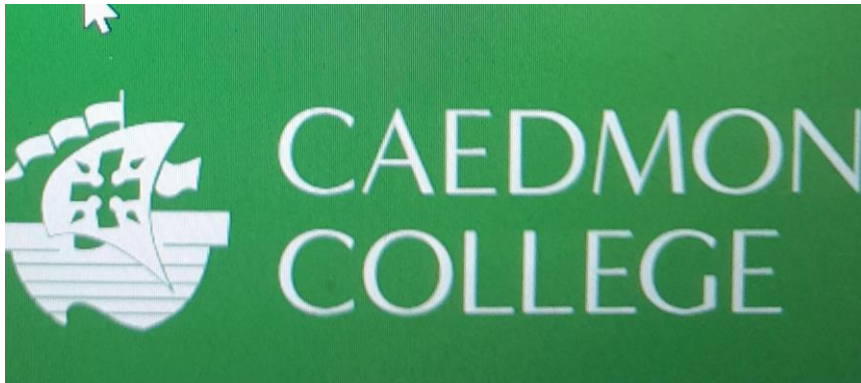




Place2Be an Overview

Delivery Impact Report

Eskdale School and Caedmon College



By Place2Be
November 2023

Place2Be our National reach and impact

36,565 children and young people accessed a support service from Place2Be.

43% received free school meals

74% had fewer reported exclusions

6% were the subject of a child protection plan

75% find it easier to have and keep friends

8% were reported to be on a CAMHS* waiting list

64% of children's difficulties had less impact on their learning

43% of pupils are eligible for Pupil premium

511 school leaders took part in our Senior Mental Health Leads programme

96% participants told us after completing our programme they understand their role as a Senior Mental Health Lead much better

17,022 teachers and school staff took part in our Mental Health Champions - Foundation programme

93% feel that the course has increased their capacity to lead a positive approach to mental health and wellbeing

9,200 teachers and school staff joined our online community, the Place2Be Staffroom

12,748 downloads of our Art Room activities



*Children and Adolescent Mental Health Services - **Learning Technologies Awards 2022, 'Best Learning technologies project – public & non-profit'* -+

Building confidence and knowledge in schools

Teachers and school staff play a crucial role in both promoting positive mental health for their pupils, and spotting when professional support may be needed.

Place2Be is committed to building the confidence, skills and knowledge of school leaders and teachers, to promote a better understanding of mental health and wellbeing.

Our online Mental Health Champions - Foundation programme has reached 48.9% of schools in the UK across every county in England, Wales, Scotland and Northern Ireland.

This award-winning* free programme, initially offered to UK teachers, is now available to all UK school staff, trainee teachers and youth workers.

Our CPD-certified Senior Mental Health Leads training programme is Department for Education quality-assured and launched in autumn 2021. The programme helps senior leaders identify their school's priorities and develop strategic approaches to address those needs. It increases confidence in creating a culture within their school community where positive mental health and wellbeing is strongly linked to learning. It's an integral part of the whole school approach to mental health.

At the end of our programmes, alumni are invited to join our virtual Staffroom – a supportive community of almost 10,000 school staff, which offers ongoing access to Place2Be's resources and expertise.



Safeguarding Team

As we work with vulnerable children and families, safeguarding is of the greatest importance to Place2Be.

Last year, **6677 safeguarding concerns** were raised with our Safeguarding Team. The most common concerns raised were self harm, suicide ideation, general mental health / emotional difficulties, physical and emotional abuse.



Building understanding of children & young people's mental health

We constantly evaluate our work to ensure that what we do results in the best possible outcomes for children and young people.

By sharing our findings with a wide range of audiences, from the government to the general public, we aim to raise awareness of children and young people's mental health and the role we all play to support it.

Our study with the University of Cambridge, published in May 2022, found that in-school mental health support can reduce school exclusions; suggesting that Place2Be's support may positively influence educational engagement as well as mental health.

Children's Mental Health Week

Our flagship annual campaign shines a spotlight on the importance of children and young people's mental health and provides a focal point in the school calendar to promote and discuss mental wellbeing.

In autumn 2022, we launched our new Children's Mental Health Week website which aims to make our free resources as accessible as possible for school staff, parents, carers and individuals.

225,000 downloads of our schools and families resources

14,000 people posted about the week on social media, with potential impressions of over 199 million



Building the children's mental health workforce

Our work can only happen thanks to the mental health professionals dedicated to Supporting children and families. Place2Be's training centre of excellence offers a range of quality programmes and professional development courses.

Through our clinical placements and professional qualifications, we create a skilled workforce of professionals with expertise in children and young people's mental health.

These are informed by over 28 years' experience in delivering mental health services.

Our **Level 5 Certificate** in Working Therapeutically with Children and Young People in Schools is designed for those who are already qualified to work therapeutically with adults, but want to upskill to be able to also work with children and young people in schools.

Designed for experienced counsellors, our **Level 6 Certificate** in Therapeutic Counselling Supervision enables clinicians to practice as clinical supervisors in line with ethical standards.

In spring 2023, we launched a new qualification our **Level 4** route for prospective counsellors, which we hope will help to remove some of the socioeconomic barriers to careers in counselling and increase diversity in the workforce.

765 Counsellors on Placement trained with Place2Be

60% of Place2Be's school based staff are former Counsellors on Placement

Pro Bono Economics analysis suggests Place2Be's one-to-one counselling service has a positive impact on children's mental health, whilst generating economic benefits for every £1 spend you save £8.

We have found that:

- Children receiving Place2Be's one-to-one counselling service experience an average 3.5 point reduction in their Strengths and Difficulties Questionnaire (SDQ) score. Of this, an average 2.1 point SDQ score reduction is likely to be attributable to Place2Be's programme.
- Place2Be's support could generate an average of £8,700 in economic benefits over the lifetime of the child.
- Given the programme costs on average £1,100 per child, we estimate it generates around £8 in benefits for every £1 spent.
- This high benefit-cost ratio was sustained despite the corona pandemic.
- This means Place2Be's counselling service in the UK could generate as much as £36 million of lifetime benefits from each academic year of support. This report finds that support in schools, such as the one-to-one counselling sessions offered by Place2Be, could play a vital role in tackling the children's mental health crisis in the UK. If a programme similar to Place2Be's was scaled up to operate across the country, it would likely have significant long-term economic benefits for children and wider society, in addition to the immediate increase in quality of life for the children themselves.

For every £1 spent, Place2Be's one-to-one counselling service generates economic benefits of around

£8



On average, Place2Be's counselling service delivers economic benefits of

£8,700

per child

Each year the service generates benefits of

£36 million

If one-to-one counselling were offered in all schools in England without a Mental Health Support Team, it could generate



£751 million

of economic benefits for each year of support

What does all of this mean for Eskdale School and Caedman College



Area Manager overview of the initial onboarding and implementation of the service

- 21 October 2022 – Area Manager met with Jamie Henshaw to talk through the Place2Be service
- 1 November 2022 – Jamie and Area Manager visited the three sites and met with key staff
- January and February 2023 Recruitment drive and appointment of Gareth Jones Mental Health Practitioner (MHP).
- 24 February 2023 – Induction meeting at Caedmon College and Eskdale school to introduce Gareth to Susan Boyd and Phil Nicholson and key staff
- 6 March 2023 – Gareth Jones started in role
 - 2 days Eskdale school
 - 1 day Sixth Form college
 - 2 days Caedmon College
- 7 March 2023 – Planning and Development meeting/Safeguarding meeting with a Review meeting in both schools in June 2023. Objectives were agreed to: Launch the service to students/parents/carers. Create content on the website. Launch Place2Talk. Set up one-to-one Counselling. Attend Journey of Hope group work Training. To attend KIT (Knowledge Insight Tools) Training. Gareth has also promoted Place2Think for teachers
- Further Planning Review meeting at Caedmon on 5 October. To be arranged at Eskdale
- Gareth attends monthly Line Management and monthly Clinical Supervision as per BACP guidelines

MHP overview

- In the first few months as an MHP at both schools I needed to get myself and the service known and start building trust
- I first met with the children of the school to introduce myself and the service, what we are about and what I offer in terms of being a counsellor working for Place2be.
- I next met with all staff within the school to once again introduce the service and myself and highlight the referral process and how to seek parental consent for 1:1 referrals and Place2Talk
- The next couple of months involved promoting the service in school and gain trust of the school community including parents to further implement the service for assessment and formulations to take place to initiate the 1:1 work and Place2talk.

Initial Referrals for an Assessment and Formulation – to ensure young people are guided into the correct intervention and or services based on their clinical needs

Referrals and Assessments

School	No. referrals	No. ended at referral only	No. ended at assessment only	Area	School	No. assessments	No. assessment sessions
Eskdale School	22	2	4	North East 1	Eskdale School	20	54
TOTALS	22	2	4	TOTALS	TOTALS	20	54

No. of external referrals/signposting

Total	Child Psychologist or Psychiatrist	GP	Educational Psychologist	Family Mediation	Systemic Family Therapy	Home School Liaison	Voluntary / 3rd Sector Agency	CAMH S	School Agency	Social Services	Other
2	0	0	0	0	0	0	0	0	0	0	2
2	0	0	0	0	0	0	0	0	0	0	2

One to One Counselling Sessions

Place2Talk self referral drop-in sessions for pupils' numbers attended

One to One Counselling

School	No. children seen	No. sessions attended	No. sessions offered
Eskdale School	9	54	84
TOTALS	9	54	84

Place2Talk

School	No. 1:1 sessions held	No. group sessions held	Total sessions held	No. visits	No. of children seen
Eskdale School	54	0	54	54	29
TOTALS	54	0	54	54	29



Initial Referrals for an Assessment and Formulation – Self Referral Place2Talk

Referrals and Assessments

School	No. referrals	No. ended at referral only	No. ended at assessment only	Area	School	No. assessments	No. assessment sessions
Caedmon College Whitby	35	0	8	North East 1	Caedmon College Whitby	35	89
TOTALS	35	0	8	TOTALS	TOTALS	35	89

Place2Talk

School	No. 1:1 sessions held	No. group sessions held	Total sessions held	No. visits	No. of children seen
Caedmon College Whitby	39	0	39	39	30
TOTALS	39	0	39	39	30

One to One interventions and CBT KIT for signs of depression and anxiety

One to One Counselling

School	No. children seen	No. sessions attended	No. sessions offered
Caedmon College Whitby	13	86	149
TOTALS	13	86	149

KIT

School	No. children seen	No. sessions attended	No. of sessions offered
Caedmon College Whitby	2	3	5
TOTALS	2	3	5

Place2Think Consultation drop-in sessions for Teachers

Place2Think

Place2Think Sessions	Place2Think Hours
14	12
14	12

Place2Think Session Themes (no. of times discussed)

Understanding communication behind children's behaviour	Advice/guidance on how to manage child/children behaviour	Advice on how to manage/deal with class issues	Advice following a critical incident	Exploring strategies to support Place2Be intervention	Reflect and manage own emotional responses to child/children/class	Advice on self-care (e.g. stress in the job, feeling overwhelmed)	Managing impact of personal issues on teaching practice	Other
4	0	1	0	0	1	1	0	3
4	0	1	0	0	1	1	0	3



One to One Counselling Sessions – Case Study with SDQ impact outcomes including SDQ sub headings

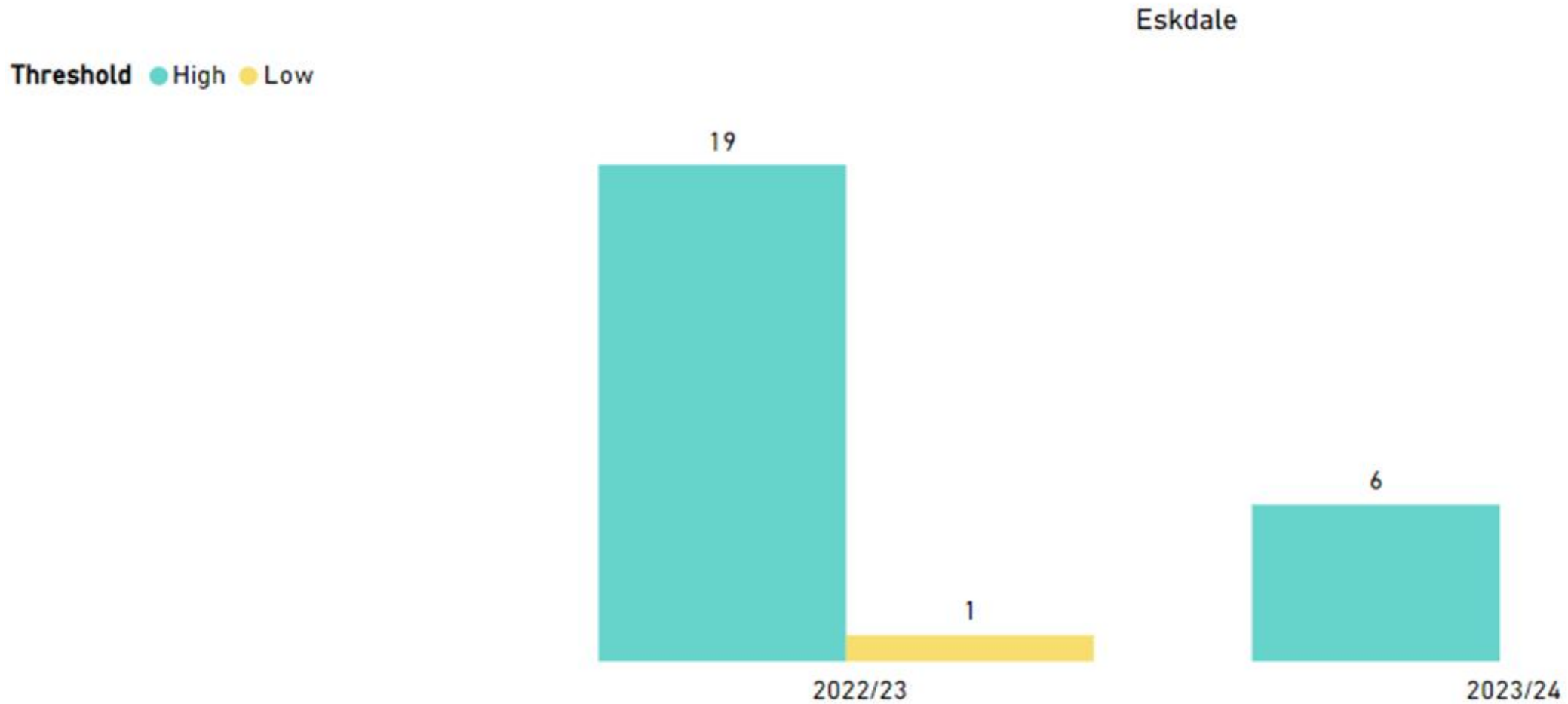
Case Study: Child presented with risk around significant self-harm and issues involving Emotional/Conduct range on the SDQ subscales.

This was a consequence of ongoing tensions within the family and gender identity problems. After nine sessions, self-harm was no longer present in the child's life, relationships within the family had improved with the child

Stating they felt physically and mentally better.

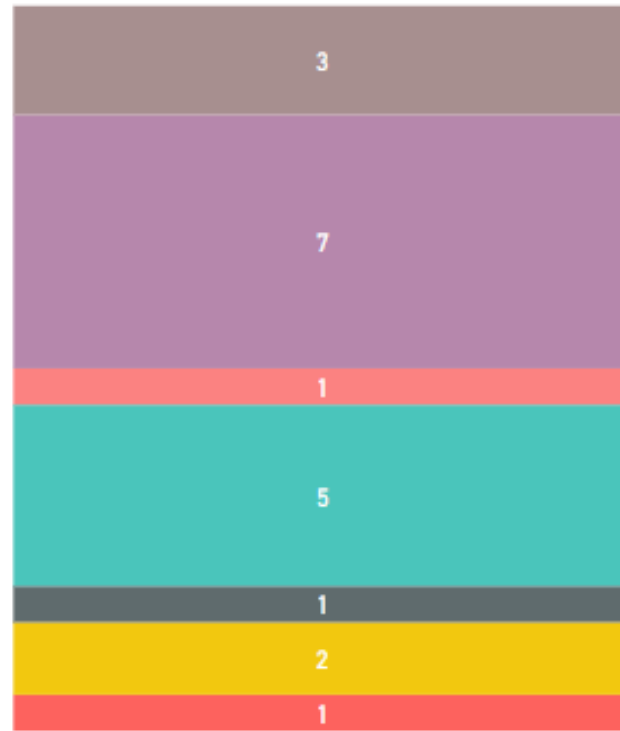
The child also had a better relationship with themselves regarding identity and there was significant reduction to the point of no issues around the emotional conduct range on the SDQ subscales.

Safeguarding numbers raised during delivery of the service

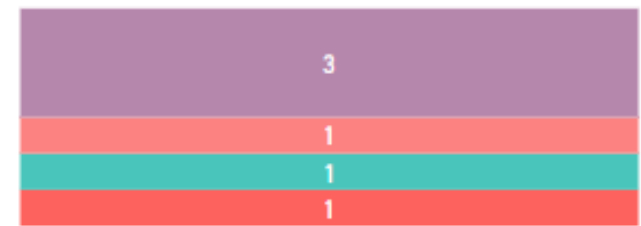


Eskdale Safeguarding by Source

Source ● Assessment ● Contact from CYP / Parent ● Crisis Intervention ● One-To-One ● Other ● Place2Talk ● Shared by School or External Agency



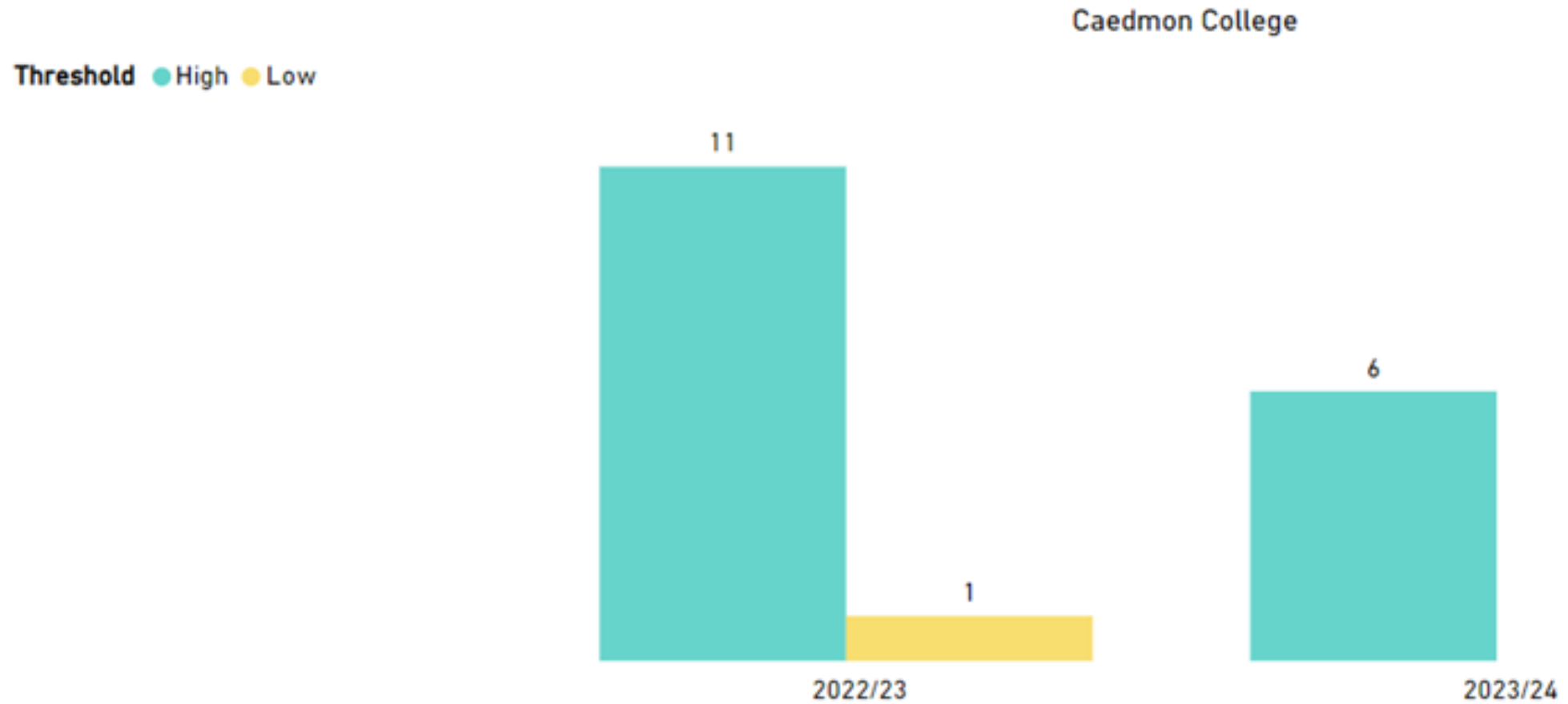
2022/23



2023/24

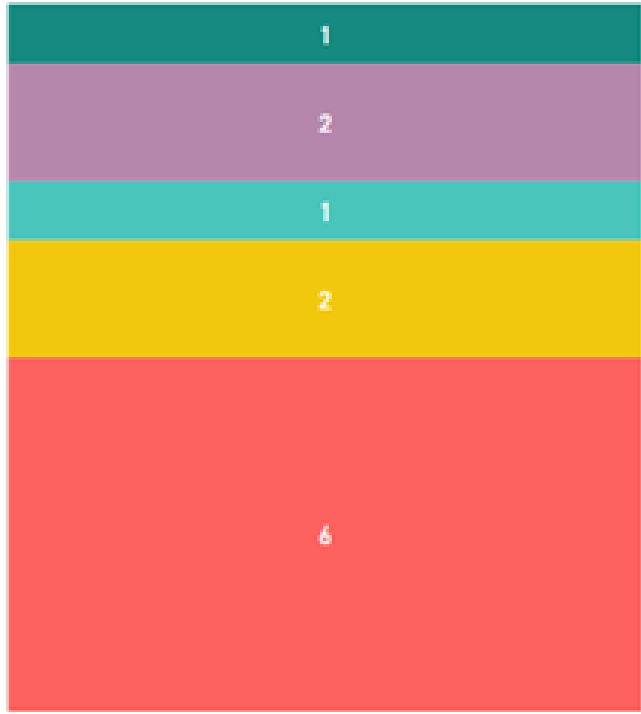


Safeguarding numbers raised during delivery of the service

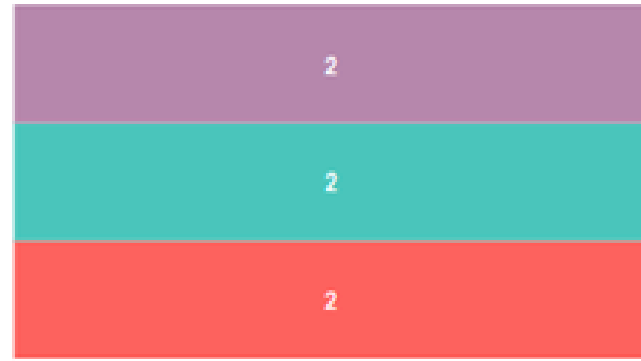


Caedman Safeguarding by Source

Source ● Assessment ● Contact from CYP / Parent ● One-To-One ● Place2Talk ● Telephone Check-In



2022/23



2023/24

Risk Assessments and Safety Plans for Self Harm and Suicide Ideation

There have been eleven risk assessments and safety plans generated through disclosures in the 1.1 work pupils attended.

Twenty-six safeguarding concerns raised, since Place2Be began offering a service to pupils from May 2023.

Of those twenty-six safeguarding concerns a majority were generated through pupils attending Place2Talk and feeling safe to disclose. Nearly all of those pupils who were recorded as either having a risk assessment and/or a safeguarding disclosure. In nearly all cases the school were not currently aware of the risk around the child. The presence of Place2Be provided a safe space for the pupils adding an extra layer of safeguarding for the school and an environment in which the pupil felt able to disclose aspects of what was happening to them.

‘A recent pupil I have recently finished working with, initially presented with significant risk at home which was having an impact on them in school. Through their attendance at Place2Be and consequently my work with ‘early help’ and the school safeguarding team. We were able to provide the child with the help and support they needed. In order to reduce the risk at home for both child and family and reduce the impact that home life was having on the child’s schooling.’



Further interventions available based on need

Journey of Hope

School	No. of children seen	No. of group sessions held	No. Groups
Eskdale School	0	0	0
TOTALS	0	0	0

Alternate Groupwork

Area	School	No. of children seen	No. of group sessions held	No. Groups
North East 1	Eskdale School	0	0	0
TOTALS	TOTALS	0	0	0

Missed sessions/Did not attend (DNA) rate (KIT)

School	Child non-attendance		School non-attendance		P2B non-attendance	
	Total sessions missed	DNA Rate	Total sessions missed	DNA Rate	Total sessions missed	DNA Rate
Eskdale School	0	0%	0	0%	0	0%
TOTALS/AVG. %	0	0%	0	0%	0	0%

Journey of Hope an Evidence based Trauma group could be delivered in year 7 and 8 as well as whole classroom work around transition and exam stress as well as KIT a CBT approach with an average of 6 sessions for pupils presenting with anxiety and depression.

A range of these interventions could be delivered over time, once the service is fully embedded! But would mean reducing the standard 1:1 work based on overall capacity and focusing on the need of the pupils in the schools. Reviewing DNA rates to ensure attendance is high.



Quotes and Feedback received from the School Community Pupils – Teachers – Parents/Carers

Pupil: *“ it’s like my anxiety has disappeared “*

From an external service provider: *“I have a lot of my young people who tell me Place2be is really good, and they are referring their friends to it now.”*

Parent: *“It's like having my child back again, they laugh and smile more it's just like having them back again.”*

Pupil: *“I feel so much better, I feel that how I've felt is real and not in my head and that I can talk about my feelings more.”*

Teacher: *“I don’t Know what we did before you came to the school”*

