Positive Mental Health for Children and Young People

Improving attainment and behavioural outcomes in your school
Place2Be is helping us to chip away at entrenched and deep-seated problems in a way that we could never do on our own. And as the demands and expectations on schools continue to rise, alongside the level of need in our communities, the role of Place2Be becomes increasingly important. They support the wellbeing of our school community, they support our staff, our parents, and all of our children and help to nurture a climate for learning and aspiration.

Monica Manley | Head Teacher
St. Thomas A Becket RC Primary School
Greenwich | England
About Place2Be

Place2Be is the leading UK provider of school-based emotional and mental health services. Founded in 1994, Place2Be has school-based teams in over 170 schools in the UK, supporting 58,000 children. It offers a flexible menu of services that extends its overall reach to 500 schools. The award-winning charity seeks to improve the prospects of children aged 4-14 years, by tackling the complex social issues that result in educational disadvantage.

Place2Be works in schools providing early intervention mental health support, without stigmatising children, young people or families and at a point where they need it most. It effectively removes the emotional barriers to learning and prevents the downward spiral that can lead to low aspirations, poor educational achievement, truancy and exclusion from school. It helps improve children’s classroom learning and academic progress and builds their resilience, providing them with brighter prospects and hopeful futures.

Because it is an integrated school-based service supporting children, parents, teachers and school staff, Place2Be becomes a trusted part of the school and the wider community. Its core services are delivered by its clinical staff and highly skilled Volunteer Counsellors. It measures and evaluates the outcomes of its work, demonstrating the positive impact of its interventions. Place2Be offers consultancy support, advice and workplace learning to teachers and school staff. It is a leading provider of specialist training and university-validated professional qualifications to those who work clinically with children, helping to build capacity in local communities.
Positive Mental Health for Children and Young People

Improving attainment and behavioural outcomes in your school

The Facts

Three children in every classroom have a clinically diagnosable mental health disorder

Increasing numbers of children face emotional difficulties that affect their ability to learn and to do well at school and achieve their full potential

Children from the poorest 20% of society are three times more likely to have common mental health problems

Growing evidence indicates that promoting positive mental health improves a range of school outcomes, including enhanced academic progress, better attendance and lower exclusion rates

Children are less likely to suffer from serious mental health difficulties in later life if they receive support at an early age

What Place2Be does

- Supports children whose emotional issues and behaviour impede their learning and often disrupt the learning of others, putting a strain on teacher and senior staff time
- Ensures that such support helps meet school inspectors’ criteria, namely the achievement of pupils, quality of teaching, behaviour and safety of pupils, and the quality of leadership and management of the school
- Demonstrates that this support is affordable and good value for money and effective use of Pupil Premium funding
- Contributes to improving positive outcomes for children and families including their all-round care and wellbeing

What is unique about Place2Be

- Place2Be is an integrated school-based service, offering swift access to counselling and other services
- By supporting an average of 50% of the school population with a range of interventions, the whole school benefits
- Pupils can self-refer
- It supports pupils with emotional and behavioural problems who often miss out on receiving adequate help from statutory services
- It provides targeted support for parents and teachers
- It works closely with senior staff in schools to help them to identify their most vulnerable children, and to enable those children to get the therapeutic support that they need. The whole school approach enables these children to be safeguarded and protected
- It has a clinical model of excellence devised through 18 years of experience and research providing counselling for children in schools
- Its service and its effectiveness are closely monitored and evaluated; enabling schools to see positive results that contribute to achievement of inspection targets

Intervening early

- Place2Be supports children from Early Years Foundation Stage to Key Stage 3 – nursery to age 14
- By intervening early, when problems start, Place2Be helps reduce the likelihood of exclusion, which costs schools an average of £12,000 per pupil

How Place2Be works

- It works in close partnership with Head Teachers and their school teams
- Each school has a Place2Be Project Manager, an experienced clinician who delivers counselling, supervises our trained Volunteer Counsellors and works closely with school leadership and staff as well as outside agencies
- Each cluster of schools has its own Place2Be Steering Group, comprising Head Teachers, representatives of relevant local agencies and senior staff from Place2Be, ensuring the service is accountable to the entire school community

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Place2Be services

Primary and secondary schools

Place2Be works in primary schools, laying a solid foundation for children early in their lives. It also works in secondary schools providing vital support as children make this potentially challenging transition.

The referral and counselling process

Children are referred by teachers, their parents or carers or allied professionals to Place2Be’s Project Manager for an assessment. Place2Be only works with children for whom we have written consent from the parents or carers. Because counselling takes place during school hours, the attendance rate is exceptionally high.

One-to-one sessions

Once it is determined that a child would benefit from counselling, a counsellor meets with the child for weekly one-to-one sessions. Individual sessions can last from a school term to a whole academic year. Place2Be’s trained counsellors work in the way that is most appropriate for each child. For younger children, this involves therapeutic approaches which encourage the child to express her or himself in non-verbal ways, for example through artwork and play.

Group work

We provide short-term group work on particular issues such as transition, bereavement, friendship or self-esteem that help positively impact children’s behaviour, attendance and general wellbeing.

Parenting support

Place2Be helps parents, grandparents and carers in schools to become more self-aware and more at ease in their parenting roles and better able to develop positive and supportive relationships with their children and the school. Place2Be works one-to-one with parents and carers in schools and runs parenting groups in schools and children’s centres. Place2Be’s parenting work was recognised with the Advice, Support & Advocacy award at the 2011 Charity Awards. Judges noted that by supporting the parents of a distressed child, the wellbeing of the whole family improves.

Place2Talk

This is a drop-in service where children can refer themselves, come alone or with their friends to speak to a counsellor during break times. Open to all pupils, this service is used by an average of 50% of children annually in schools. In some schools as many as 80% of children access the service.

Place2Think

Place2Be provides teachers and school staff with a consultation service and training sessions addressing themes relating to children’s emotional wellbeing in schools, such as safeguarding, attachment, understanding risks and resilience, working effectively with parents, resolving conflict and supporting transitions. The sessions help reduce teacher and staff stress by providing practical approaches that enable them to support children more effectively, for example by raising awareness of safeguarding.

Working in partnership

Place2Be is deeply committed to playing a part in the Common Assessment Framework. It has extensive experience of partnering successfully with schools, statutory agencies, voluntary sector partners and community groups to ensure that it delivers effective services to those who need them.

Developing services for the future

Place2Be offers a range of services, including early years’ support which it offers in children’s centres and specialist training for those who work with children. It draws on its extensive clinical, service delivery, training and research capabilities to develop new projects.
Making best use of staff time

Managing emotional, behavioural and discipline issues is time consuming and diverts school leadership and staff attention from their core tasks of improving the quality of teaching and learning in the classroom. It can also raise staff stress levels. This has a negative impact on the entire school. Place2Be’s interventions help schools make the best use of their valuable staff resources, as the two case studies on pages 10-11 demonstrate.

Delivering value for money

Analysis of Place2Be impact data indicates that:

• Prior to receiving short and long term one-to-one counselling with Place2Be, 77% of the children were below average attainment in writing; 63% of the children were below average attainment in maths. After one-to-one counselling 73% of the children seen improved by at least two National Curriculum levels in writing, which is above the expected progress rate. 66% of the children seen improved by at least two National Curriculum levels in maths, which is above the expected progress rate. Does school-based counselling lead to improved academic performance?, Place2Be, 2011

• Of the children identified by teachers as having problems which cause significant interference with their classroom learning, 59% are more able to focus on their classroom learning after support from Place2Be. All Hubs Impact Report, Place2Be, 2012

• Children who fall into the ‘abnormal’ clinical category pre-intervention demonstrate a pronounced improvement rate following intervention, according to teacher (79%), parent (82%) and child’s self-reporting (86%). All Hubs Impact Report, Place2Be, 2012

• Children and parents seen by Place2Be rated problem improvement significantly more positively than children and parents seen by other Child and Adolescent Mental Health Services. CAMHS Outcomes Research Consortium, 2012

• A conservative assessment of the economic impact of Place2Be’s services indicated that for every £1 spent on early intervention support for children, there was a return on investment of £6 in terms of savings to society. Cost-Effective Positive Outcomes for Children and Families, Place2Be, 2010

Commissioning the service

Place2Be tailors its menu of services to meet schools’ needs. The typical model is based on a team of five or more Place2Be personnel (both clinical staff and trained volunteers) delivering a range of services:

• Individual and group counselling for children
• Dedicated therapeutic support for parents or carers
• Bespoke training, individual advice and support for school staff, for example building capabilities in behaviour management skills
• Safeguarding support, training and guidance for Head Teachers and their staff

Schools typically pay 70 – 80% of the total annual cost of Place2Be’s services. Many schools currently use the Pupil Premium to commission Place2Be in their schools. The remainder of the funding comes from a range of sources secured by Place2Be’s fundraising team, which has strong relationships with corporate sponsors, private donors and grant-making trusts whose support helps schools meet the cost of the service.

Flexible funding and delivery models are available by negotiation for federations of schools, trusts, clusters and academies.

For schools that are new to commissioning, Place2Be can provide expert advice, guiding school leadership through a step-by-step process to assess needs and explore how to best meet these.
Ronnie is a Year 4 boy. He was placed in the school after being permanently excluded from another local school for persistent disruptive behaviour and assaulting a teacher. He was described as ‘unmanageable’.

Charlie joined the school in Year 3. He had attended three other schools but had to move from each one. He made constant allegations against his teachers. These were time consuming to investigate and, in at least one case, had resulted in suspension of a member of staff. All the allegations were disproved. Charlie was violent to other pupils at playtime. His mother was the victim of domestic abuse and had anger management problems.

**Non-cashable efficiency savings**

**Case study 01**

Ronnie is a Year 4 boy. He was placed in the school after being permanently excluded from another local school for persistent disruptive behaviour and assaulting a teacher. He was described as ‘unmanageable’.

<table>
<thead>
<tr>
<th>Time cost calculation</th>
<th>Ronnie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Teaching Assistant supervision at playtime and lunchtime, hours per day</td>
<td>1.25</td>
</tr>
<tr>
<td>Total Teaching Assistant, hours per week</td>
<td>6.25</td>
</tr>
<tr>
<td>Total cost, per week</td>
<td>£ 50</td>
</tr>
<tr>
<td>Senior Leader time investigating incidents, hours per week</td>
<td>1</td>
</tr>
<tr>
<td>Senior Leader time meeting with parents, hours per week</td>
<td>1</td>
</tr>
<tr>
<td>Total Senior Leader, hours per week</td>
<td>2</td>
</tr>
<tr>
<td>Total Senior Leader, cost per week</td>
<td>£ 78</td>
</tr>
</tbody>
</table>

**Time cost calculation after referral to Place2Be**

<table>
<thead>
<tr>
<th>Ronnie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Teaching Assistant, hours per week</td>
</tr>
<tr>
<td>Total Senior Leader, hours per week (interventions rare, e.g. 1 hour per month)</td>
</tr>
<tr>
<td>Total cost, per week</td>
</tr>
</tbody>
</table>

**Academic performance pre-intervention**

Able but not performing

**Academic performance post-intervention**

Projected Level 5 Maths & English in Year 6

**Total cost**

<table>
<thead>
<tr>
<th>Ronnie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Place2Be intervention (£ 128 per week x 39 weeks)</td>
</tr>
<tr>
<td>After Place2Be intervention</td>
</tr>
<tr>
<td>Total non-cashable efficiency savings</td>
</tr>
</tbody>
</table>

**Case study 02**

Charlie joined the school in Year 3. He had attended three other schools but had to move from each one. He made constant allegations against his teachers. These were time consuming to investigate and, in at least one case, had resulted in suspension of a member of staff. All the allegations were disproved. Charlie was violent to other pupils at playtime. His mother was the victim of domestic abuse and had anger management problems.

**Time cost calculation**

<table>
<thead>
<tr>
<th>Charlie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Teacher time investigating incidents, hours per week</td>
</tr>
<tr>
<td>Senior Leader time supervision at break and lunchtime, hours per week</td>
</tr>
<tr>
<td>Total Senior Leader cost per week</td>
</tr>
<tr>
<td>Teacher time investigating incidents, hours per week</td>
</tr>
<tr>
<td>Teacher time meeting with parents, hours per week</td>
</tr>
<tr>
<td>SENCO monthly meeting with parent, 1 hour, hours per week</td>
</tr>
<tr>
<td>Total Teacher cost, per week</td>
</tr>
</tbody>
</table>

**Time cost calculation after referral to Place2Be**

<table>
<thead>
<tr>
<th>Charlie</th>
</tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>Total cost, per week</td>
</tr>
</tbody>
</table>

**Academic performance pre-intervention**

Able but not performing

**Academic performance post-intervention**

Projected Level 5 Maths & English in Year 6

**Other information**

Would have been permanently excluded without Place2Be | School prefect in Year 6

**Total cost**

<table>
<thead>
<tr>
<th>Charlie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Place2Be intervention (£ 350 per week x 39 weeks)</td>
</tr>
<tr>
<td>After Place2Be intervention</td>
</tr>
<tr>
<td>Total non-cashable efficiency savings</td>
</tr>
</tbody>
</table>

* false name
Case study 01

**Lennox* | Year 5**

Lennox was referred for Place2Be counselling in Year 5 due to concerns about his behaviour and conduct at school. Perceived as highly intelligent, he presented issues including poor concentration, frequent absences and detentions, to poor concentration, low self-esteem and inability to take responsibility for his actions. He was also at risk of fixed term or permanent exclusion due to his aggression. Before his Place2Be intervention, Lennox scored level 2 in Maths and Literacy.

Lennox was the eldest of eight children; his mother was separated from his natural father. Social care was involved due to domestic violence and abuse. All the children were subject to a Child Protection Plan; other issues were substance and alcohol misuse by the adults in the family and overcrowding. Lennox was the main carer. His absence from school stemmed from the lack of clean clothes and his mother’s need for him to do the shopping, cooking, changing and putting his younger siblings to bed.

The aim of counselling was to offer Lennox a secure and reliable attachment with a counsellor, structure, consistency and containment. He was allowed to play and was given “space” for himself. Following one-to-one counselling with Place2Be, his Maths and Literacy scores improved considerably to Level 4 in both cases. His attendance at school moved from frequently absent to normal and satisfactory.

The Place2Be Project Manager also worked with Lennox’s estranged father who was given parent counselling and support. Although he wanted custody of his son, he felt overwhelmed and intimidated by the responsibility. With the support of counselling, he arranged for Lennox to live with him. The Place2Be Project Manager was aware that encouraging him to become a solid, consistent parent was the best chance for his son. Lennox was subsequently offered Place2Talk and a six-week therapy group to support his transition to secondary school.

Case study 02

**Adrianna* | Year 7**

When Adrianna started the intervention she was extremely unhappy and showed high levels of psychological distress. Her attendance was a serious concern; it had dropped to around 70%. She was being severely bullied which contributed to her not wanting to come to school. She presented as isolated, anxious and depressed. She spoke of many physical pains and illnesses. Adriana had experienced a great amount of turmoil and trauma in her life. She had recently been homeless and had witnessed violence and discrimination meted out to her parents in her home country of Slovakia in the early years of her life.

Adrianna was supported by her counsellor to talk through and process her past trauma and to think about what she needed to support her in the present. The counsellor focussed on the past and painful issues but also resourced Adriana to get her needs met in the here and now. The counsellor provided a safe and secure space built on trust and consistency which enabled Adriana to develop a stronger sense of self.

As a result of Place2Be’s support, Adriana’s attendance was above 90% throughout the academic year and at the end of her counselling was 94.4%. There were no concerns regarding her behaviour, academic achievement or for her socially.
What school inspectors say about Place2Be

Excellent partnership working with Place2Be ensures that excellent care and support are provided for those pupils who are potentially vulnerable to remove barriers to learning.

Ofsted | Seaham Trinity Primary School | County Durham | England | 2012

Support for vulnerable pupils in the Place2Be counselling sessions is effective and valued by pupils. All pupils feel well supported and cared for and parents and carers agree that this is a strength of the school.

Ofsted | Fryent Primary School | Brent | England | 2010

Experience has shown that pupils who attend Place2Be gain increased understanding of their difficulties. They value time given to them and benefit enormously in their personal and social development as a consequence of targeted support. Class teachers were very positive of the outcomes for pupils and felt that inclusion in the project enhanced pupils’ emotional wellbeing. In addition, through formal and informal contact with Place2Be’s co-ordinator and volunteers, all school staff had developed a greater level of understanding and awareness of children’s emotional needs, and felt this helped them respond more sensitively in class settings.

HMIE | Longstone Primary School | Edinburgh | Scotland | 2011

For many pupils, just coming to school and settling to work is a difficulty. Over 100 pupils and their families have benefited from Place2Be’s counselling service that the school partly finances. There is always someone there to listen and someone who cares. The individual needs of many pupils are so great that they have to be addressed before learning can begin.

Ofsted | Heathmere Primary School | Wandsworth | 2011

Place2Be provides a safe haven for pupils who are in need of counselling or emotional support.

Ofsted | Willow Tree Primary School | Ealing | England | 2011

All pupils, including the most vulnerable, are very appreciative of the excellent help and guidance they receive from staff who know them very well. Some spoke particularly warmly of the support they receive from the counselling service Place2Be which had helped them overcome personal difficulties and allowed them to achieve well.

Ofsted | Cotsford Junior School | County Durham | England | 2010

Children who are looked after and those for whom English is an additional language are very well supported. The school has developed innovative and effective partnerships with other professional agencies. The Place2Be initiative provides a counselling service which is having a very positive impact on the wellbeing of more vulnerable children.

HMIE | St Catherine’s RC Primary School | Edinburgh | Scotland | 2011

Improving attainment and behavioural outcomes in your school
What others have to say about Place2Be

As manager of the (LA) CAMHS budget, I am one of those commissioning Place2Be in Wandsworth. Apart from the highly complimentary feedback given by schools at every Steering Group meeting and testimony from parents and teachers (that is regularly collated), Place2Be produces an excellent dataset demonstrating outcomes and impact.

Philip Prior  |  Principal Educational Psychologist
Tier 2 CAMHS Lead and Commissioner for Wandsworth Children’s Services

The model of delivery developed by Place2Be, the high standard of monitoring and evaluation, its strategic insight, detailed and credible economic analysis and potential impact on the critical arena of early years development, all serve to showcase this as an exemplary initiative from which there is huge learning potential.

Public Health Wales Good Practice Scheme

The value and importance of Place2Be cannot be underestimated, this support means that these children have the opportunity to grow and develop into free thinking and caring children, not withstanding their often sad home circumstances. The key stage at which this intervention occurs helps define who these children will become in later life as young adults and members of society. Children do not represent 100% of our population but they do represent 100% of our future. Place2Be is shaping that to be much brighter for so many children.

Jon Boutcher  |  Assistant Chief Constable of Hertfordshire Constabulary and Lead for the Association of Chief Police Officers (ACPO) for the Children and Young Persons - Youth Crime portfolio

The Parliament considers that the long association with primary schools in Edinburgh has made a significant contribution to the wellbeing of children, parents and teachers in those schools. It recognises the contribution that Place2Be makes in the school setting and welcomes the recent developments in Glasgow and East Lothian and wishes the charity well in seeking to expand its services in Scottish schools and hopes that local authorities, schools and NHS boards will recognise its potential contribution to promoting wellbeing and preventing mental health problems.

Richard Simpson  |  Member of Scottish Parliament

The schools involved with Place2Be, all situated in areas of high social and economic disadvantage, have been impressed with the outcomes. Place2Be has played a crucial role in supporting young people through family traumas such as domestic violence, drug and alcohol abuse and bereavement as well as bullying and friendship issues at school. Place2Be has made a significant contribution to the wellbeing and future life chances of a large number of vulnerable young people in Northumberland.

Steve Stewart  |  CEO
Northumberland County Council
Positive Mental Health for Children and Young People

A recognised and trusted provider

Place2Be’s work has been recognised with funding from the Department for Education and the Department of Health and from leading grant-making trusts. It has won a number of awards over the years. In 2011, its parenting work was recognised with the Advice, Support & Advocacy award at the Charity Awards; in 2012 it was awarded funding from Big Lottery Fund Wales and won the Private Equity Foundation’s Charity of the Year Award.

The impact has been tremendous: individual pupils are supported to begin to make some sense of the traumas they have experienced, and can begin to make progress in school; parents can also access counselling, which facilitates better relationships with their children. Place2Be is an integral part of our school community and I can quite honestly say that we would not be without it.

Amanda Dawson | Head Teacher
Mellers Primary School & Foundation Unit | Nottingham | England

Find out more about how Place2Be can support your school

Place2Be has been providing an integrated, responsive and flexible school-based mental health service since 1994. Working across the UK, the organisation has received positive recognition from the Department of Health, the Department for Education and the Treasury.

Place2Be teams work with hundreds of primary and secondary schools across the UK. Services are available to children coping with a range of complex problems such as bereavement, family breakdown, alcohol and drug misuse, domestic violence, physical and emotional abuse, and trauma and bullying.

The Place2Talk

True Story!

Once upon a time, there was a boy called Eric who got bullied. Suddenly, Place2Be came into his life. At first he wasn’t sure but he eventually signed a slip.

Eric: “True story. He now lives a happy life!”

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Please contact Place2Be to find out how it can help support your pupils to make progress in attaining their potential by helping promote positive mental health in your school.

Business Development Manager
Place2Be
13/14 Angel Gate
326 City Road
London EC1V 2PT

Telephone | 020 7923 5500
Email | development@place2be.org.uk
Website | www.place2be.org.uk
A school is accountable for the achievement of its pupils, both in their learning progress and in their attainment of agreed national standards. We want our children to be good learners, but they cannot achieve when they are burdened with unhappiness. The therapeutic approach of Place2Be enables our pupils to achieve well and the school to raise standards.

Norah Flatley | Head Teacher
Blessed Sacrament RC Primary School
Shoreditch | England