



AL Philanthropies RESEARCH PROGRAMME

RESEARCH SNAPSHOT





We have been working on the AL Philanthropies Research Programme - a 4-year research programme, funded by AL Philanthropies, which is designed to assess the impact of Place2Be's Whole School Approach in 20 schools across Salford. This research snapshot provides an interim overview for the second year of the project.

Place2Be operates a Clinical Delivery Model that provides a whole school approach with the children and young people at its heart. This approach includes universal and targeted strategies for children, as well as a wide range of support for members of the school community who are part of the system around the children. This means that alongside targeted interventions, Place2Be offers a range of different mental health services to meet schools' needs. Our services are lead by a dedicated on-site Place2Be mental health professional (MHP) together with a Family Practitioner who focuses on working with the families.

WHOLE SCHOOL APPROACH:

- One-to-one counselling
- Pupil self-referral service Place2Talk,
- Parent/ Carer advice and support through Parenting Smart online course and Parent Partnership
- School staff sessions through Place2Think
- Group work - Journey of Hope
- Whole class work - psycho education
- Personalised Individual Parenting Training (PIPT)
- Training for teachers and school leaders through Mental Health Champions Foundation Programme and Senior Mental Health Leads training



Altogether, the schools in this Research Programme had a higher proportion of pupils who were eligible for Free School Meals (FSM) and children with Special Educational Needs (SEN) than is typical.



On average 30% of pupils were eligible for Free School Meals (national average 22.5%)



16% had SEN, (national average 12.6%)

Place2Be's whole school service has become increasingly embedded across the initial two years of the programme, working effectively with teachers and wider school staff, parents and carers and with the children themselves at the heart of the work. After the first 2 years of the programme, School Leaders, school staff and the parent community all rated their school more highly as a 'mentally healthy school'.

IMPACT:

ONE-TO-ONE COUNSELLING



77% of children had improved mental health after one-to-one counselling in their school setting.

Being based in the child's school also ensures that those that need more help can get it easily.

PLACE2TALK – DROP IN SERVICE



2,000+ pupils have already accessed the Place2Talk in their school to share their worries and concerns.



Over 80% pupils felt they could trust their Mental Health Practitioner.



73% pupils were less worried and **77%** felt calmer after Place2Talk session.

The Mental Health Practitioner has provided a confidential and non-judgmental approach that has been important to pupils when seeking help. This approach has helped to create a safe environment to disclose.

PARENTS/ CARERS

Parents/ carers who were supported through our parenting intervention benefited:



65% now have adapted their approach as a parent following advice by Place2Be.



92% of parents/ carers found their experience of Place2Be was helpful.



86% stated that in most situations they know what they should do to ensure their child behaves.



65% had been given new advice by Place2Be and **61%** had done something different as a parent/ carer as a result.

"Place2Be has given us a life-line and has given me the tools I need to manage and be a better parent."
Parent, summer 24"

SCHOOL STAFF

School staff have benefited from the insight of a mental health expert on site through taking part in more than 2,000 Place2Think sessions. Having a mental health expert in school has helped school staff learn new strategies to use in relation to children's mental health and wellbeing.

Place2Be has provided headteachers with a "massive relief", as children now have someone else they can go to for help. Subsequently, this has provided headteachers "more opportunities to do other things or help another child".

Staff have also found Place2Be has provided them with a place to talk to someone about their role in school and impact on their wellbeing.

Place2Be has helped staff to feel empowered and make meaningful changes in their roles



Almost 80% school staff felt confident to support children's mental health and wellbeing in the second year.



73% had found new strategies to help children they work with.



50% of parents/carers felt that school staff were more understanding of their child's needs since Place2Be had been in the school.



93% of school staff who accessed our Mental Health Champions Foundation Programme had either adopted a new approach as a result or intended to do so.

"I think [Place2Be has] impacted my well-being knowing that I'm not banging my head. Because I'm not saying to a family, we need to make a referral to CAMHS knowing that it's going to be rejected, you know, it's immediate impact that can be had on that family there and then"

School staff, spring 2023

NEXT STEPS?

Now in its third year, the research programme will focus on assessing the effect of the whole school service including:

- Exploring the impact of Place2Be on pupil and staff wellbeing, now that services are more fully embedded.
- Examining the extent of change in school-level indicators such as attendance, behaviour, exclusions, engagement in learning and attainment following the introduction of the Place2Be service.
- Developing a deeper understanding of the experiences and outcomes that Place2Be services have had on the school community.



Contact us

If you are interested in finding out more, please get in touch:

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