

MAKING



MATTER

**Conference Report**

Making Minds Matter was a young person planned and delivered safeguarding conference aimed at children and young people in the city.

Partners in the conference were:



The theme for the event was to explore the emotional health and wellbeing needs of the City's pupils, and invited pupils to discuss what impacts on the emotional wellbeing of pupils, bullying and its consequences, and how they can create MINDFUL schools. The event ended with the creation of a MINDFUL school pledge that all delegates took back to their settings to implement.

Invites were sent out to all schools both primary and secondary, via their school council support workers and/or head teacher. In order to maintain pupil disclosure on the day, schools were advised to bring 2/3 school council representatives who were already accustomed to speaking as a representative on behalf of their peers, as opposed to sharing personal stories.

The event took place on Wednesday 8<sup>th</sup> November 2017 at City Hall.



## Attendees for Safeguarding Summit

- Crownhills
- Babington CC
- Sir Jonathon North
- Rushey Mead
- St Pauls
- New College
- Al Aqsa School
- Spinney Hill Primary
- Queensmead Primary Academy
- Woodstock Primary Academy
- Mellor Community Primary School
- Inglehurst Junior School
- Caldecote Primary School
- Braunstone community primary
- Montrose School
- Beaumont Lodge Primary School
- Coleman Primary School

Pupils were all accompanied by members of staff from their school, accompanying adults were all expected to take part in the day, roles of supporting staff included, ELSA's, teaching support staff, school council leads, deputy heads, head teachers.

The spend for the event was £378 (incl. VAT) this was for food for all delegates as a packed lunch was provided.

The actual event cost would be considerably more, however staff time was considered 'in kind', young people were given vouchers for their work, these were issued from an already existing supply from the Youth Involvement Team, we did not have venue costs, and we used existing resources from the Youth Involvement Team.

## Event branding

All design work for the event was designed by young people in negotiation with staff, branding including, posters, power point presentation, table numbers and programmes.

MAKING  
MINDS  
MATTER  
NOVEMBER 2017



Leicester  
**Safeguarding**  
Children Board



time to change  
**leicester**  
let's end mental health discrimination

Table number design

SAFEGUARDING SUMMIT FOR  
CHILDREN AND YOUNG PEOPLE

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time to change  
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let's end mental health discrimination



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Poster design



SAFEGUARDING SUMMIT FOR  
CHILDREN AND YOUNG PEOPLE

# PROGRAMME

N O V E M B E R 2 0 1 7

**9.30** - Opening address Jenny Myers Independent Chair of LSCB

**9.45** - Young Person Opening Speech

**10.00** - Mental Health Quiz (True & False) - with pads - incl. answers

**10.10** - Mental Health V Mental Illness - interactive activity + group table discussion with feedback

**10.30** - Mental Health Myth? Mental Health Fact? - with pads - incl. answers

**10.40** - Break

**11.00** - Mental Health V Mental Illness Graffiti Wall

**11.45** - Bullying and mental health in schools - design a bully proof school

**12.30** - Lunch

**13.15** - Welcome back - speech by young person

**13.25** - Five Ways to Wellbeing & Mental Health Conversation Starter

**14.00** - Time To Change Pledge and Poster Resource Kit

**14.20** - Closing speech Cllr Sarah Russell

**time to change  
leicester**

let's end mental health discrimination

Leicester  
**young  
advisors**

**Leicester  
Safeguarding  
Children Board**

  
Leicester  
City Council

## Information for staff and young people

Prior to the event all teachers were sent a letter with all logistical information included, and they were asked to prepare young delegates to gather their thoughts about what mental health means to them and their peers, and what measures need to be put in place in school settings to support those who need it most.

Staff attending also received a teacher's pack on the day, contents included:

- Programme for the day
- Signs and symptoms of depression and anxiety
- All activity sheets for the day
- Information about Routes to Resilience programme
- Contact information for referrals for support services and counselling services

All young delegates received a pack that included

- Welcome letter
- Programme for the day
- Activity sheets

All young table facilitators had a facilitators pack, this included:

- Programme for the day
- Assigned job role
- Breakdown of each activity with explanation notes and supplementary questions and actions

## Day's activities and learning

We started the day with an ice breaker activity, we used 'fastest finger first' pads to deliver an interactive ice breaker quiz, all groups had to agree the answers to questions, and the answers were displayed on the large screen at the front. We had two key note speakers Jenny Myers spoke from a LSCB perspective and Brahmpreet Kaur spoke as the rep for the Young People's Council.

## What makes us healthy?

Activity description:

*In your school group draw a young person, write around the person the things that make them healthy.*

*You will be asked to share your young person with the rest of the room.*

*They can use any of the resources on their table to draw a person, it can be as big or as small as they wish.*

*Things they might want to consider:*

*Food, hygiene, exercise, relationships, things to avoid, smoking, drink, drugs*

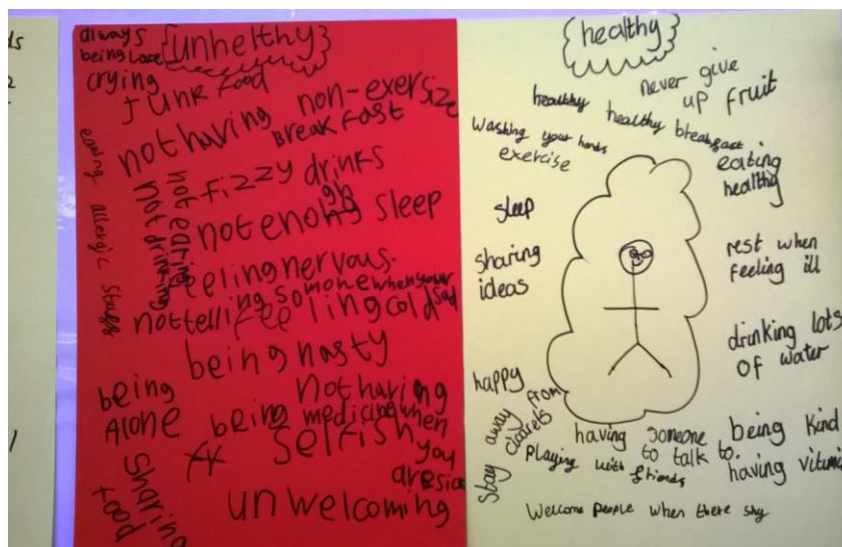
*Group discussion:*

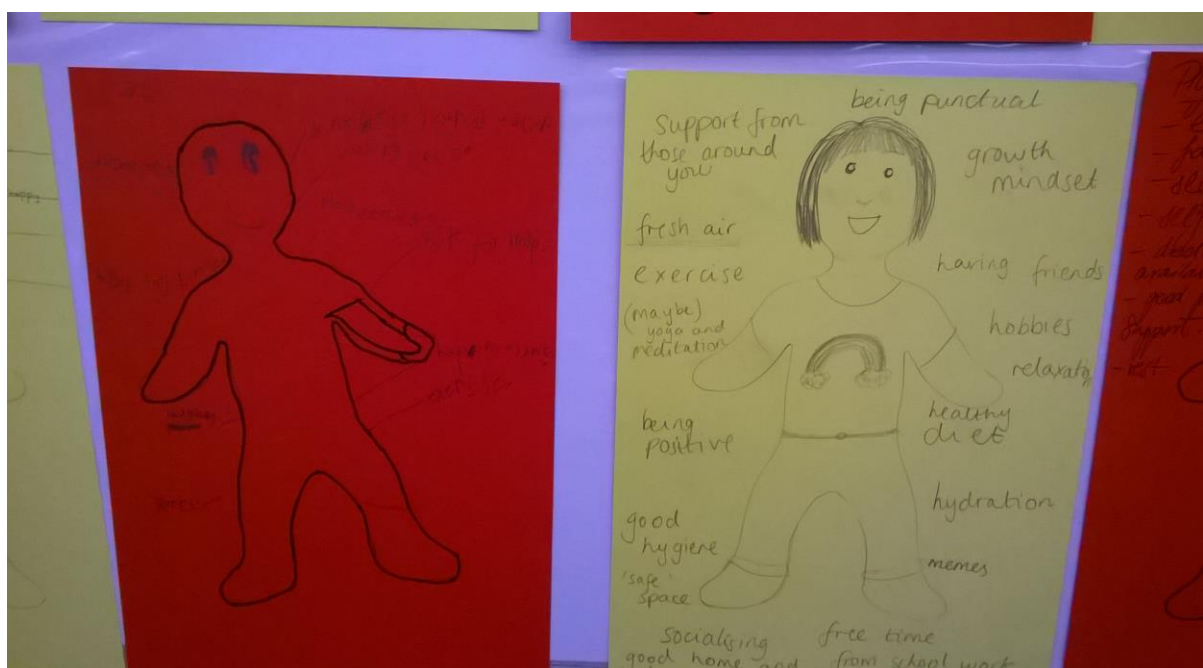
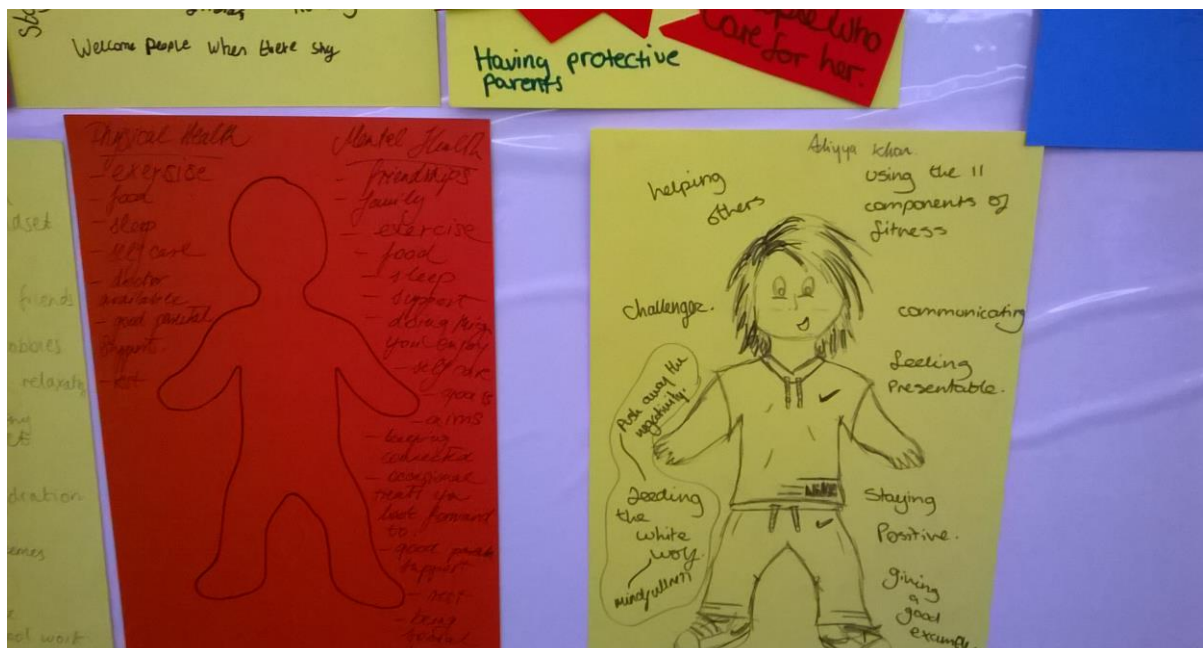
*What have we all put? What have none of us talked about? What have some put but not others? Are the people we have drawn smiling?*

*Young Minds definition of mental health:*

*"The capacity to live a full, productive life as well as the flexibility to deal with its ups and downs. In children and young people it is especially about the capacity to learn, enjoy friendships, to meet challenges, to develop talents and capabilities"*

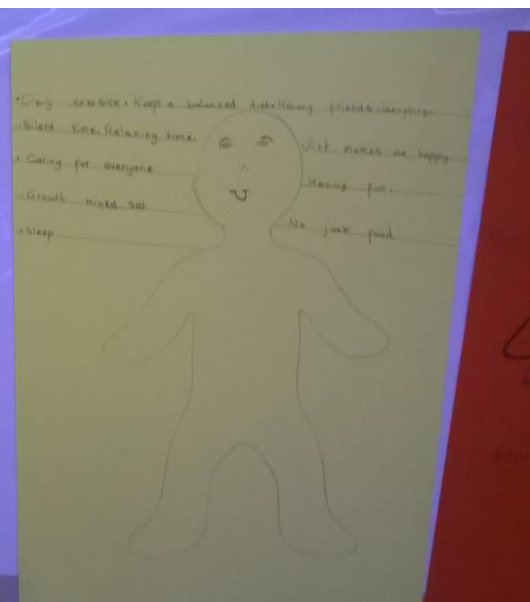
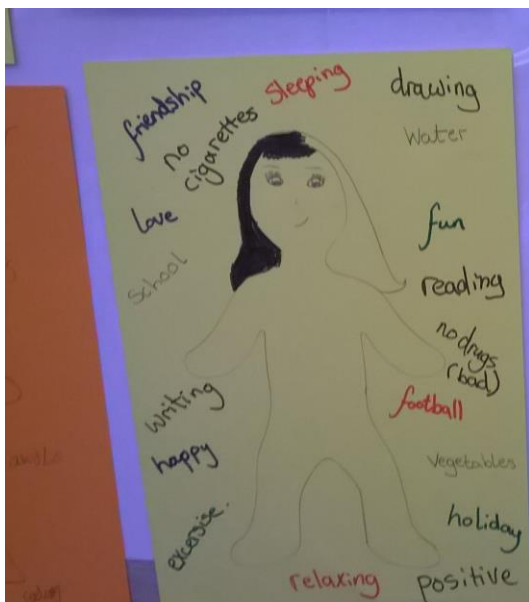
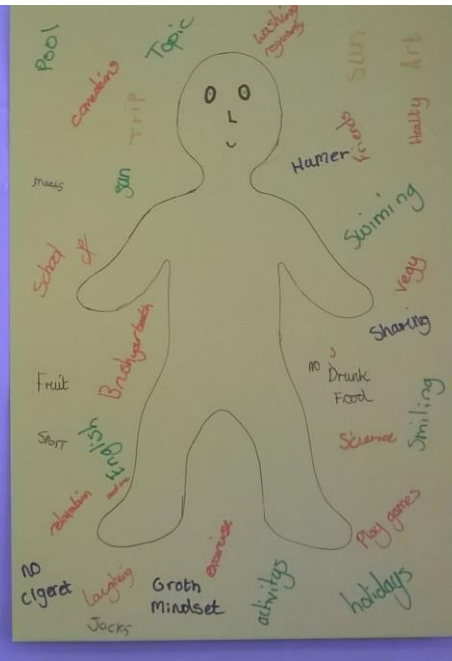
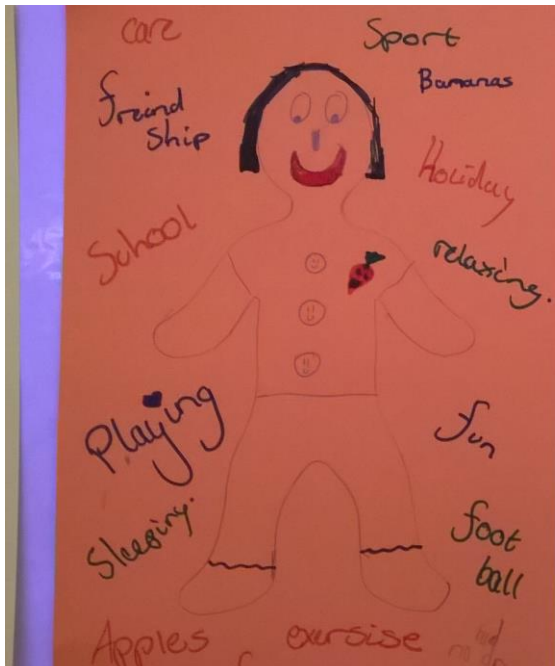
*How does this differ with what they have come up with?*





In general most groups were able to answer 'what makes us healthy', they were able to give examples of good physical health, what contributes to poor physical health, some groups were able to identify aspects such as having a 'growth mind set' as contributing to positive health. In general the bodies the groups drew were happy symbols of health.





# What makes us mentally healthy?

Activity description:

*Introduce that some things can get in the way of us being mentally healthy. General discussion about what feelings can get in the way to stop us being mentally/emotionally healthy?*

*Share the case study with the groups*

**Lucy feels depressed and doesn't know why. She doesn't have any motivation to do anything. She is struggling to get to sleep, and is lying awake at night. She is also not eating well.**

**She is feeling anxious, partly because she has some exams at school soon. She is finding it difficult to revise and prepare.**

**She is noticing that she is arguing with her mum and dad more, and fallen out with her friends at school. She snaps if someone asks her to do anything that she doesn't want to do, if she doesn't get her own way or if she feels people are laughing at her.**

*What do you think might help Lucy?*

*In your school group design your school mental health first aid kit – what should go in it?*

*It doesn't have to be things in your box, you can include people too, who should Lucy have access to?*

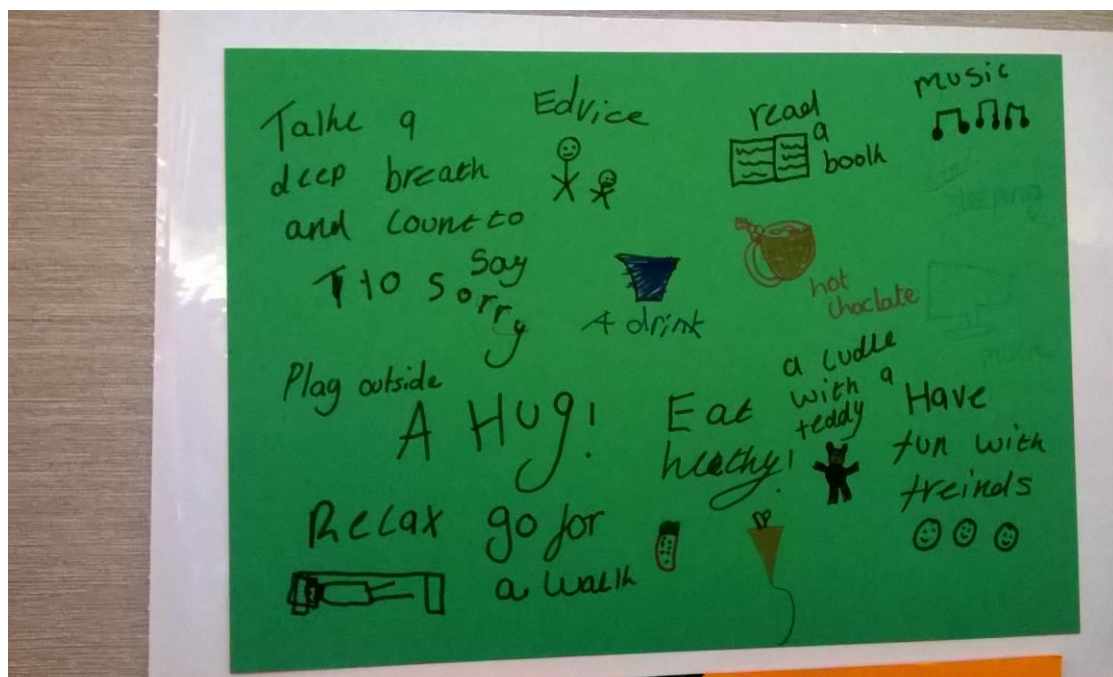
*Again the groups can use all the resources available to them on the table*



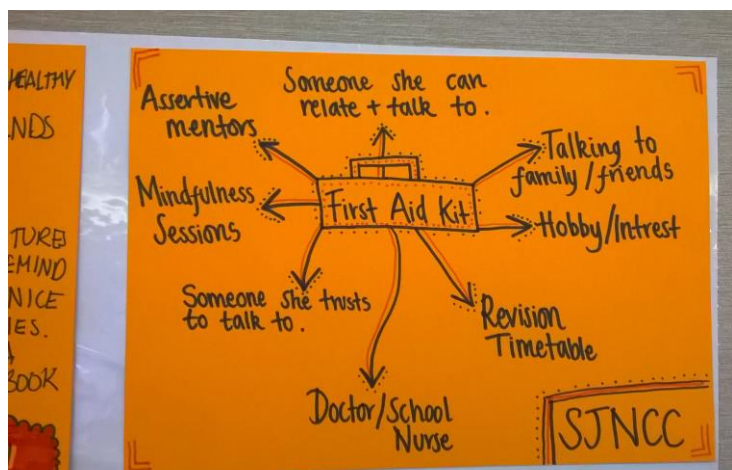
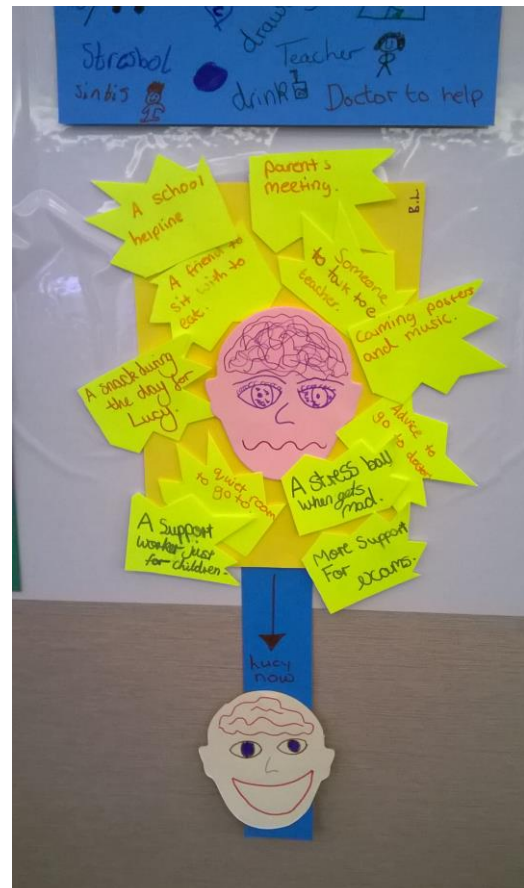
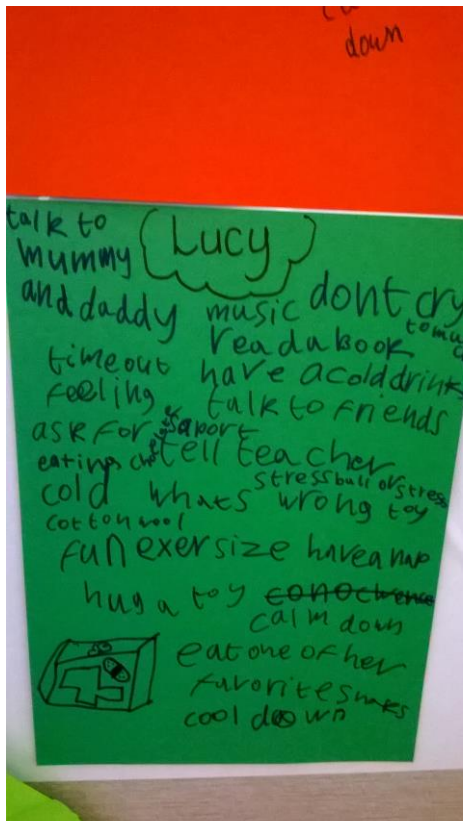
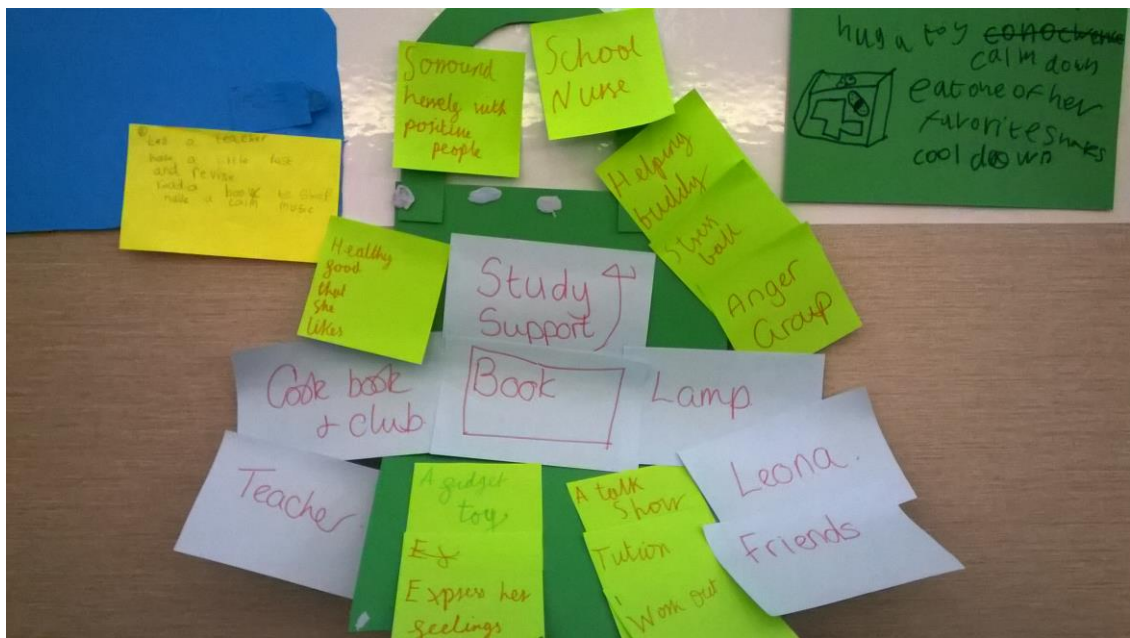
This activity captured all delegates the most; the link between a first aid kit and helping a friend who is unhappy was clear and simple. All groups designed full and robust first aid kits, and when asked this was one of the main things they wanted to take back to their schools as a suggestion for something they could implement.

Contents of first aid kits designed on the day included:

- Access to specialists
- Food and water
- Advice
- Someone to talk to
- Comfortable safe spaces
- Relaxing music
- Access to the outside
- Access to mentors
- Someone they trust who they can talk to
- Breathing exercises
- Steps to control emotions
- Happy pictures
- School nurse
- Laughter
- Healthy eating
- Assemblies about mental health
- Access to friends







# Graffiti Wall

Activity description:

*Your teacher or support worker has been given an envelope, ask them to open it, and share the words you have been given.*

*Don't tell any other groups your words. – The words will either be “mental health” or “mental illness”*

*They have to now have to write down on post it notes as many words that come to mind when they read their card, it can be both positive and negative.*

*Everyone must write at least one post it note, people cannot cross out something they don't agree with or think is wrong.*

*Once everyone has done this, go through the terms and discuss, consider what terms are appropriate/inappropriate. Ask young people what terms they use with their friends?*

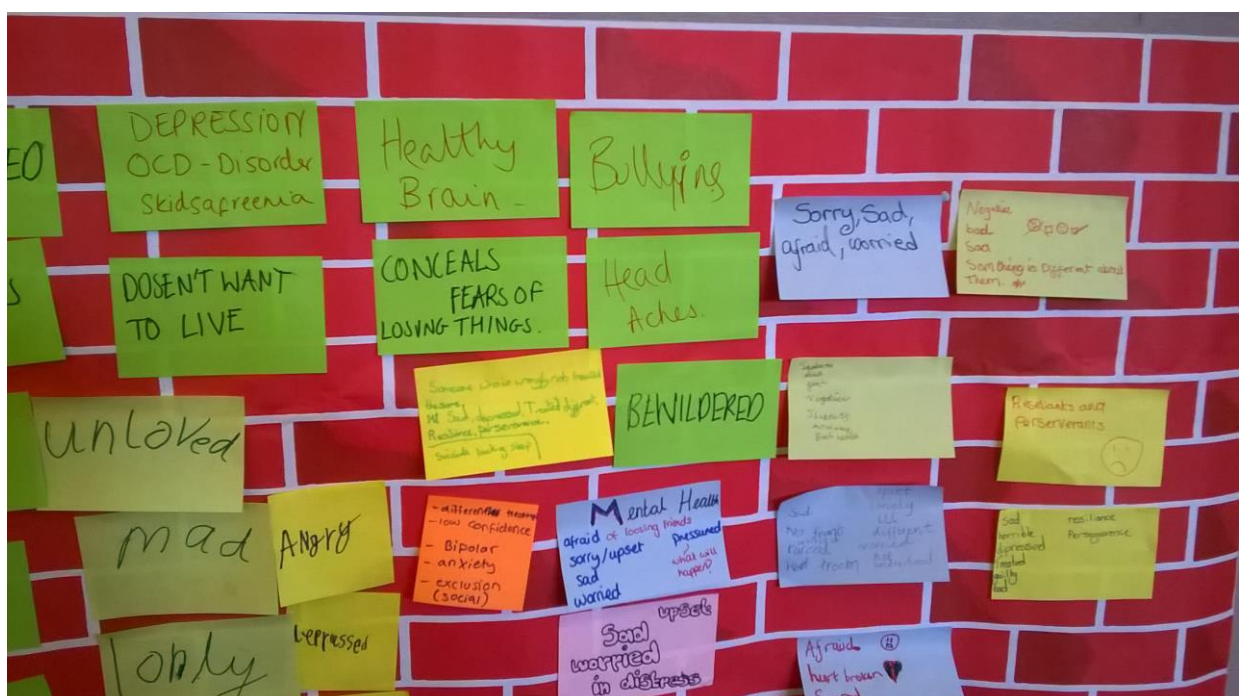
**Key messages:**

*We ALL have mental health*

*Even if young people are aware that the terms are inappropriate, many people will come up with similar ideas for both mental health and illness.*

*Draw similarities to physical health, most young people will understand that we all have physical health and that some people can become unwell or some people may be very good at looking after their physical health. Mental health is exactly the same.*

*Once discussion has been held invite young people to put their post it notes on the graffiti wall.*





## Words to describe mental health:

- Feeling alone
- Harder to diagnose
- Depression/suicide/self harm
- Heart broken, unloved, angry, lonely
- Self conscious
- Medication
- Feel isolated
- Suicidal thoughts
- Anxiety
- Confused
- Misunderstood
- Pain
- Human rights
- Mental asylum
- Feel afraid
- Lost the plot
- Positivity
- Judgement
- Medical
- Different needs
- Support
- Ashamed
- Family
- Loss of friends
- Loss of friends
- Image conscious
- Loneliness
- Happiness
- Therapy
- Support
- Suicide
- Worried
- Help
- Doesn't want to live
- Unloved
- Insomnia
- Mad
- Sorry
- Sad
- Resilience
- Perseverance
- Obstacle
- Bipolar
- Low confidence
- Equality
- Brain
- Negativity
- Afraid of losing friends
- Bewildered
- Head aches
- Conceals fears of losing things
- Healthy brain
- Bullying

## Words to describe mental illness:

- Confusion
- Talking
- Worrying
- Stress
- Supporting each other
- Strategies
- Groups/help
- Doctor
- A problem inside your brain
- You're ill and something is going on inside you
- Guilty
- Depression
- Feel sorry
- When a person feels left out
- Long queues
- Normal
- Anti-depressants
- Hospitals
- Death
- Self-harm
- Don't understand your feelings
- Embarrassment
- You can't see it
- Hardship
- Don't judge someone by their look
- An illness that is hard to explain
- Sympathy
- Anorexia & bulimia
- Lost
- Dead in your mind
- Sad
- Breakdown
- Fear
- Care
- Empty
- Broken
- Feel isolated
- Self-doubt
- Scared
- Together managing
- Coping
- Help
- Everyone support
- Acting up
- Sick
- Mental illness when you are not feeling well it's like a virus or a flu like a problem or maybe die
- Lack of contact
- Fights
- Abuse
- Parents
- Discrimination
- Anxious
- Arguments
- Issues
- Disorders
- Darkness
- Loss of confidence
- Holding back
- Attachment
- ADHD
- Common
- Medicine needed
- All in your head
- Living with it
- Let down
- Heart broken
- Nervous
- Its good because you can get help

The most glaring observation is how similar the words for both 'mental health' and 'mental illness' are, there are very few positive words in either list, the exception appears to be the words for 'mental illness' which actually has words that depict getting help, strategies for support, etc. There appears to be a lack of understanding amongst delegates about the word 'mental health'.

# Bullying and mental health

Activity description:

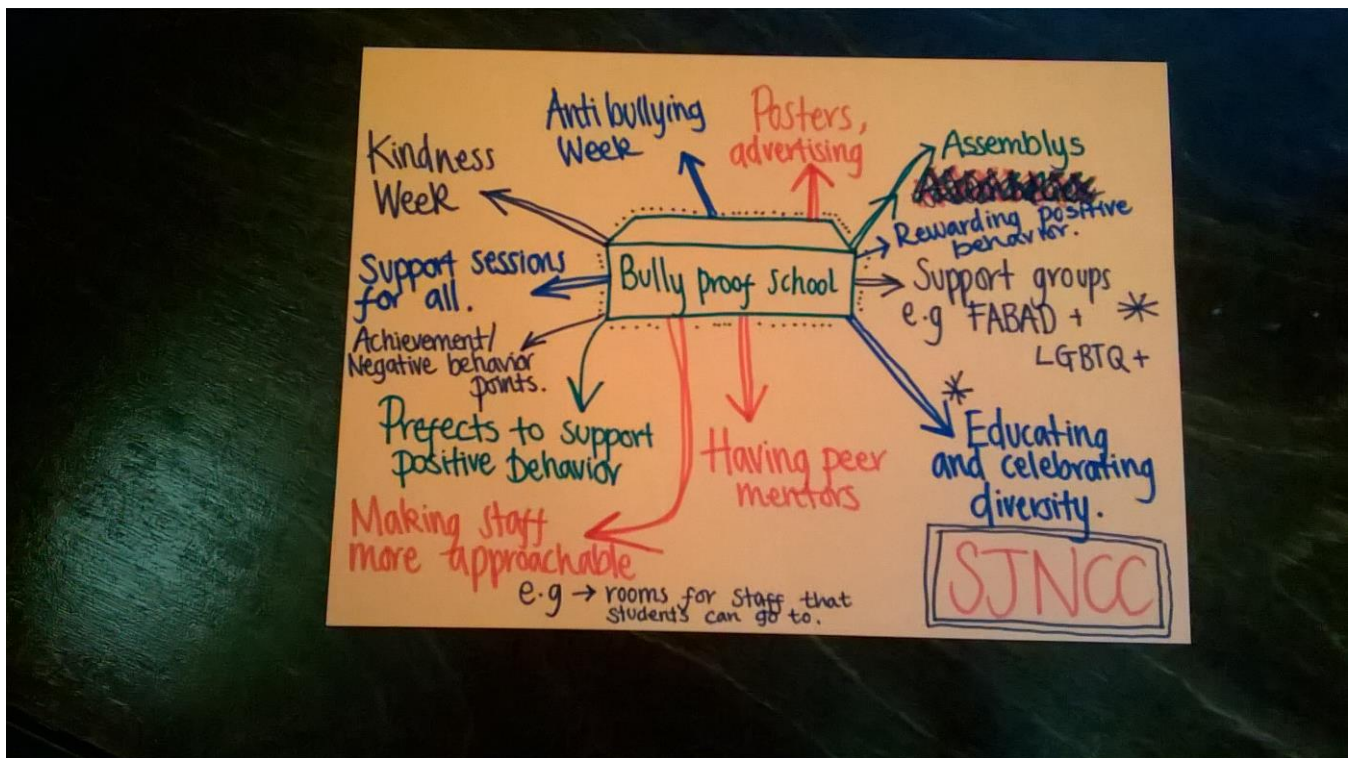
Agree as a group what effect bullying could have on someone's mental health.

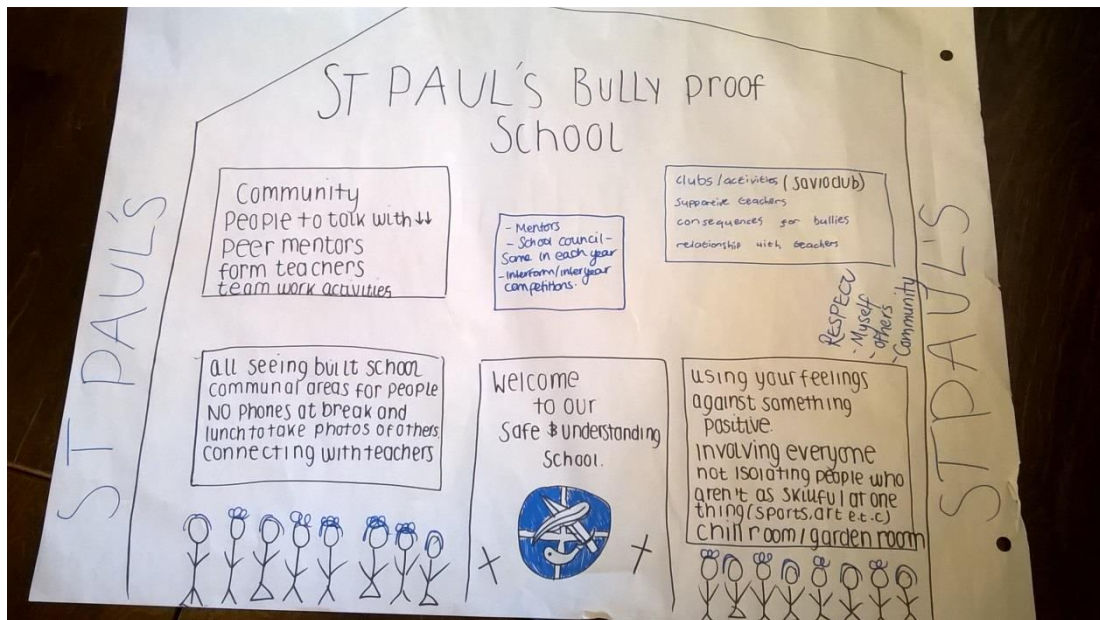
The groups now need to design a bully proof school.

What does it look like? What is it like inside? How does it feel to be a pupil there? What do people who help run the school do to make it bully proof? Teachers? Parents? Governors?

What do pupils have to do to make it bully proof?

We will ask those groups that are willing to share them with the big group





It was generally agreed that schools couldn't be completely bully free, but agreed that the effects of bullying was damaging to pupils mental health.

Strategies to make schools bully free zones included:

- Team building activities
- Bully boxes
- Give more secure punishments
- Stricter teachers
- Listening to children
- Meetings with parents
- Helping more children learn not to be a bully
- Worry box
- Anti-bullying crew
- Help the bullies
- Feelings chart
- Prefects to promote positive behaviour
- Educating and celebrating diversity
- Assemblies
- Posters advertising
- Keep promoting S.T.O.P – Several Times On Purpose or Start Telling Other People
- Outdoor learning spaces
- Meditation rooms and safe spaces
- Culture of mutual respect
- More anti-bullying days
- Relevant school rules
- Peer role models and buddies
- Teachers set a good example

## Mental health conversation starter

Activity description:

*Five ways to wellbeing – you will all have a pack of wellbeing postcards, look at each card and its title, CONNECT, BE ACTIVE, TAKE NOTICE, KEEP LEARNING and GIVE.*

*This is an individual activity, what can you do to help to keep yourself mentally healthy? Write each postcard to yourself, think of things for each title that are realistic for you. You can ask the group to share with each other*

### **Mental health conversation starter**

*If you have time, make up the mental health conversation starter in your pack, this could be used to help you help others know they can get help?*

*There is also another mental health conversation starter card in their packs they could look at.*

This was an individual activity and was used as a means to show young people and support staff how to use some of the resources including in their packs.





## Time to change pledge

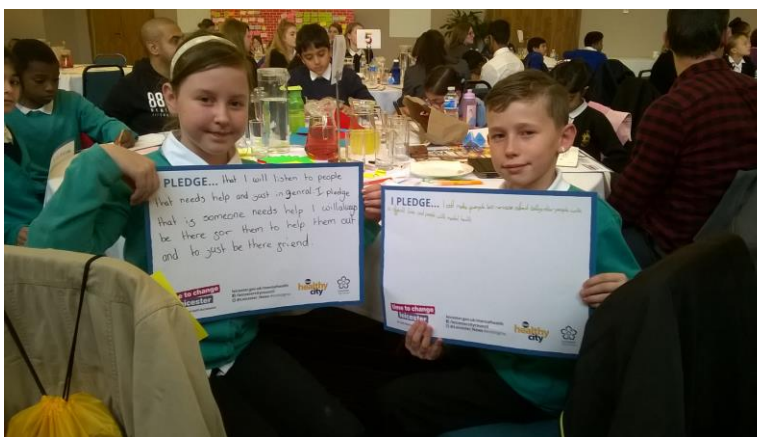
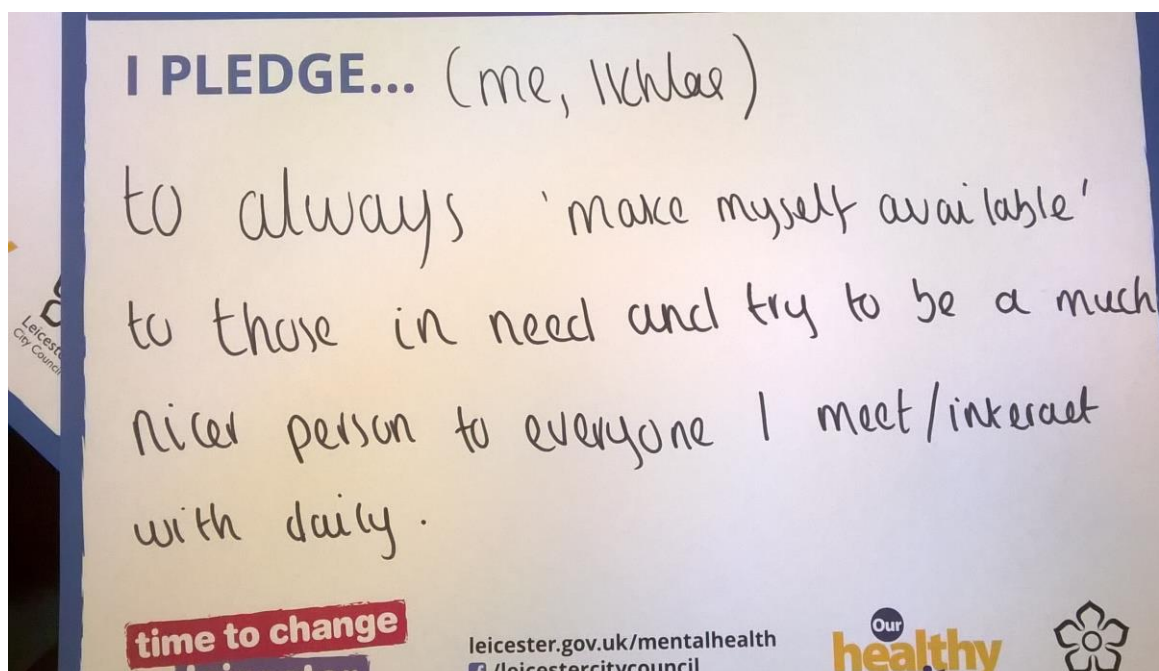
Activity description:

*Time to change will present their poster resource and pledge cards*

*Each student is to fill in the 'I will...' pledge as an individual promise to what they will do to support their own mental health or help others in their school.*

*They must complete the 'We will...' Pledge as a school, what can the school do to make it a more mindful place to be?*

*They will have spares to take back to their schools; they will also be given a set of posters for their schools.*



## Time to Change Posters

All schools were given a set of posters, one aimed at primary schools, the other secondary schools; these were to be used in conjunction with the pledge activity. The posters were bespoke to the city, as the statistics that were used were taken from the then recently published Young People's Health and Wellbeing Survey.





**Do I remind  
you of  
anybody?**

**"I felt very lonely  
when she took  
my friends away.  
They were afraid  
that she would  
call them names  
too if they were  
my friends."**

**In Leicester, about 1 in 4 children experienced bullying  
in the last year. Bullying can impact on mental health.  
This can't go on! Let's change the way we all think and  
act about mental health.**

Let's talk about mental health [leicester.gov.uk/mentalhealth](https://leicester.gov.uk/mentalhealth)

 /leicestercitycouncil  
 @Leicester\_News  
#endstigma

**time to change  
leicester**  
let's end mental health discrimination

Our  
**healthy  
city**







# Can you spot the young person with a mental health problem?



A young person you know will have a mental health problem. In Leicester, 1 in 5 young people have felt sad or upset in the last year. This can't go on; it's time to change Leicester.


Let's talk about mental health [leicester.gov.uk/mentalhealth](https://leicester.gov.uk/mentalhealth)

 /leicestercitycouncil  
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**I have a  
health  
problem,  
but is it...**

- ☐ Physical?
- ☐ Mental?

**Can you tell  
the difference?**

**Just because you can't see something physically wrong with someone, doesn't mean they are fine. 1 in 10 young people experience a mental health problem in any year.**

Let's talk about mental health [leicester.gov.uk/mentalhealth](http://leicester.gov.uk/mentalhealth)

 /leicestercitycouncil  
 @Leicester\_News  
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**time to change  
leicester**

let's end mental health discrimination

**Our  
healthy  
city**





## Where to get help...What should adults be doing?

Activity description:

*Discuss in your school groups what you want us to feedback to the decision makers about what you want to see changed with support for young people's mental health. – You must write notes so we can keep them for the report.*

*We will ask groups to feedback to the whole group.*

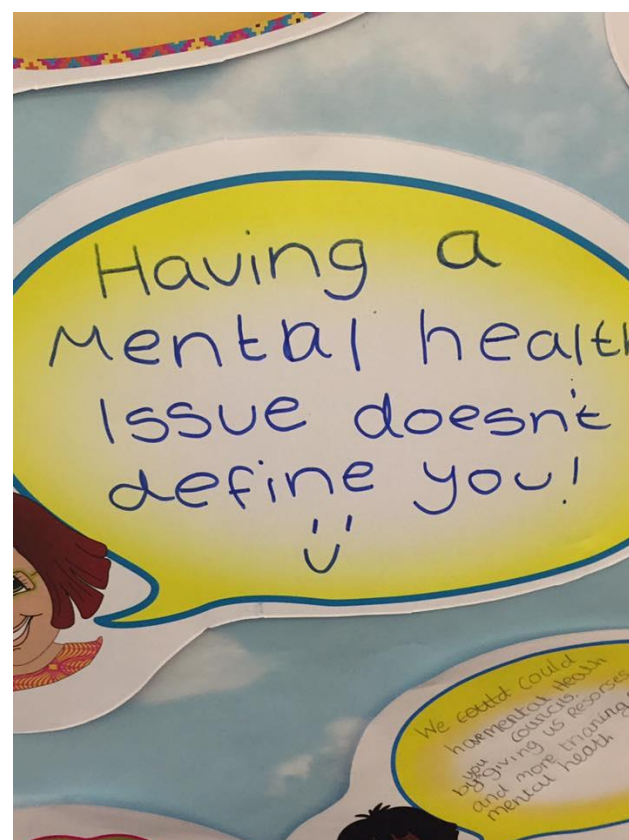
*Teachers will also be given a teachers briefing on where to get help if they need it for their school.*

Key messages from young people:

- More activities outside of school, organised by the council, to get more young people to open up
- Courses and training available to allow adults to effectively support children and young people
- Utilise social media with tips and ideas, fun and interactive ways to help young people
- I think schools should bring in adults that have struggled with mental illness
- Positive mental health clubs in schools
- Adults shouldn't be so stressed
- Shouldn't disregard social issues such as homophobia
- Talk about more useful topics in assembly
- Teachers should consider the emotional side of everything
- Stop ignoring things just because you think they are controversial
- Adults in schools should be having more discussions with individual students, asking if they have any problems. They should not wait until the student comes to them.
- Quicker appointments to see a doctor
- I would like adults to talk more about mental health. I hope that in the future we also have assemblies on mental health
- Safe spaces for us to go to, to talk
- Longer doctors' appointments
- Increase awareness around mental health
- A relaxation room – teachers learn to relax
- To have more training for teachers that the school and then they can talk to children that are worried about their mental health
- We could have mental health councils
- Having more young people speaking about mental health, as it can come across a bit patronising and it might be more relatable to have young people talking about what affects our mental health



- Mental health counsellors
- Stop changing education – pressure on teachers and students, support schools more
- Keep exams and grades at school the same
- Teach students things we actually need to know
- A children's mental health drop in service
- More youth clubs
- Deal with bad behaviour quicker and better
- NHS comes to tell us how to be healthy
- The adults at school should be less dismissive of social issues (homophobia, racism, etc)
- Places such as the reflection area should be used to discuss issues such as mental health, or just to discuss things with a mentor, instead of just homework and friendship issues
- Listen to teenagers and young adults about how they feel about changes and the government – staying in Europe would be better or younger generations
- Mindfulness colouring
- Supportive teachers
- Adults should try to notice signs of mental health problems so that the student can be talked to and be helped. This way the child will not need to try and hide it as their teacher can help without them having to tell them

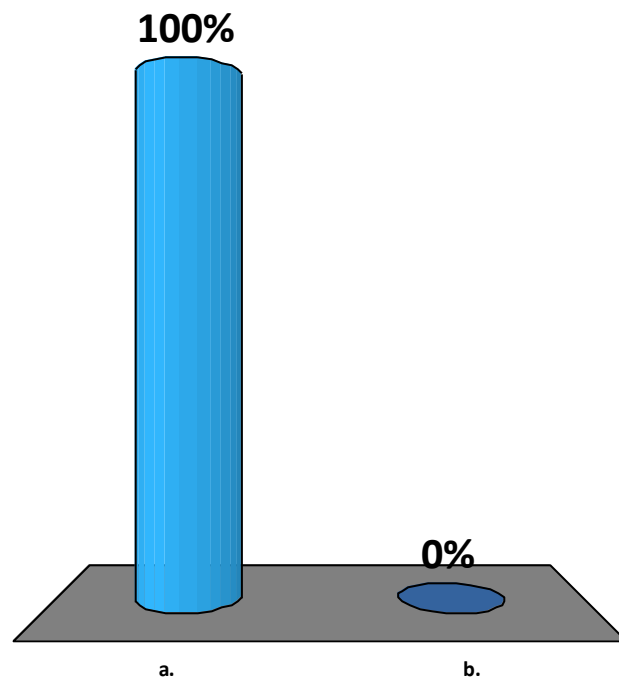


## Evaluation

We conducted the evaluation through the 'fastest finger first' pads.

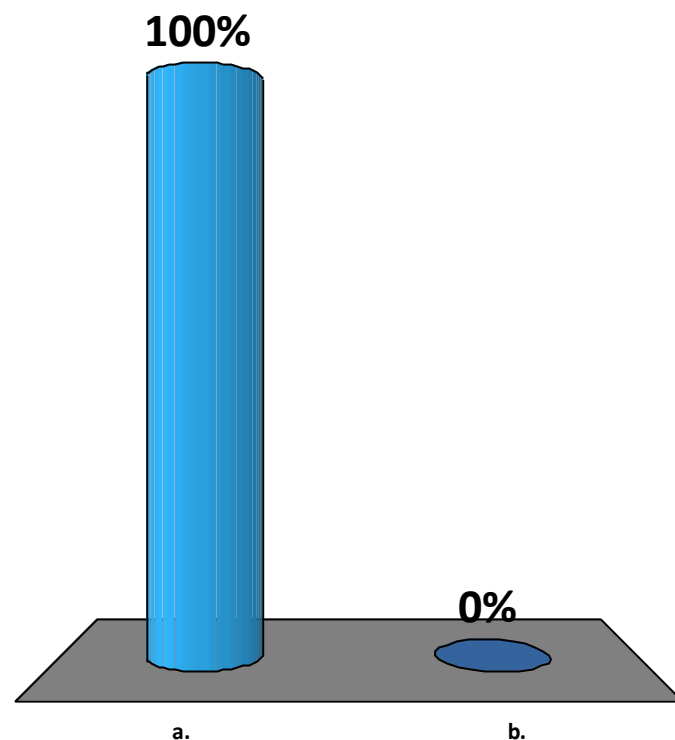
**Did you have fun today?**

- a. Yes
- b. No



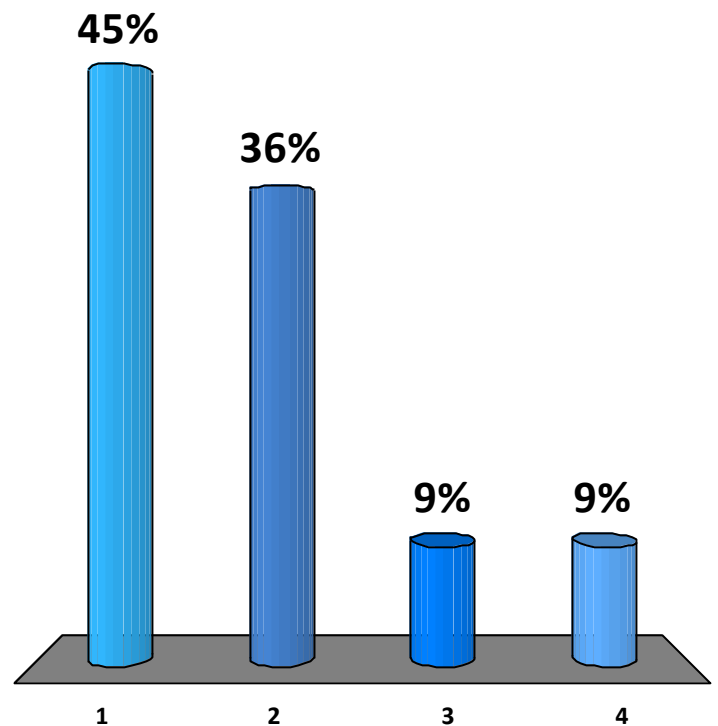
**Have you learnt something new today?**

- a. Yes
- b. No



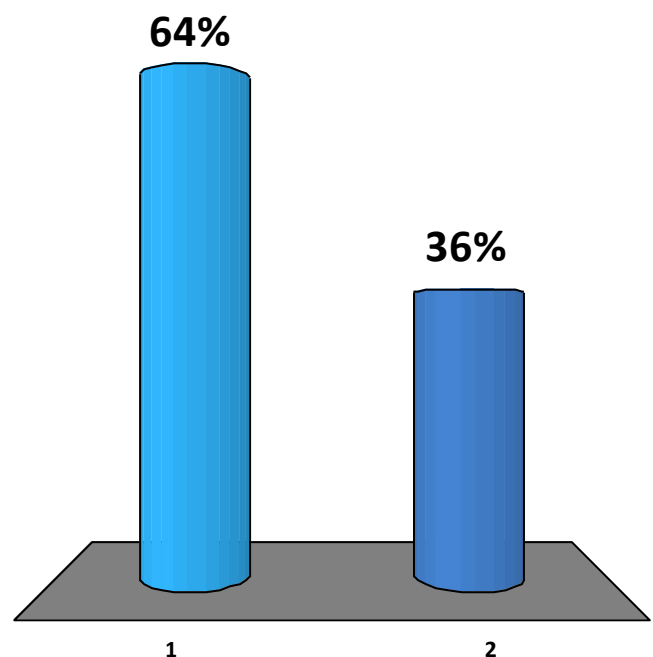
What was the best bit?

1. Quizzes
2. Group Discussions
3. Graffiti Wall
4. Pledges



Did you like the lunch?

1. Yes
2. No



Which idea is your priority for change in your school?

1. Anti-Bullying
2. Mental Health
3. First Aid
4. Mindfulness
5. Time to Change

