



aware

Awareness of promoting Wellbeing through
Activity, Relaxation and Emotional health.



Acknowledgments

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1 Summary

AWARE is an acronym for Awareness of promoting Wellbeing through Activity, Relaxation and Emotional health. The project has been running in seven pilot schools in Highland over the academic year 2005/6 and is funded by 'HeadsUpScotland' the national project for children and young people's mental health in Scotland.

This first report of the AWARE project presents the findings of an 'in-house' evaluation that has been completed to examine the effectiveness of the AWARE Project. The evaluation concentrates on the two main components of the project, whole school staff training raising awareness of mental health issues and secondly, staff health and wellbeing events. The AWARE project as a whole is considered in terms of design, development, impact and feasibility.

Key recommendations for future initiatives are presented within this report which also stresses the importance of a whole school community approach. Recommendations are offered which relate to strategic planning and at an operational level.

The AWARE Project has now moved into the phase of supporting young people through group projects. An incredible variety of projects have been designed and developed with the young people involved, they collectively range from adventurous exploits to quieter reading and peer listening schemes.

A second report will be completed to demonstrate the impact of the projects designed to support young people during the transition phase from primary school into secondary education. This will be produced in the Autumn of 2006 and will build on the impact of this first stage of the project.



2 Background and Evolution

The AWARE project is a partnership pilot project between HeadsUpScotland, The Highland Council and NHS Highland. It is a Health Promoting Schools (HPS) initiative and is led by a joint agency steering group. The group has been in existence since April 2005 and was formed to design and develop the project.

The project has been funded by the Scottish Executive who provided funding to HeadsUpScotland for staff workforce development following the publication of the Scottish Needs Assessment Programme (SNAP) Report on Child and Adolescent Mental Health¹.

The SNAP Report¹ (2003) emphasised that all agencies and organisations have a role in supporting the mental health of children and young people. The report made ten key recommendations, some at a national level and some at a local strategic planning level.

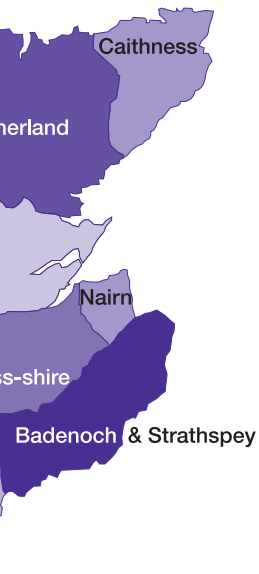
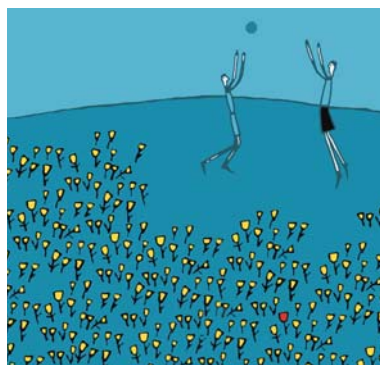
The Scottish Executive built on the recommendations by establishing an expert advisory 'Children and Young People's Health Support Group' and a draft framework was produced. After a focussed consultation period facilitated by HeadsUpScotland, 'The Mental Health of Children and Young People: A Framework for Promotion, Prevention and Care'² was published, providing an invaluable tool for review of current activities and developing good practice. The Framework² and the SNAP report¹ underpinned the original AWARE Project proposal.

The need for this kind of training was identified by the core group of Primary Mental Health Workers (PMHWs) through analysis of referrals and consultation activities with associated schools. The original proposal was to develop and deliver whole school staff training (teaching/non teaching staff, associate professionals, school catering staff, Janitors etc) by PMHWs on mental health awareness and to evaluate the project as a whole against the original aims and objectives, thus providing a

sound evidence base for future projects. However, the bid was increased by HeadsUpScotland to allow for the development of activities for pupils in the pilot schools and also for activities to promote staff health and wellbeing.

The AWARE steering group was formed by the Health Promoting Schools Development Manager and included a Primary Head Teacher, Secondary School Depute Rector, Integration Manager, Primary Mental Health Worker, Quality Development Officer, Independent Yoga Teacher/Artist, Clinical Nurse Specialist, Active Schools Co-ordinator and Primary Mental Health Workers. (See page 17).

The AWARE project core steering group invited seven pilot schools from the South East Highland Community Health Partnership, which includes Inverness, Nairn & Badenoch & Strathspey.



Once the funding had been agreed, a Primary Mental Health Worker was recruited for 1.5 days per week to develop the project and provide support to the schools pre and post training. An Administration Assistant was also recruited for 1 day per week.

Once the steering group had become established a 'launch' was held, all participating schools and interested parties were invited. The purpose of the launch was to find out more about the training, background to the project, meet the facilitators and stimulate thinking as to how the project would be facilitated within the schools.

It was apparent through a question and answer session at the launch that an information pack needed to be produced to promote the project and provide clarity. The AWARE training pack was produced and the cover and image designed in consultation with a young person and produced by design company Dynam⁷.

The picture represents a care free childhood with a community, the red flower is symbolic of a young person who may have mental health difficulties and how they can stand out yet still be part of the crowd.

2 Background and Evolution

2.1 Health Promoting Schools and 'Your Choice'

In 2003 each school in Scotland was set the target by the Scottish Executive to become a Health Promoting School by 2007. The target that Highland has been working to, and has now achieved, was for all schools in Highland to become officially recognised by the end of 2005.

The Health Promoting Schools initiative in Highland is delivered in partnership between The Highland Council Education, Culture & Sport Service and NHS Highland Health Promotion Department, who have designed and developed criteria for achieving health promoting status and a system for assuring the quality of Health Promoting School awards. The AWARE Project was deemed to be a contributor to schools' health promoting status and as a pilot to promote good practice and further developments Highland wide.

Each school has completed a self-audit, produced a portfolio of evidence, and has undergone an 'accreditation visit' from one or more of the team of dedicated accreditation officers (depending on the size of the school). The accreditation team drawn from NHS and Highland Council included the Health Promoting Schools Manager, ECS Quality Development Officers, Integration Managers, Health Promotion Manager and Health Promotion Officers.

Most schools have indicated that they have seen the Health Promoting School process as a springboard from which to drive forward a whole school approach to health promotion, rather than a 'tick box' exercise. Many schools have incorporated the recommendations of the Health Promoting Schools reports into their development plans or have immediately accessed training and sought funding to build on their activities. In order to support schools to build on their accreditation status the Health Promoting Schools initiative provides guidance, training and support to all Highland schools.

The Highland Health Promoting Schools strategy is seen as a key

element in the 'Your Choice to Healthy Living' initiative⁴, as it builds the health promoting capacity in all Highland schools and communities. This has involved NHS Highland and The Highland Council in the development of a 40 point plan that covers a wide range of health improvement activities. A significant section of the 'Your Choice' plan also embodies the implementation of 'Hungry for Success', the Scottish Executive's national policy on improving school nutrition.

The Nutrition Action Group (NAG) that led the original 'Hungry for Success' implementation, has evolved into a multi-agency 'Your Choice Health Action Group' (HAG), with the key function of monitoring the implementation plan. This group now includes the original HPS Liaison Group, Highland Council School Catering Service and key partners including from the early years team, oral health, School Nurses and the Healthy Weight Strategy Co-ordinator.

The AWARE project featured as a part of the original implementation plan not only to demonstrate an initiative that contributed to improve young people's self esteem but also to show how a whole school approach to training can be achieved with particular reference to involving school catering staff.

2.2. AWARE Project Aims and Objectives

The AWARE project was designed and developed with the specific and overarching aim of 'improving mental health' through activities in schools.

The main objectives were developed by the AWARE steering group with reference to being achievable and measurable but seeking to strike a balance with also being challenging at the same time.

- 1 To increase participants' knowledge of mental health issues.
- 2 To increase participants' skills in promoting mental health.
- 3 To increase participants' confidence of referral pathways.

- 4 To raise awareness of the importance of staff health and wellbeing in schools
- 5 To support schools to develop ongoing group work projects for children and young people through the primary/secondary transition period.
 - To promote resilience
 - To increase confidence
 - To increase self-esteem
- 6 To demonstrate the effectiveness of whole school staff training.

2.3. Constituent Parts

The AWARE project has three constituent parts:

Mental Health Awareness Training:

- Training provided to all school staff during INSET days, delivered by PMHWs in six primary schools.
- Support for school promotional events e.g. health fairs.

Staff Health and Wellbeing:

- 'Staff Health and Wellbeing' planned events, including yoga and relaxation in all six primary schools.

Support Projects for Young People:

- Targeted support and resources for needs led group work in each of the 6 primary schools with referred pupils who would benefit from additional support in order to make a successful transition to secondary school. This was to take place following the training and therefore be indicative of the effectiveness of the training.
- A 'Peer Education and Support Project' called 'Bridging the Gap' in a secondary school focusing on transition support. This project included health and wellbeing sessions and a school counselling service.
- Sailing Activity facilitated by a PMHW for referred young people in two Primary Schools to promote resilience factors, self esteem and positive communication skills.

3 AWARE Training

3.1 Mental Health Awareness

Objectives

- 1 To increase participants' knowledge of mental health issues.
- 2 To increase participants' skills in promoting mental health.
- 3 To increase participants' confidence of referral pathways.
- 4 To demonstrate the effectiveness of whole school staff training.

The training session in each school lasting three hours was facilitated by two PMHWs, and comprised of the following:

- What is mental health?
- Incidence and classification.
- Vulnerability Factors.
- Early identification of mental health problems.
- Promoting resilience.
- What children say they need.
- Case study.
- Referral guidelines to Child and Adolescent Mental Health Services.
- Time for self.

The delivery methods used power point slides and active learning methods including exercises such as 'desert island' looking at individual needs. The training was designed to increase self-awareness and enable individuals to make links to the needs of the children and young people they work with.

Each participant received an AWARE Training Pack, which included sources of support and information, evaluation materials and health promotion library resources. The evaluation of the training included:

- A pre-input questionnaire – designed to provide data on:
 - Participant's confidence of identifying mental health issues.
 - Participant's knowledge of when to use referrals.
 - Participant's confidence in supporting children with mental health issues.
- An 'on the day' questionnaire – designed to provide data on:
 - Both qualitative and quantitative feedback
 - How well the topic areas were covered and were they suitable.
 - Impact of training on participant's confidence in dealing with MH issues.
 - Additional comments
- A post (six week) follow up questionnaire – designed to provide data on:
 - The level of increase or decrease in awareness of specific topic areas.
 - Further input required in specific MH issues.
 - Additional comments.

3.2 Staff Health and Wellbeing

Objectives

- 1 To raise awareness of the importance of staff health and wellbeing in schools.
- 2 To instruct staff on specific exercises.
- 3 To demonstrate the effectiveness of whole school staff training.

Yoga and relaxation workshops were offered to each of the participating schools for whole staff participation, by Diane Roberts, independent yoga teacher. Diane was to deliver whole school 'Staff Health & Wellbeing' sessions.

Although three sessions were planned for each school, between September 2005 and February 2006, not all staff were able to commit to more than one workshop, so it was aimed to make each session an autonomous introduction to the subject, offering varied exercises in each, for those who could attend more than once.

Specific objectives for this part of the training were to instruct staff in exercises derived from Hatha Yoga, through which a person can learn to achieve and maintain a state of equilibrium and mental balance.

The exercises were designed to provide opportunities for strengthening the body which have the effect of freeing the mind from disturbance and reducing nervousness, confusion and tension. The exercises focussed on:

- Posture.
- Breathing.
- Deep relaxation and meditation.

3 AWARE Training

The Cobra Position



Refreshing and Rejuvenating

As well as addressing the need for school staff groups to experience and understand the significance of relaxation, in support of their own health, the training aimed to support staff in terms of personal confidence to teach in this field; in consequence it was hoped that pupils too would benefit.

All participants received further information and handouts in the AWARE training packs to continue with the exercises in their own time. The evaluation of the training included:

- A follow up questionnaire – designed to provide data on:
 - The impact of health and wellbeing sessions.
 - The suitability of the time of day the sessions were held.
 - Additional benefits experienced by participants.
 - Additional comments.

3.3 School Mental Health Promotion Projects

Each pilot school was invited by the steering group to submit a bid to the group for funding to support an activity designed to meet the specific objectives set within the overarching AWARE objectives. As the projects are still evolving they will be evaluated in the Autumn term of 2006/7 and the report published as 'Part II' of the AWARE project evaluation. Each project is being evaluated by the school using methods such as 'Confidence to Learn' (Illuminative Action Research methods) and focussed group discussions.

Objectives

To support schools to develop ongoing group work projects for children and young people through the primary/secondary transition period.

- To promote resilience.
- To increase confidence.
- To increase self-esteem.

Developing School Mental Health Promotion Projects

Project 1 – Peer Education Programme in a secondary school working with cluster primary schools. Pupils will design, develop and deliver their own presentations on transition to their former schools. Upcoming P7 pupils then complete a two day visit to their new school and return to their current primary's producing a portrait of their schools to present to their new secondary teachers. S4 Pupils will have a similar session to the staff health and wellbeing yoga session for support with transition and exam stress. Pupils will also be provided with innovative group work opportunities such as 'Apodo' based activities.

Project 2 – A social skills/sailing activity for referred young people from two primary schools facilitated by a PMHW and Active Schools Co-ordinator. The group work sessions created a relaxed and positive environment and aimed to increase positive communication, interpersonal skills, self-esteem and image, positive re-inforcement and responsibility. This project has taken place and will be included in the second part of the evaluation.

Project 3 – A summer school project with a four day programme of activities targeting P7 pupils who may have difficulty making the transition to secondary school. The project has been designed to promote confidence, motivation, independence and communication skills. The project will be delivered in conjunction with Community Learning and Leisure Services and contain formal and informal activities.

Project 4 – A paired reading initiative, each P7 pupil is individually supported to promote confidence, increase motivation, communication, self-esteem and self-efficacy. Each pupil is paired with a P3 pupil for weekly sessions with ongoing support for transition.

Project 5 – An outdoor based activity, 'Meeting New Challenges – Out of Our Comfort Zone'. This project includes a four week programme of personal challenges developed with PMHWs and outdoor experts. The project will culminate in a 'gorge walk'. Each pupil will monitor stress levels through each stage of the project.

4 Evaluation

4.1 Methodology

- Three questionnaires, pre, on the day and post (six weeks later).
- One questionnaire, on the day (Staff Health & Wellbeing Sessions).
- Focus group discussions with training facilitators.
- Telephone interviews with participating school's senior management.

4.2 Limitations

This evaluation was carried out by the Health Promoting Schools Development Manager who also has the lead responsibility for the project it is therefore an 'in-house' evaluation. The post holder of this role also changed in the early stages of the projects development. The original project proposal had included utilising an external consultant; however, due to the complexity of the project development in a short time scale, it was decided by the steering group to use in-house methods.

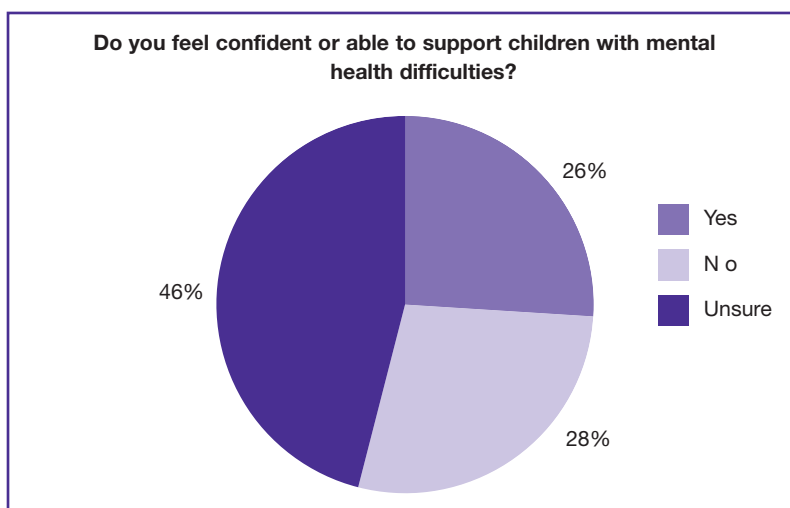
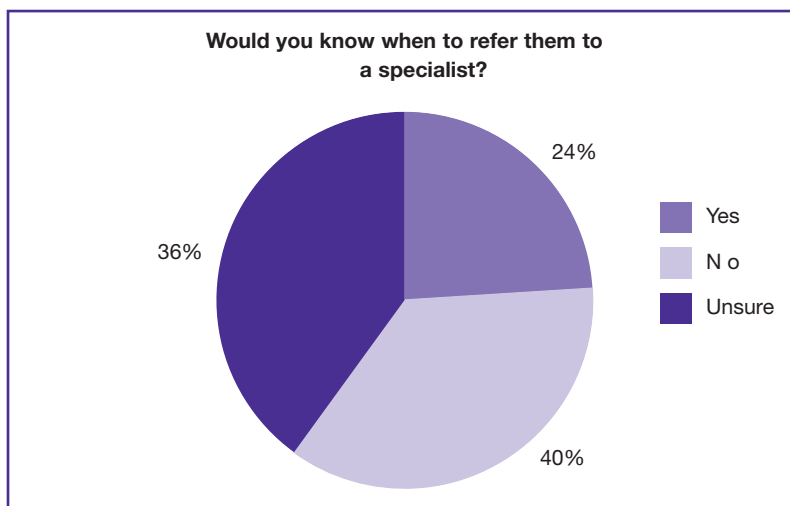
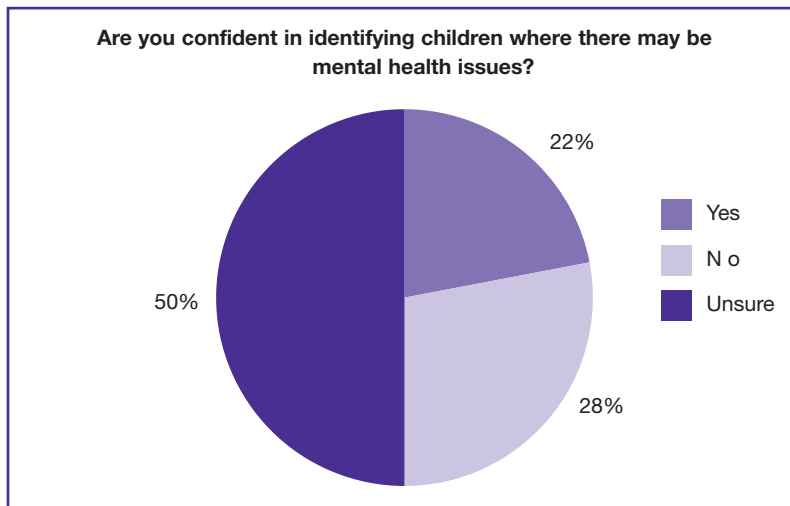
The schools were invited by the PMHWS to participate in the project. Whilst no schools refused to be included in the project it could be said that these schools were more committed to the objectives of the project.



5 Results

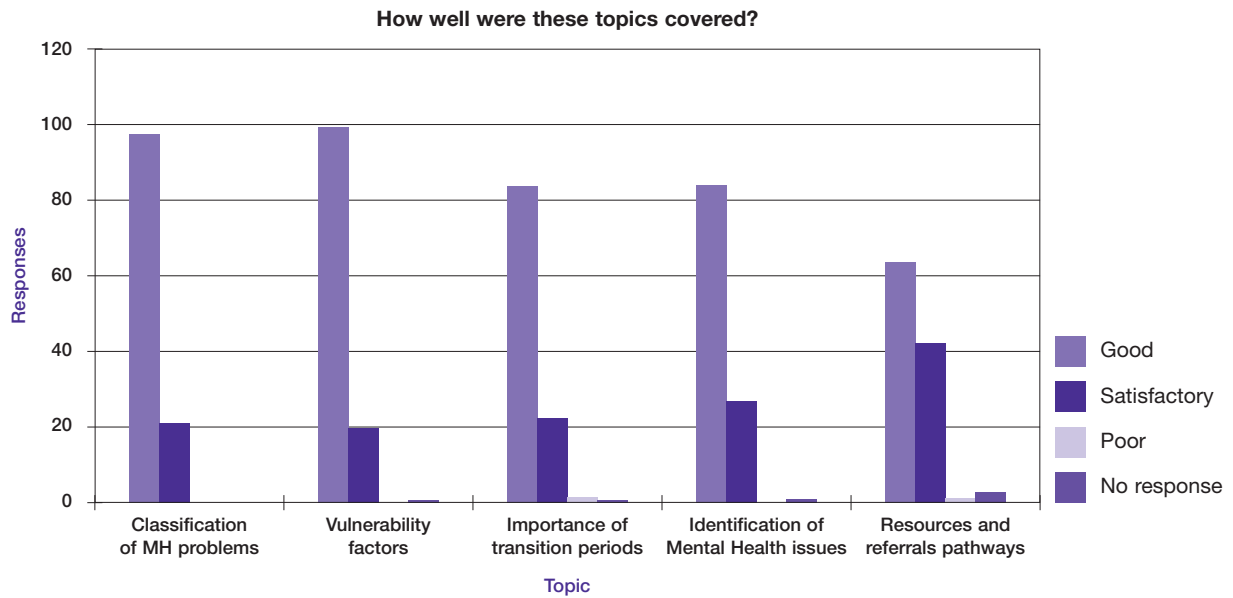
5.1 Mental Health Awareness Training

- 'Pre-Input' Training Questionnaire Results.



5 Results

- 'On the day' Training questionnaire results

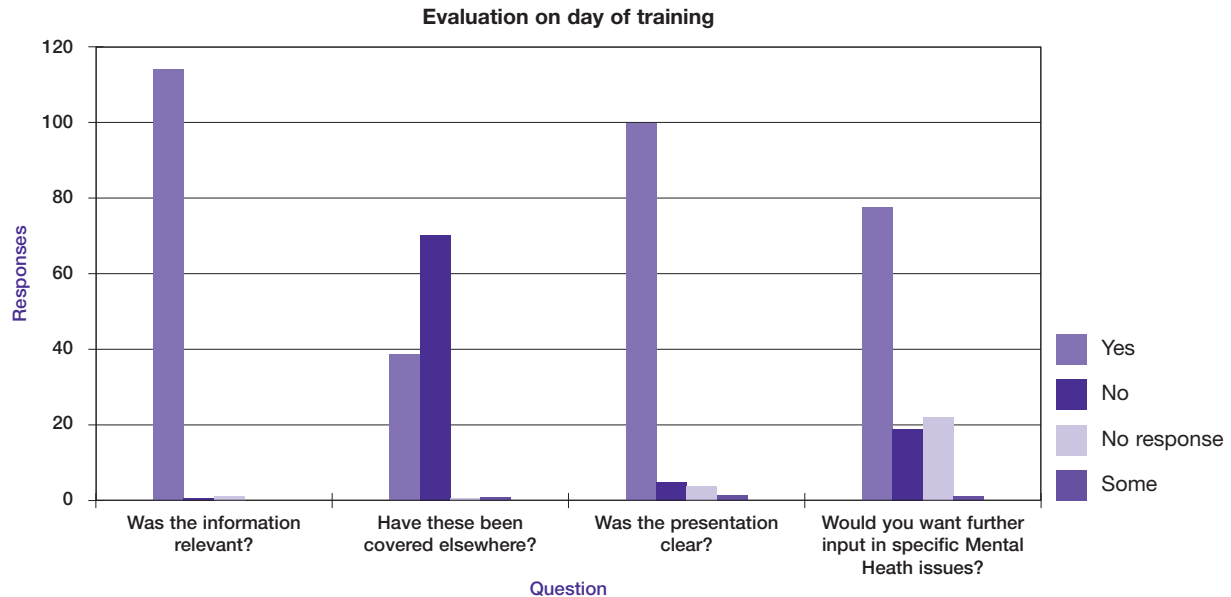


Have these topics been covered elsewhere? If so, where?

- Support for learning (SFL) training.
- Through discussions between staff and certain pupils.
- Different in-service courses overlap in some areas, e.g. Child Protection.
- Within school.
- Children's Service Worker (CSW) training.
- Partly covered during psych student research project.
- Mental Health for Children in Scotland Conference – Aberdeen.
- Through own school experience.
- Privately.
- Basic books in school.
- PGCE training.
- Child Protection.
- CAT development.

5 Results

- 'On the day' Training questionnaire results (cont)

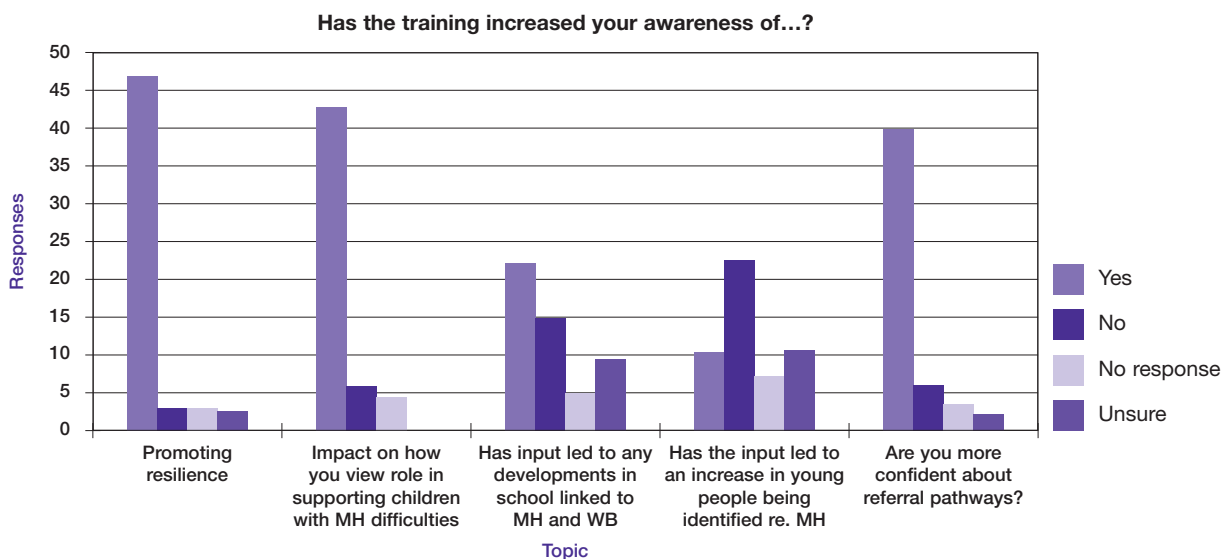
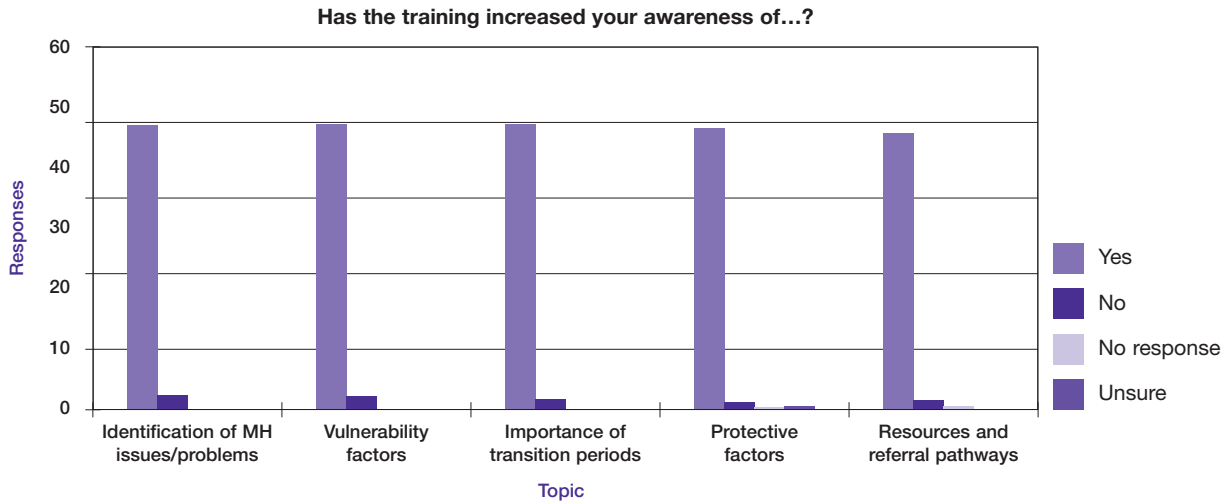


Additional Comments

- Enjoyed the training and found it very informative.
- Interesting and useful course.
- Well presented and explained well.
- Great mix of theory, research, practical advice and fun.
- Excellent presentation.
- Gave a lot of "food for thought".
- More time for discussion of case studies of transition periods.
- More information about developing resilience.
- Pace of day good and set up/activities great.
- Would like opportunity to learn more.
- Felt a full day would have been better.
- Felt pace was slow and a lot of repetition.
- Will always welcome home training/info opportunities.
- Awareness of mental health raised very effectively.
- Felt there was little info/support from Health Professionals re children at present. Parents who look for support direction are referred to Health then they wait 18 months for an unsatisfactory appointment with no feed back to help.
- Group activities too long and not entirely necessary.
- Everything presented was very theoretical.
- After school may not be best time to conduct the course.
- More information/guidance on how to support pupils attending school.
- Support for pupils outwith school.
- Once identified a child it is still very frustrating to enlist support from other agencies.
- Discussion has already taken place on various other training days on most topics.
- Any support available to adults – very child centred.

5 Results

- 'Post' Training questionnaire results (after six weeks)



Additional Comments

- I felt the course was excellent but as I had already done considerable training in this area this particular course did not raise my awareness.
- The course should really be for the full day. The videos shown (two very short ones) were shown at the end of the morning, leaving you wanting to know how to respond to other kinds of situations.
- Previous knowledge- start at very different levels in group.
- The training reinforced the awareness we already have.
- Relating to question 7, 8 & 9: Felt we as a staff already embraced a willingness to support children with mental health. Perhaps given us more confidence to fulfil this role after training; Not any specific developments but greater awareness/understanding amongst all staff – we already had a successful mental health programme in place; Not at the moment – not an increase, but an affirmation of cases already known about.
- The possible vulnerability of members of audience.
- Our school already practices most of what we learnt at this training, but it was delivered well and added more information to what we can do to help support those having problems.
- Enjoyed the course.

5 Results

5.2 Staff Health and Wellbeing

- Follow up questionnaire.

Each participant attended 2.5 sessions on average.

On previous experience of yoga and relaxation,	43% had 'none' 43% had 'a little' 14% had 'a lot'
Any benefits from the sessions attended?	81% had 'a lot' 12% had 'a little' 7% said 'no'
Was after school a suitable time?	75% said 'yes' 19% said 'no' 6% were 'unsure'
Would you like to see this programme continuing to develop in school?	69% said 'yes' 12% said 'no' 19% were 'unsure'
Frequency that would be suitable for further sessions?	37% said 'daily' 6% said 'weekly' 57% said 'monthly'

Additional Comments and Benefits

- Very enjoyable, no pressure (x2).
- Complete relaxation (4).
- Relaxed all body tension.
- Relaxed muscles.
- Calm mind.
- Focus on self and not work (2).
- Feeling of peace and wellbeing that lasted for a couple of hours.
- Good fun and positive.
- Revitalised.
- Learned how to relax properly.
- Friendly course tutors and made the experience non-threatening.
- Felt quite spiritual.
- Have continued exercise at home.
- An after school class would be great.
- Some advice as to what we might do at home to help us relax on a daily basis.
- May be a little later than 3.50 p.m.
- Seek availability of funding for joint activity with Grantown-on-Spey Primary.
- All sessions were enjoyable and it would be great to continue.
- Super teacher, easy to listen to.
- Very relaxing.
- A good switch off.

5 Results

5.3 AWARE Project Results

Key points summarised from discussions with training/session facilitators

Mental Health Awareness Training

- Closer working links have been established between PMHWs and the primary schools. As a result there is an increased level of consultation and confidence in calling PMHWs for early identification.
- School staff enjoyed working as a team (including admin staff etc)
- Support from the team to develop the training, this resulted in shared training styles, transfer of skills and shared vision.
- Outside agencies also attended the training, i.e. social work.
- In planning the delivery of the sessions, schools being able to find time to and suitable accommodation within the schools for each of the sessions.
- Ensuring that all staff were able to attend, (staff health and wellbeing) especially during after school sessions. This was a particular problem for school catering staff, Janitors and administration staff. Some schools demonstrated a resistance to this. Should training be optional?
- School staff indicated the need for more support for staff around mental health (rather than focusing on the needs of the children)
- Twilight sessions did not work well and fitting five sessions into five schools in two inset days was too little time. There was also too little time to explore resources/tools and case studies.
- The variation in support/welcome to the trainers impacted on the delivery of the training.
- The need for supervision of teachers (clinical supervision) and ongoing support.

- Widening the group to include parents/volunteers would be welcomed.
- Changes could be made to ensure the training matched needs covering areas more thoroughly.
- Head teacher is key to ethos, schools that had embraced the mental health agenda and regarded this as a high priority created a conducive environment for the training.

Key points summarised from discussions with training/session facilitators

Staff Health and Wellbeing

- Schools being able to make available space for training sessions. This was my principal challenge, and personifies the wider problem of workloads being so heavy for some teachers that contemplating relaxation as time well spent seems out of the question.
- Accommodation not always suitable: sometimes cold, dirty at end of day or area interrupted by cleaning activities.
- Not all staff able to attend end of day sessions. Whole school staff not always able to attend. Some staff too busy to come.
- Sessions spaced too far apart made cumulative learning difficult.
- On occasion staff member instructed to attend but did not wish to do so as she contended being told to attend after school session in training which she felt well able to carry out in her own free time.
- Little time made at outset of project to develop strong links and strategy with PMHWs.
- Difficult to promote relaxation in environments where it is not seen as priority.
- Allowed staff time in busy schedule to experience effects of relaxation and yoga techniques.

- Made staff feel valued and allowed staff to appreciate affects of relaxation and how related activities might help children in terms mental health and learning.
- Opened doors for positive thinking and development in field of staff wellbeing and increased feelings of friendliness among staff group.

AWARE Project

- Feedback from AWARE pilot project (backed up by evaluation of CPD Wellbeing training) highlights demand for ongoing training.
- Develop staff wellbeing training incorporating practice of relaxation and self care techniques. To raise awareness of value of this kind training and to improve its chances of success, it is essential to develop induction training which incorporates well defined links with: whole school mental health awareness, stress management for staff, programmes for use in the classroom etc.
- Would wish to provide more back up support in schools e.g. sending reminders and more pre-workshop information to schools about workshops.

5 Results

Key points summarised from interviews with participating schools

Mental Health Awareness Training

- As a Health Promoting School, would like to see programme becoming a regular feature throughout the year as opt in, responding to need, suggestion, evaluation and review.
- As school already have well established training and procedures in place for raising awareness in mental health issues, e.g. self harm, bereavement, counselling; mental health training programme from AWARE not seen as essential this time. Commitment to development here is ongoing.
- Mental health training very useful but staff felt delivery was rushed. Staff were able to relate information learned to individual pupils concerns.
- End of day not best time for Mental Health training. Staff were tired and felt rushed to take in a great deal of useful information. Felt that in future would be better built in to, in-service training days.
- Future development hoped will help to increase staff awareness of mental health issues and referral routes for assisting individual pupils
- As this school has established support networks, procedures and protocols in place for supporting vulnerable children, it was felt that Mental Health training was, to a certain extent, repeating known information. A stage on, would have been more helpful.
- Mental Health training helped to identify specific ways to work with children.
- Inset day for similar training, with staff from different schools would be helpful.

- Very valuable training, as mental health underpins everything in a health promoting school. This considered to be a vital base strategy for supporting whole school development.
- Input was very positively received and complimented work which is already being done here to promote mental health awareness and raise the profile of mental health care in the whole school programme.
- The Mental Health training helped to reassure the school staff that they were on the right lines, reaffirming work already done.
- Also helped staff to become more conscious of routes of referral.
- In future schools will be looking for staff training in early detection of mental health problems, in particular early identification of self harm. 'Whole staff training in Mental Health successfully raised awareness of mental health issues. Staff left wanting to know more!'

Key points summarised from interviews with participating schools

Staff Health and Wellbeing Sessions

- Staff in all schools felt that yoga and relaxation sessions were effective, very beneficial and, 'definite morale boosters'. Staff very much enjoyed yoga and relaxation sessions, felt that the exercises helped them to relax, and have continued to use some in the staffroom. Staff enjoyed and appreciated yoga and relaxation and felt that as whole school staff are in need of such support, they would like to see this kind of training developing.
- All schools reflected that timing was difficult. Chosen times didn't suit everyone and it was difficult to find a time that did. End of the day was not felt to be a suitable time especially for those with family commitments.

- Office staff didn't feel that the training was for them. Need to work on this in future so that all staff feel included. Lack of male participation in yoga & relaxation, as in other personal health development training, was disappointing and worth investigating. Approx 25% of staff are men. Women are generally much more pro active regarding staff health initiatives.
- Yoga and relaxation sessions very positively received. Staff care already a high priority for school and similar training is well established in CPD calendar.
- Yoga & relaxation raised awareness in staff of value of looking after themselves.
- Staff appreciated yoga & relaxation sessions as, 'All sessions were enjoyable and would be great to continue'

AWARE Project collectively

- AWARE aims fit in perfectly with ethos of school, 'To put mental health right at the top of the list of priorities'.
- Regular input of this kind would be appreciated.
- Intensive in-service suggested for future planning.
- Helped whole school staff communication.
- Staff valued training as effective awareness raising. Ideas not new for them, but a very helpful reinforcement.
- Whole school commitment to training was valuable as was team working in mental health and wellbeing training.

6 Conclusions

- 6.1 As a direct result of this training there has been an increased awareness of participants' knowledge of mental health issues including vulnerability issues, referral pathways, incidents and classifications. This has been a differing levels dependent on existing knowledge.
- 6.2 All participating schools have demonstrated valuing the training and have recognised benefits of this being delivered in a whole school staff setting. The benefits included increased sense of team, attention to personal care and wellbeing,
- 6.3 All participating schools expressed the importance of having whole school staff health and wellbeing events. There have also been cases where as a direct result of providing these events the school staff team have wished to continue to do the yoga sessions on a regular basis. However, it was recognised that attendance at such events is not compulsory.
- 6.4 Challenges in delivering whole school staff training can be summarised into three core themes, timing of the sessions, taking into account, personal time and allocated training time, ensuring a suitable venue and levels of existing knowledge amongst a multi-disciplinary team.
- 6.5 Although staff found some aspects of the training to be at a basic level, it was demonstrated that attending such events served to refresh the issue of mental health of both self and pupils.
- 6.6 The preparation of the whole school staff team is key in maximising the impact of the training. This includes accurately assessing the existing knowledge and training needs; in doing this the opportunity for potentially sensitive issues or vulnerable individuals to broach personal issues prior to the training may be provided.
- 6.7 The notion of 'mental health' is often viewed as a separate health aspect rather than as a core function of teaching, learning and the curriculum. The 'Curriculum for Excellence', is beginning to facilitate to changes, however, clear visible links between the four capacities (children and young people becoming successful learner's, confident individuals, responsible citizens and effective contributors) and the importance of mental health promotion would be beneficial for teaching staff.
- 6.8 The team of PMHWs all expressed their increased sense of team and valued from the opportunity to work closely together. It was particularly beneficial in sharing practice, learning from colleagues' training styles and learning about project development.
- 6.9 The team of PMHWs have all expressed increased communication with their allocated schools for providing direct support services. The communication has largely been related to pre-referral consultation often preventing an inappropriate referral, ongoing advice, support and guidance.
- 6.10 Members of the steering group were also able to identify their own learning outcomes from participating in the process of the AWARE Project development. This was expressed by the need for clear measurable outcomes to be identified at the outset of any project to enable effective project evaluation.



7 Recommendations

- 7.1 The Your Choice Implementation Plan for Highland to include strategic developments regarding the dissemination of the AWARE evaluation and co-ordination of further mental health promotion events across Highland, based on presentations on 'The Mental Health of Children and Young People: A framework for Promotion, prevention and Care, Scottish Executive' (2005) at an Area Children's Service Forum level.
- 7.2 The time commitment and resource implications for PMHWs to be further explored to achieve a balance between training, promotional work and direct support services. It is clear that in delivering the training, communication has improved in schools and led to greater opportunities for consultation and referral pathways.
- 7.3 The links between mental health and current curriculum development to be made more explicit through the Health Promoting Schools model and training delivered. The criteria of staff health and wellbeing to be strengthened.
- 7.4 The embedding of health in the curriculum to be achieved by providing opportunities for training on evaluating school projects to demonstrate demonstrable outcomes for young people.
- 7.5 A secondary evaluation report will be produced to demonstrate the outcomes for young people participating in the AWARE supported transition projects. The report will also include further evidence of the impact of the AWARE Project on the types of referral relieved by the primary health workers.

8 References

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- 4 Your Choice Implementation Plan, Your Choice Health Action Group (2006)
www.forhighlandschildren.org/htm/your-choice-to-healthy-living/your-choice-to-healthy-living.php
- 5 Confidence To Learn, A guide to extending health education in the primary school. Health Education Board for Scotland (1998).
- 6 Mental Health Improvement: Evidence and Practice Evaluation Guides, Scottish Development Centre for Mental Health. Health Scotland (2006).
- 7 Dynam: 21 Wells Street, Inverness, IV3 5JT. info@dynam.co.uk
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9 AWARE Steering Group Members

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Mairi Holmes	Primary Mental Health Worker
Grace Sermanni	Primary Mental Health Worker

Health and Wellbeing Training Sessions

Diane Roberts	Independent Yoga Teacher and Artist
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Administration and management

Judith Gerrard	Administrative Assistant
Louise Thomas	HPS Development Manager

Steering group members

Moira Leslie	Head Teacher, Raigmore Primary School
Sue Roddick	Senior Family Liaison Officer
Sally Nowell	Lead Professional for PMHW Service
Colin MacAulay	GIRFEC Project Manager
Dave McCartney	Quality Development Officer
Jane Groves	Health Promotion Department Manager
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