

ALN Mental Health

Mental health

- It is estimated that three children in every average size classroom will have a mental health issue.
- By the age of 14, half of all mental health problems will have begun.
- To stem the flow, we need a change. We need to equip our children with the skills, confidence and tools to be emotionally resilient.
- We need to intervene much earlier, addressing the seeds of distress before they take root.

National Assembly for Wales (2018)

Mental health conditions affecting children

- Anxiety disorders
- Attention-deficit/hyperactivity disorder (ADHD)
- Autism spectrum disorder (ASD)
- Eating disorders
- Mood disorders
- Schizophrenia

Task

Consider the impact it would have on a child/young person's home/education daily life?

Well-being of Future Generations Wales Act (2015)

Wales is one of the first countries to introduce a law like this. The Act says that 44 public bodies, such as Local Authorities, the NHS, Fire and Rescue and others, must work together towards seven well-being goals.

The seven well-being goals:

- A **prosperous** Wales – where everyone has jobs and there is no poverty.
- A **resilient** Wales – where we're prepared for things like floods.
- A **healthier** Wales – where everyone is healthier and are able to see the doctor when they need to.

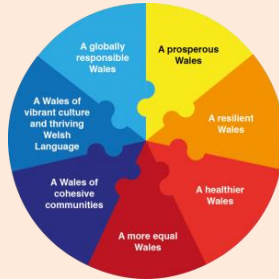
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- A **more equal** Wales – where everyone has an equal chance whatever their background.
- A Wales of **cohesive Communities** – where Communities can live happily together.
- A Wales of **vibrant culture and thriving Welsh language** – where we have lots of opportunities to do different things and where lots of people can speak Welsh.
- A **globally responsible** Wales – where we look after the environment and think about other people around the World.

Future Generations Commissioner for Wales (2018)

What are their responsibilities?

- Working in pairs research your well being goal;
 - Establish the responsibilities it defines for the various public bodies
 - Consider how these responsibilities can be met.



Who is responsible?

- Future Generations Commissioner for Wales - [Sophie Howe](#)
- Guardian of Future Generations
- Promote Sustainable Development Principle

Donaldson-Successful Futures (2015)

Purposes of the curriculum

The purposes of the curriculum in Wales should be that children and young people develop as:



The six Areas of Learning and Experience recommended by the Donaldson Review are:

1. Expressive Arts
2. **Health and Well-being**
3. Humanities
4. Languages, Literacy and Communication
5. Mathematics and Numeracy
6. Science and Technology

The Welsh Government (2018, p.16) states:

“The whole approach to developing young people aged 3 to 16 will change. The new curriculum will have more emphasis on equipping young people for life. It will build their ability to learn new skills and apply their subject knowledge more positively and creatively. As the world changes, they will be more able to adapt positively.”

National Assembly for Wales (2018)

The Child Death Review pilot for Wales analysed deaths occurring from suicide and apparent suicide in children and young people in Wales under 18 years that occurred between October 2006 and September 2009. It highlighted the specific issues of:

- Bullying (mostly school related)
- Misuse of drugs and alcohol
- Physical, emotional and sexual abuse
- Self harm
- Deprivation
- Social connections

NHS Wales (2014)

Risk factors for children and young people identified by NHS Wales review

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Anxiety disorder
- Asperger syndrome
- Conduct disorder
- Alcohol and drugs

NHS Wales (2014)

Continued...

- Physical or sexual abuse
- Parental separation/divorce
- Being bullied
- Impulsivity
- Restricted educational achievement
- Low socio-economic status
- Adverse childhood experiences

NHS Wales (2014)

Bullying in childhood: cause or
consequence of mental health
problems?

Every learner in every school has the right to learn, free from the fear of bullying, whatever form that bullying may take.

Everyone involved in a learner's education needs to work together to ensure that this is the case.

Schools need to take an active approach to tackle all forms of bullying, and should be taking action to prevent bullying behaviour as well as responding to incidents when they occur.

It is essential to develop a strong inclusive ethos where bullying and prejudice is not tolerated.

Human rights are guarantees that protect individuals and groups from actions that affect their freedom and human dignity.

This rights-based and inclusive ethos is the foundation upon which all bullying can be effectively addressed.

Welsh Government (2011)

How do schools support pupils?

Anti-bullying policies	PSE
Anti-bullying week	School counselors
Restorative practice	School council
Playground buddies	
Worry trees	
Rights respecting group (UNCRC)	

**"Mental illness is
nothing to be
ashamed of,
BUT STIGMA
AND BIAS
SHAME
US ALL."
-Bill Clinton**

HUFF
POST

U.S. President 1993-2001 (42nd)

UKPSF (2011) Professional Values

- V1 Respect individual learners and diverse learning communities
- V2 Promote participation in higher education and equality of opportunity for learners

Professional standards for further education teachers and work-based learning practitioners in Wales

- Value and promote diversity, equality of opportunity and inclusion
- embracing diversity and advocating inclusion
 - challenging discrimination in all forms

Question

What are our key responsibilities as teachers/trainers and how could we be promoting an inclusive learning environment for all?

Further reading and resources

- National Autistic Society
<https://www.autism.org.uk/professionals/teachers.aspx>
- SNAP Cymru
<http://www.snapcymru.org/>
- Resources impact assessment
<https://gov.wales/sites/default/files/publications/2018-06/alnet-wales-act-equality-impact-assessment.pdf>

Reference List

Future Generations Commissioner for Wales (2018) *Well-being of Future Generations (Wales) Act 2015*. <https://futuregenerations.wales/about-us/future-generations-act/> (Accessed: 20 November 2018).

National Assembly for Wales. (2018) *Mind over matter*. <https://www.assembly.wales/aid%20documents/cr-id11522/cr-id11522-e.pdf> (Accessed: 15 November 2018).

NHS Wales. (2014) *Thematic review of deaths of children and young people through probable suicide, 2006-2012*. [http://www2.nphs.wales.nhs.uk:8080/ChildDeathReviewDocs.nsf/5633c1d141208e8880256f2a004937d1/ce6956a584dd1f6b80257c9f003c3fa1/\\$FILE/PHW%20probable%20suicide%20web.pdf](http://www2.nphs.wales.nhs.uk:8080/ChildDeathReviewDocs.nsf/5633c1d141208e8880256f2a004937d1/ce6956a584dd1f6b80257c9f003c3fa1/$FILE/PHW%20probable%20suicide%20web.pdf) (Accessed: 20 November 2018).

Welsh Government. (2011) *Respecting others: Anti-bullying overview*. <https://beta.gov.wales/sites/default/files/publications/2018-03/respecting-others-anti-bullying-overview.pdf> (Accessed: 20 November 2018).
