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Welcome to the third edition of TaMHS newsletter.

It's been an exciting time here at TaMHS, as we can finally reveal the results from our evaluation of the project so far. Your feedback was really interesting and vital in helping us plan for the future. It is encouraging to see that TaMHS is helping to make a real difference to the way that you think about emotional health – see a round up of the key results on page 2.

Coming up

Core training programme courses:

-  **10th March** - Attachment issues in the classroom, with a focus on looked after children
-  **15th March** - Bereavement and loss
-  **18th May** - Behind the behaviour
-  **26th April/17th May/14th June** - Midday supervisors' training: developing a greater understanding of emotional health and wellbeing
-  **28th June** - Using Neuro Linguistic Programming in the classroom

For more details and booking forms please contact us.

What is TaMHS?

TaMHS stands for Targeted Mental Health in Schools and is a project funded by the Department of Children, Schools and Families. It aims to transform the way that mental health support is delivered to children aged between 5 and 13, to improve their emotional wellbeing and tackle problems more quickly.

The TaMHS project in Norfolk has been initially funded until 2011 and is based in the west of the county, focusing on four high school clusters and their feeder schools, plus pupils who attend the Western Area Pupil Referral Unit.

NEW NEW NEW

TaMHS web page

Did you know there's now a great place you can go to find out everything about TaMHS? We've created a TaMHS web page on the schools site that you can go to direct to find out about training, keep up with developments and access information. To find out more visit <http://schools.norfolk.gov.uk/sites/tamhs>.

If you are a Mental Health Lead and have your own email address, please let us know so we can send information direct to you.

Small group work

Since January we've been piloting small targeted group work in two schools. Liz and Louise are available to work with you and small groups of children, looking at building self esteem and developing social skills. For more information, please contact Liz on 07795 237853 or Louise on 07776 227538.

Individual support

Don't forget individual support for children and young people is available through our supervision and consultation support service. It really can make a difference.

Case study

One Mental Health Lead contacted our Educational Psychologist (EP) to discuss concerns about a girl who scratches her arm when she receives negative comments. During a telephone consultation the EP offered several support strategies, including using a system in class so the girl could ask for help and focus on the learning objective rather than spelling and presentation. They also suggested creating opportunities for her to make friends and also checking that she doesn't have a skin problem which is aggravated by anxiety.

Since receiving support from TaMHS, the girl seems less anxious, she has more friends at school and her self esteem looks to have improved. She is now able to talk about issues with her work and scratches less.

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The results are in



Last year, we spent several months carrying out an evaluation of the TaMHS project so far. We held focus groups and ran an online survey to find out your thoughts. In particular we looked at whether TaMHS has made a difference to your perceptions and knowledge of mental health and considered which of our four TaMHS elements has been the most effective.

Congratulations to Hilgay Village Primary School who won £50 for completing our online survey. A big thank you to everyone who took the time to take part in the research. We're really pleased to be able to share our findings with you.

Future action

We need to look at what impact TaMHS training has beyond the person who attends the training sessions. As part of this we will work to find the best ways to spread information throughout schools so that everyone can benefit from the training.

We plan to look at new ways to involve small schools in the project, such as using internet resources and group training sessions with neighbouring schools.

We have already improved our use of email and have recently launched a TaMHS web page to make it easier for you to find information as you need it. We will continue to develop and improve these services.

If you would like to find out more about our research, we're happy to provide a copy of the full report. Just get in touch.



Main findings

TaMHS is making a difference to the ability of staff to identify and meet children's emotional health needs, by improving their skills and confidence.

We've helped schools find ways to tackle issues and develop preventative and early intervention strategies. Schools are now also more aware of the different support agencies out there and are more confident about referring children. So far, few referrals have been made but early intervention can mean that a later referral is not necessary.

The core training and supervision and consultation sessions have been the most effective, helping to raise awareness of the reasons behind certain behaviour. They also provide opportunities for staff from different schools to share information and best practice and work together.

We've taken on board comments about how we communicate with you about TaMHS and are already working to improve this.

The next step

We are working with a trainee Educational Psychologist on the second phase of our evaluation. This evaluation will include an analysis of the four elements of TaMHS and their impact and will look at the development of the whole school approach. Look out for a highlight report in the autumn.

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