

Source: NHS Digital, 2020



- **Staff development and wellbeing:** Supporting staff wellbeing and development is vital.
- **Identifying need and monitoring impact:** Early identification and intervention in schools and colleges can prevent young people's problems from escalating.
- **Working with parents and carers:** The continuity of care and support outside education settings is critical.
- **Targeted support:** There are groups of children that are more at risk developing mental health problems and may benefit from targeted emotional support in their learning environment.



Resources

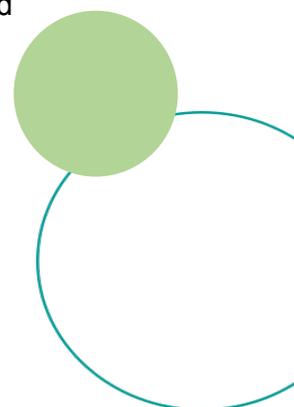
[PHE and DfE guidance on implementing whole education approaches.](#)

[Mentally Healthy Schools](#)

Association of Colleges [Mental Health and Wellbeing Charter](#) and [resource pack](#) on supporting mental health and wellbeing for college leaders.

[MindEd Education hub](#)

[Resources from Education Support in boosting staff wellbeing.](#)



Thank you!



Jamie Bristow

Mindfulness & compassion
opportunities to respond to the
challenges of climate change



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The Mindfulness Initiative

Mindfulness & compassion - supporting young people and ourselves to be more responsive and resilient to the climate crisis

Mindfulness in Schools Conference 2022



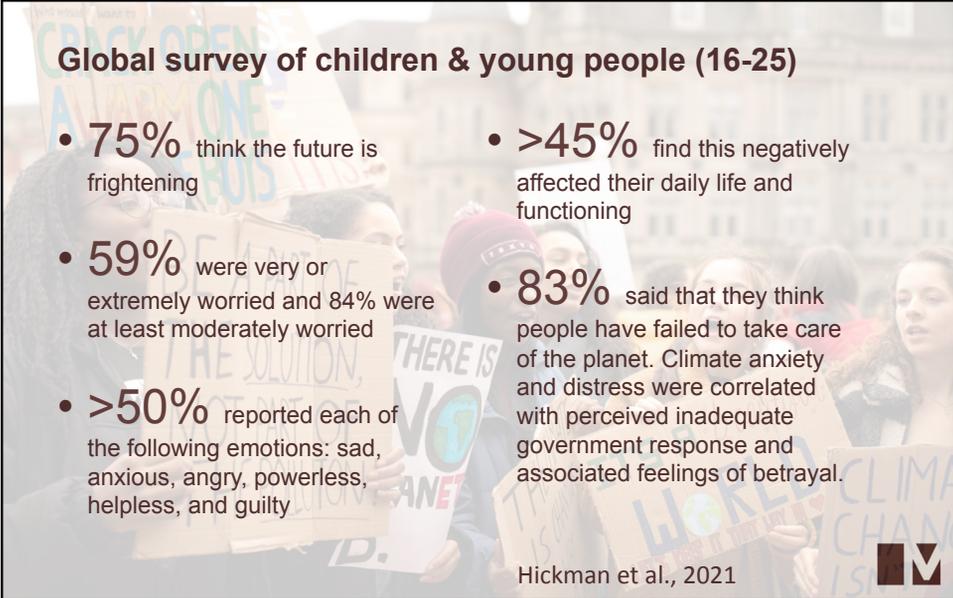




Global survey of children & young people (16-25)

- **75%** think the future is frightening
- **59%** were very or extremely worried and 84% were at least moderately worried
- **>50%** reported each of the following emotions: sad, anxious, angry, powerless, helpless, and guilty
- **>45%** find this negatively affected their daily life and functioning
- **83%** said that they think people have failed to take care of the planet. Climate anxiety and distress were correlated with perceived inadequate government response and associated feelings of betrayal.

Hickman et al., 2021



Mindset



“There are many changes to make over the next 10 years, and each of us will take different steps along the way, but all of us start the transformation in one place: our mindset.”

– Christiana Figueres, Former Executive Secretary of the United Nations Framework Convention on Climate Change (UNFCCC) 2010-2016.



The intersection of mind and climate change

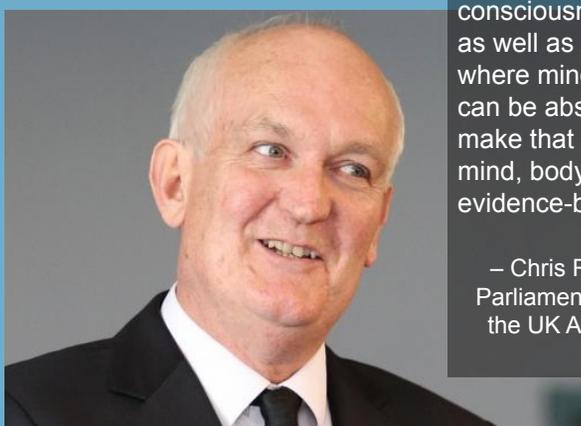
Mind – victim of climate change

Mind – root cause of climate change

Mind – a barrier for climate action

Vicious cycle of mind and climate change

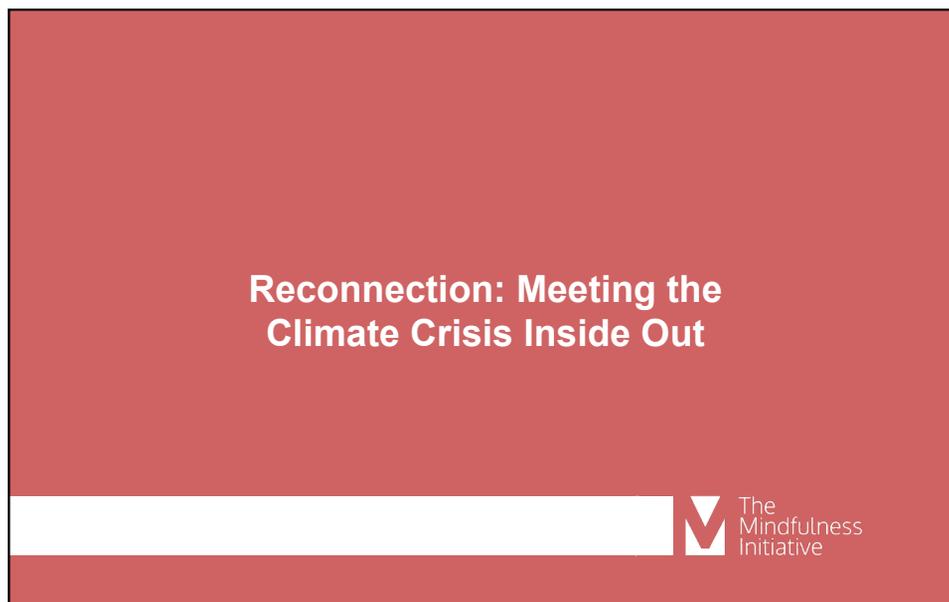
Conscious Connection



“We need to approach the climate crisis from a position of consciousness, and of conscience, as well as science. I think that’s where mindfulness and compassion can be absolutely key. They can make that connection between the mind, body and heart - in an evidence-based way.”

– Chris Ruane, Member of the British Parliament for 20 years and founder of the UK All-Party Parliamentary Group on Mindfulness

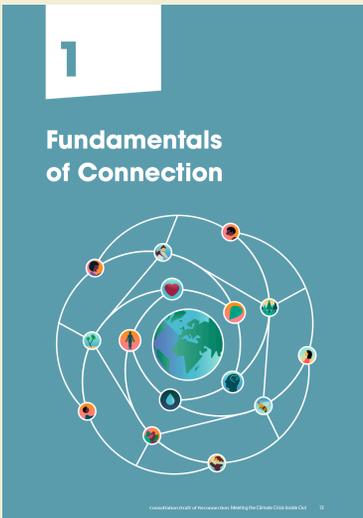






Chapter 1:
Fundamentals of Connection

Chapter 2:
Connection and the Climate Crisis



1

Fundamentals of Connection

1.1 Mind

1.2 Mind-Body

1.3 Mind-Body-Heart



1.1 Mind



1.1.1 Attention Regulation

1.1.2 Increasing Receptivity

1.1.3 Perspective-taking & Cognitive Flexibility



1.2 Mind-Body



1.1.1 Embodiment

1.2.2 Managing Threat Response

1.2.3 Addressing Trauma



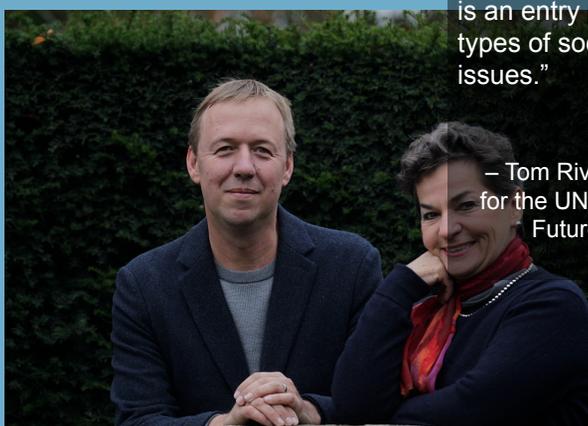
1.3 Mind-Body-Heart



- 1.3.1 Emotional Intelligence
- 1.3.2 Compassion



Compassion



“Compassion has an enormously practical application in the world. It is an entry point to action on all types of social and environmental issues.”

– Tom Rivett-Carnac, political lobbyist for the UNFCCC and co-author of *The Future We Choose: Surviving the Climate Crisis*



2

Connection and the Climate Crisis



2.1 Staying with the Trouble

2.2 Joined-up World

2.3 Intention and Action



Copyrighted work of the author. Meeting the Climate Crisis. Slide 20

2.1 Staying with the Trouble



2.1.1 Turning Towards the Difficult

2.1.2 Psychological Resilience

2.1.3 Positive Emotion and Engagement



Staying with the Trouble

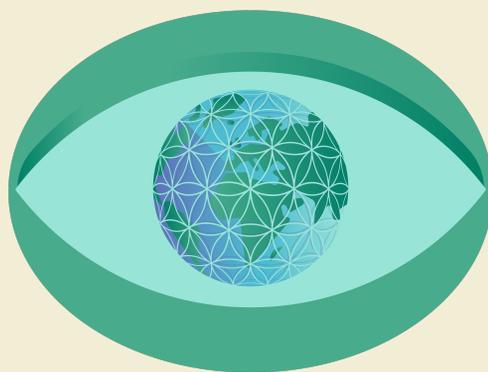


“Mindfulness has the potential not only to inspire us to protect the natural world, but also to equip us with the strength that we undoubtedly need to confront the true scale of the environmental crisis we face.”

– Caroline Lucas, Member of the British Parliament, former UK Green Party leader and Member of the European Parliament



2.2 Joined-up World



2.2.1 Holistic Worldview and Expanded Identity

2.2.2 Resisting Polarisation

2.2.3 Nature Connection



2.3 Intention and Action



2.3.1 Wiser Wanting

2.3.2 Inner Compass

2.3.3 Intentional Action



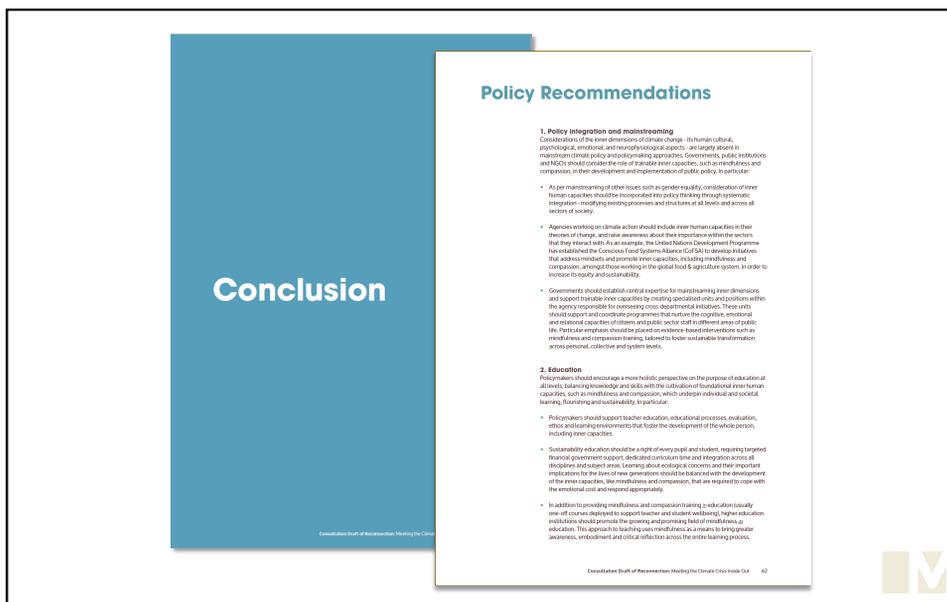
Deep Connection



“I don’t just use mindfulness to manage stress, but to create a connection within this work to something deeper. I think of mindfulness as something that connects me with the web of life on our planet; that could reconnect us all. Something that could help the planet prosper – not financially, but in terms of abundance for all living things. For me, it’s about a deep connection.”

– Alviina Alametsä, Member of the European Parliament serving on the Committee on Foreign Affairs





2. Education

The traditional focus of education on knowledge and skills should be better balanced with a greater focus on the cultivation of foundational inner human capacities, including mindfulness and compassion. In particular:

- Sustainability education should be a right of every pupil and student.. Learning about ecological concerns should be balanced with the development of the inner capacities, like mindfulness and compassion, that are required to cope with the emotional toll and respond appropriately
- Education at all levels should be encouraged to take a more balanced and holistic perspective on its mission, recognising the full range of human qualities that are important for individual and societal flourishing and sustainability
- Higher and professional education should be encouraged to focus more on the inner capacities that all students need to operate in a complex, rapidly changing, and uncertain world



Uz Afzal

The importance of trauma-informed practice for young people and meeting ourselves with self-care



Finding our way in changing times

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**UZ AFZAL
TRAUMA INFORMED PRACTICE
FOR YOUNG PEOPLE**



WE'LL BEGIN DISCUSSION AROUND

- What is trauma
 - Potential causes of trauma
 - The ways in which trauma shows up
 - Being trauma aware in our practice
 - Self-care is key
- 

Let's pause

FOF
Settling

WHAT IS TRAUMA?



“Traumatic events are extraordinary, not because they occur rarely, but rather because they overwhelm the ordinary human adaptations of life - the common denominator is a feeling of:

- intense fear
- helplessness
- loss of control
- threat of annihilation”

Judith Herman 'Trauma and Recovery' Pandora List, 1994

WHAT IS TRAUMA?



Trauma is the imprint an event or series of experiences leaves in the nervous system

POTENTIAL CAUSES OF TRAUMA



Individual

- ACEs – adverse childhood experiences

For example

- Parental mental health
- Neglect
- Abuse

PROTECTIVE FACTORS FOR ACES

PROTECTIVE FACTORS

"Protective factors are conditions or attributes of individuals, families, communities, or the larger society that mitigate risk and promote healthy development and well-being." Examples include:



Social emotional competence of children



Concrete support in times of need



Supportive social connections



Knowledge of parenting and child development

POTENTIAL CAUSES OF TRAUMA

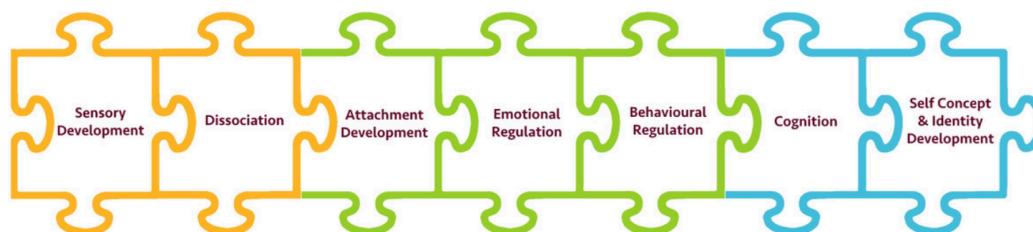


Broader/collective

- Discrimination/prejudice – racism/ bi/homo/transphobia/ableism/
- Refugee crisis
- Pandemic
- Food poverty
- Climate crisis

HOW DEVELOPMENTAL TRAUMA CAN SHOW UP

The seven pieces of the Developmental Trauma puzzle are:



Being Trauma Aware

High Nurture

- Being aware of YP's needs
- Ensuring adults there to support
- Forming connections
- Adaptations to practices
- Intentional and invitational language
- Lighting, seating, temperature
- Choices – eyes, posture
- Listening



Being Trauma Aware

High Structure

- Predictable schedule
- Ways in
- Groupings
- Length of practice



Being Trauma Aware

Engaging with our conditioning
(race, class, gender, sexual
orientation)



U-turning care to self

For Trauma sensitive practice

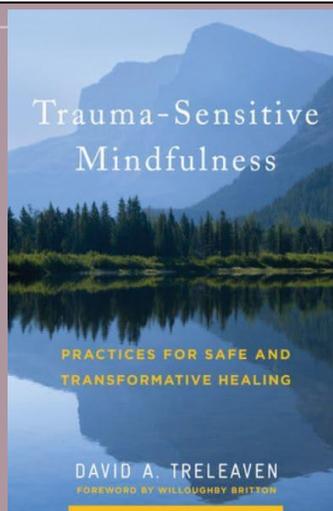
If you can control one thing in the room
– make it you!



Self-caring pause



resources



UZ AFZAL

CONTACT@BEHEREBREATHE.CO.UK

**MINDFULNESS AND SELF-CARE AT THE
EDGE**

Maggie Farrar & Alan Lee

Mindfulness: Standards and Wellbeing



Finding our way in changing times

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The BEST journey to a mindful and compassionate community
A ~~three~~/four year vision:

2020-21 – lay the foundations

- raise awareness –**the why?**
- launch new value
- provide training opportunities

2021-22 – embed the practice

- create a pathway(s) – **the how?**
- put the pathway(s) at the core
- model + encourage

2022-23 – deliver sustainability

- assess – **the impact?**
- build capacity (+ commitment)
- improve



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We will have the courage to be compassionate

Our community treats all with trust, kindness and honesty



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BEST wellbeing and mindfulness gardens



Impact:

Training

- Leadership Presence = 43
- .Begin = 68; Teach Dots/Paws b/Teach .b – 12
- 15% of community

Responses

- more relaxed
- feel good about myself
- thinking more clearly

Statements

- I notice people more and lead with kindness
- I am able to switch off from work when I choose
- I have strategies to handle my mental and emotional wellbeing



Where next?



- **Mindfulness Portal**
- **Mindfulness Events**
- **Mindfulness Coach**



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Changing school culture through mindfulness

It's all about the language ...

- It's not a strategy, but a practice
- It's not an intervention, but an invitation
- It can't be imposed, but it can be modelled
- It's not a set of tips and techniques, but a personal practice with a commitment to embody it moment by moment, day by day

'It's drip drip drip' Helen Rowland CEO Focus Trust

'Even though I have this clear strategic intent, it will always remain invitational, it cannot be forced or mandated.' Cathie Paine CEO REAch2



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Reflections



Emily Slater

MiSP: Being Well - Next Steps



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YOUR IDEAS & KEEPING IN TOUCH



1. How we best support you & your diverse educational contexts

2. How we collectively ensure mindfulness approaches and skills are accessible to ALL & tailored appropriately

3. Ideas for fundraising initiatives to ensure MiSP can reach more audiences AND develop ongoing curricula & tailored approaches



**THANK YOU FOR LISTENING &
BEING HERE TODAY**

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