

A Creative
Whole School Approach
to
Emotional Wellbeing

**Trailblazer
Haringey
2019/2020**



Context

As one of the Trailblazer partners in Haringey, deep:black has decided to develop and embed a sustainable Creative Whole School Approach for a second year at Woodside High.

Our focus this year will be to establish our approach within Woodside by offering a range of opportunities to students, staff and parents to develop and embed a whole school creative approach to emotional wellbeing. As part of Trailblazer deep:black will also be focusing on how we hand over elements of this approach to the Mental Health Support Team (MHST). deep:black will support the MHST through offering training in our approach, shadowing and support in delivery with the intention that the team can integrate elements of our work and creativity more generally into their work. deep:black builds on a successful working relationship with the senior leadership team, exploring offering more tailored support. As well as working at Woodside and supporting the MHST's work in the borough, deep:black will broaden it's offer to other schools and is currently in discussion with Parkview about running the photography project.



a whole school creative approach to emotional wellbeing



Purpose of this report

The purpose of this report is twofold:

- 1) to reflect on what has been delivered so far at Woodside.
- 2) to outline how we propose to build on last year's delivery and embed a creative whole school approach through working with staff, students, parents and the Mental Health Support Team (MHST) over the course of 2019/20.

1. Reflections on delivery so far

Below we have detailed our project aims, described delivery that has taken place at Woodside High School over the course of academic year 2018 – 2019 and summarised key findings from Dr Nick Barnes's evaluation of our work.

2. Our proposal going forward

In order to get an up to date picture of the school deep:black undertook an emotional wellbeing audit with staff and students in December 2019. This audit enabled us to see what's developed within the landscape of the school, what currently exists, where the gaps are, the specific issues that staff, and young people are facing and any barriers that might hinder a whole school approach to wellbeing. In light of this and our ambition to embed the work we have outlined our recommended offer for 2019/20.

What follows in this report are the project aims, a summary of delivery so far, a summary of our external evaluation, our audit findings and recommendations going forward.

Project Aims

A Creative Whole School Approach to Wellbeing aims to:

- Raise awareness and understanding about mental health and emotional wellbeing amongst young people, staff and parents in Haringey schools and beyond.
- Challenge the stigma regarding self-harm, mental health and emotional distress in schools.
- Create an opportunity for staff and parents to be aware of, and sensitive to, the emotional needs of their young people and to feel skilled at being able to respond.
- Offer a range of creative activities that staff, students and parents can access in order to support themselves with their wellbeing.
- Develop a shared language to describe emotional challenge within the school culture.
- Provide creative training opportunities for MHST staff to ensure the continuation of the provision and build on skills and capacity in the borough.
- To support the school in creating an emotionally safe and supportive environment for pupils and staff.
- To create a template for the Trailblazer project so that this can be integrated in other Haringey Schools as part of that initiative.

A Summary of deep:black Delivery 2018-2019

- **Emotional Literacy for Peer Mentors**
2 days of top up training to support existing Peer Mentors to develop skills around emotional wellbeing and creativity.
- **Breakfast with Purpose**
A weekly intentional breakfast space for students before school starts as a space to think about what they bring to school, what gets in the way of clearly focusing at school and what changes a supported shift in focus might bring
- **Calm One**
A weekly referral space for students struggling to keep up the pace of school life
- **Calm Too**
A weekly lunchtime drop in space to offer students a moment of calm
- **Photographing Feelings**
An 8-week photography project to creatively explore emotional wellbeing
- **Creative workshops for all whole year groups 7, 8 & 9**
2 workshops to create a common understanding and introduce a shared language of emotional wellbeing
- **Parents & Carers Workshops**
Stand alone workshops to support parents and carers to explore emotional wellbeing for themselves and to better support their children and young people.
- **Stress Out!**
Monthly drop-in after school sessions open to all staff to support them dealing with stress.

deep:black reflections

We're delighted to continue to deepen and strengthen our working relationship with Woodside High with mutual trust and respect with the SLT, key staff and students. We have developed a good understanding of the rhythms, pace and pressures at school, the many initiatives already in place to support emotional wellbeing and see ourselves as a supportive partner able to be flexible and complimentary in our offer. We acknowledge that Woodside is a busy place doing tremendous work in the community and are grateful for the continued support and input necessary for our approach in schools.

Our year at Woodside has allowed us to learn a great deal and adapt our programmes accordingly. With this in mind, it was clear to us that the drop-ins didn't work this time and so despite our commitment to enable students to self refer for emotional wellbeing support, we recognise that perhaps this needs further exploration and have decided to withdraw the drop in spaces.

Setting up classrooms before sessions begin has also sometimes been challenging for us. Woodside is a busy school and rooms are not always available before and after lessons, especially in the photography sessions that require equipment and we're still looking at strategies that enable these transitions to run more smoothly.

Our focus this year is to explore how to ensure the work at Woodside is sustainable by handing over aspects of Woodside High delivery to the MHST and we've run training, shadowing and delivery with the MHST. The delivery with the MHST at Woodside for this academic year has begun, however it's fair to say from our perspective, progress is slow. It's been challenging for us to share our vision of a whole school approach, peer to peer learning and a creativity at the heart of engagement within the context of a team much more familiar with clinical approaches to mental health and there are some stark philosophical differences that need to continue to be worked through.

deep:black is concerned about how the MHST will develop and hold the depth, relationship and quality of work in a school given how thinly spread the team is across Haringey and its presence in over 30 schools in the borough so far. Further, despite working well with the team on the ground within the MHST, deep:black remain uncertain of how frontline staff are supported in their teams to embrace creative approaches and to seek opportunities to replicate these practices throughout the borough.

deep:black remain positive about the work and the impact of creativity on emotional wellbeing and mental health within schools and we seek to continue to develop and improve what's working in our approach. To this end, we're exploring possibilities to further strengthen our evaluation and continue to develop opportunities to share best practice beyond Woodside High.

A summary of our external evaluation

As part of our delivery last year we commissioned Dr Nick Barnes to do an external evaluation of our work as well as getting student feedback during delivery. Dr Nick Barnes is a young people's psychiatrist with 15 years experience of working in the NHS and is an Honorary Senior Lecturer at University College London. He has developed this evaluation to assess the impact of this work in order to inform future delivery and support the sustainability of an effective (evidence based) whole school approach to emotional wellbeing within other schools in Haringey.

The evaluation included a combination of completion of post training semi structured interviews, semi structured interviews with students by Dr Barnes, CORS evaluations before during and after intervention, surveys, and attendance records within school. In his detailed report, Dr Barnes offers a breakdown of the data relating to each programme of work. Included here are a summary of his key findings for each of the interventions on offer.

Key Findings

Emotional Literacy for Peer Mentors top-up training - 26 Year 10s

- The key findings reflect many of the more positive aspects of the training and the peer mentors' on-going perception of their role and contribution to the school's values around supporting the emotional wellbeing of all.
- The findings strongly support the idea that engagement in training around emotional wellbeing is just as important for the mentors, as it is for the mentees.

- Overall the evaluation suggests that there will have been a positive impact on the emotional wellbeing of students taking part, this work may have impacted on understanding, awareness and mental health stigma, and reinforced the sense of purpose and identity of the peer mentoring role within Woodside school.
- It was also clear that the students who took part felt that the work over the last few months had influenced the emotional "culture" of the school, and that staff were now more supportive of students and their emotional needs
- A note of caution - where there was little evidence of impact was with regards to the parents – as mentors felt that their parents had little awareness of what might be going on in school.

Breakfast with Purpose - 12 Year 7s

- Consideration of results - The CORS results all suggest there was a decline in overall outlook from Time 1 (Before) to T2 (After) the intervention, but these results were only from 3 participants. This project did not continue, as it was felt that the students involved were not keen on engaging with this drop in programme – and possibly felt quite targeted and marginalised when encouraged to do so. The results showing a decline in CORS could therefore reflect a greater awareness of their needs by being referred to this programme, rather than suggesting that the programme contributed to a worsening of the emotional wellbeing.

Breakfast with Purpose - /Cont

- Looking at the “screening” data for this programme – the initial CORS results for all who were able to attend – it is noticeable that the group have a low (by normal standards) Mean score on the “me” matrix. This suggests quite marked low self esteem for those who took part. This screening therefore suggests that the school had identified students who needed input and support, but they perhaps found this type of approach too much for them to be able to engage with on a regular basis.
- These findings support the decision not to continue with this programme, but also highlight that the school are very skilled at identifying students with needs – the task is about ensuring we find a model of intervention that suites / addresses these needs.
- What was very insightful from one of the students, however, was the observation that “If you fix up, then you get less support” – and hence, perhaps offering a challenge to why it might be hard for people to give up behaviours that have ensured they access support in their lives.
- Lastly, all feedback suggested that this work didn’t necessarily impact on the understanding of parents, but parents had obviously been impressed and supportive of the young people who had been able to bring about significant change in their school lives.

Calm Too - 6 Year 8s

Calm One - 9 Year 7s & 8s

- The CORS results (showing very slight improvement in most domains) support the comments by the students in interview, who were very positive about this programme, Calm One, and the impact it had on their wellbeing, sense of self and overall outlook. It was particularly encouraging that the students felt that this was a programme that allowed them to explore and think about their behaviour and anger in non-stigmatising and non-blaming way, and they were hugely complimentary about the programme delivery team.
- The students also felt that this work impacted on school life and culture, as well as on the staff around them although one of the students clearly still felt that his reputation impacted on how staff managed and addressed him.
- Data suggests that this was a group of young people with significant need, a need that was greater than other groups put forward for interventions in this whole school approach.
- Consideration of this data – Once again this points to school recognising well, the young people with significant need within their school, as even though the YP weren’t selected – it was a drop-in space and students elected to come – it is likely there will have been some encouragement to attend. But this type of approach and intervention may not have been what these students needed. There were low scores in 3 domains (school, everything and total) and so it may be that the young people involved in this programme had much more profound needs, and they may well have merited referral to specialist support.

Photographing Feelings - 10 Year 7s & 8s

- 100% of participants (9 completed the survey) found the project to be or excellent, very good or good.
- Overall the feedback is very positive and demonstrates that the students feel they have learnt a lot about themselves and their emotional wellbeing through this work. The feedback seemed very insightful, recognising that not all were necessarily sure that they were more able to express their feelings following this work, but most felt that they were able to value that the photography was perhaps a way of ensuring they could be more in touch with how they felt.
- Sample size too small to conclude any statistically significant results, but the shift between Time 1 and Time 2 does seem to be profound for this particular programme – despite the anomalies in the data at T1
- However across all domains there has been a marked improvement on CORS scores – for self, family, school, everything and total – and this does suggest that the students involved in this programme found this work to be enormously important for them and for their families.
- From these initial findings it appears as though this type of work can have a considerable impact on the young people who were involved, and in particular with the students selected, who despite having marked need, were able to participate and contribute to something that had a reach well beyond the school gate.
- It was only after completing the evaluation of this work that I found out from the project delivery team that there

were students involved in this project that were currently excluded and were being educated in an off-site provision. How the students presented at the exhibition and in interview was very much as “model students” – and so it was clear that there had been a marked transformation in outlook for some of the participants.

- The impact demonstrated on the CORS scales, and then reinforced through findings from the interviews and the feedback generated by the programme and the exhibition all point to the suggestion that this programme, and its model of delivery was extremely effective and accessible for students, staff, parents and the wider community. These findings would merit the need for further more robust evaluation and measuring of impact on a greater scale and wider geography

Parent Workshops

One workshop was available for parents & carers and this focused on stress, and how manage this within our families and for our children that may be feeling increasingly pressured in the build up to exams. However this work was delivered through engagement by staff, and it was not possible to coordinate the delivery with an evaluation schedule.

Feedback from staff suggested that parents found it helpful, but it has not been possible to seek views from parents directly.

Staff - Stress Out!

This part of the programme has been funded independently of the other Trailblazer work, and has been available in the school for 18 months with a real commitment from the SLT that it is available to staff whether used or not and that the existence of the group's presence offers reassurance to staff that they are valued and thought about.

Year 7 Workshops

- Introduction to emotional literacy & resilience
- Managing Peer Conflict

We only have attendance figures for evaluation of this work, suggesting that nearly all of Year 7 were able to access this part of the programme. Feedback from staff has suggested that there was a significant impact on the students, as they had noticed a change in language about managing conflict and emotional wellbeing amongst the Year 7 students, and therefore anticipated this would demonstrate further impact in how they might seek to resolve difficulties and disputes as they progress through their secondary school career.

For Dr Nick Barnes' full report email trupti@deepblack.org.uk

The Audit

In December 2019 we met and spoke with a total of 40 students from Years 7, 8 and 9 as well as a group of Year 10 peer mentors and 3 members of staff. Participating staff included those in senior leadership roles, Head of Year and staff with safeguarding responsibilities.

We ran focus groups with students from each year group and we asked all students the same key questions:

- What does 'emotional wellbeing' mean to you?
- What could happen in a school day that would be challenging for you?
- What things that happen at home/in the community could make it more difficult to concentrate at school?
- What support do you know about at school that could help you if you were struggling with your emotional wellbeing?

We asked all staff we spoke to the following questions:

- What issues impact young people's emotional wellbeing?
- What issues impact staff's emotional wellbeing?
- What does the ideal school look like in terms of student and staff emotional wellbeing?



It means being well in your ups and downs and trying to be ok in them



Key findings from the Audit

Overview of issues for Years 7, 8 & 9

Through carrying out the audit we noticed that there were common issues that affected wellbeing across all year groups that were similar to issues raised in 2018/2019

Primarily these were:

- navigating relationships with peers.
- stress and pressure related to school work.
- challenges around relationships with staff and issues at home.

Students in all year groups spoke about being judged by peers and bullying was also a shared experience.

Worry about quantity of homework and expectations (their own, their parents' and staff) was common to all years.

Most groups we spoke to had concerns about whether staff understood them and how much they were judged by staff on their previous behaviour.

All year groups mentioned physical safety in the area as a worry.

However as well as these shared issues we also found that there were issues specific to different year groups.

A key difference we noticed from last year was how much more aware students were of the support on offer when they experienced challenge and a recognition of the many small and bigger initiatives the school has in place to help.

We also noticed that there was no mention of being hungry in the mornings and observed that the breakfast club on offer by an independent organisation Magic Breakfast at school every day is perhaps making a difference to student capacity to focus and concentrate.

YEAR 7

Transition

Students reflected on the **challenge of transition**, of leaving behind their smaller primary schools and expressed fears about feeling lost in this new larger busier environment with unfamiliar routines, bigger and older children in corridors and playing in the playground and taking their things ‘for a laugh’.

Friendships

At this age, they missed their friends from primary school and spoke about their peers as ‘people in my class’. They expressed **fears about forming new relationships** and weren’t yet sure who they could trust.

Home

At home, they are aware of **how poverty touches their lives**, beautifully understating their reality ‘few of us have perfect home lives’ and how factors like disability in a parent can make life challenging.

Some shared a resignation at the seemingly impossible expectations of parents with a sadness that they would fall short despite their best efforts.

“

Having a single mum with a disability makes things hard

”

“

My mum is a probation officer and someone was released who lives nearby who she knew. I had to stay at school for 3 hours more every day

”

“

I was home schooled and had forgotten what school was like, I was out of my comfort zone and had to learn new skills, adapt to a new environment and it was a really big change for me

”

Year 7 Support

Some of the group had been invited to the Summer School at Woodside and felt this helped them to develop friendships and start to recognise familiar faces, they were helped by seeing other students were nervous too. Some had also been mentored by the More Than Mentors programme.

Some remembered deep:black’s workshop for Year 7 and could remember elements of it, describing exercises in detail.

Many knew emotional wellbeing support staff in school and the offer of the Wellbeing Room and felt able to speak with their tutors if they felt stuck.

Year 7 Needs

Some of the group wanted to have more reassurance in the playground, with a bigger staff presence as well as having staff available to and from school bus routes.

They feel having a mentor keeps them safer and more should be done to remind the older ones at school how frightening the environment can seem.

They also felt that if they finished school 5 or 10 minutes earlier they’d be free of the taunts of the older children and have a chance to get on the buses first as they feel they are often pushed aside by the older years.

YEAR 8

Peer relationships

Students reflected on the experience of **bullying**; how it can stalk you in your personal life, how it happens a lot when starting secondary school and while you make new friends.

They spoke about having a football taken from you and how fights erupt often and easily in the playground between older and younger years.

Relationships with staff

Year 8 worry about teachers making a bad day worse, and how staff 'annoy' them, which often results in detentions. The homework is harder, and staff treat them as older even when students would appreciate a 'second chance'

Outside of school

Students worry about family issues like bereavement affecting school life. They voiced worries about violence in the streets and they fear being physically hurt. They worry about family pressures to get good grades and worry about a few students in class who disrupt their learning.



Bullying starts when you have no friends and older years start pushing you around



Year 8 Support

Students knew deep:black's work well from the previous year: some remembered the workshops for the whole year group, the photography workshops and the Calm One group for reflection. They felt well supported by the wellbeing room offer, being able to have mentors to share with and speaking about Woodside values in assembly. They also felt trips from school and having fun together was important

YEAR 9

Friendship

Year 9 students told us that the biggest challenge to their emotional wellbeing is ‘beef’ with other students. They described how they often come to school on a short fuse, ready to let lose and too easily find someone ready to argue or fight with. Often they enter into a conflict aware of the consequences, and decide to do it anyway as to walk away doesn’t feel like it’s a viable option.

Expectations

In school, GCSE’s are looming and conflict between students and teachers is common. Students feel some teachers don’t show them respect, are harsh and pick on small details which students feel should be ‘allowed’ From their perspective, some teachers make quick decisions based on what they see, without having the bigger picture and often doesn’t have the time to hear both sides or see a different viewpoint. More than half the group had been in isolation, frustrated that behaviour points go on their school record and that teachers are always considered ‘right’.

Difficulties at home

Students spoke with openness. They spoke about how what happens at home can make it hard to concentrate and focus at school, and how sometimes small things like the bus being late in the morning can lead to a detention and cause more trouble at home by being late.

“

If I say I’m angry – I’m angry. Bottling up emotions is bad because if I don’t tell them they don’t know, so how can they help?

”

Year 9’s Vision

A school that best supports young people’s emotional wellbeing would treat teachers and students equally in which all teachers respected students. Chairs for both students and staff are swivel, soft padded chairs. They wouldn’t have a uniform but could wear their own clothes and they would have access to lockers for bags and coats to access between lessons

“

If I meet a teacher and get on their bad side, they can accuse me of something I didn’t do and nothing I can do will help – their view is always heard over mine

”

YEAR 10 peer mentors

Expectations in school

Year 10 spoke with pride about their school's prioritising mental health, recognising how painful an experience it can be for young people. They were aware of external and internal factors for individuals experiencing challenge in school and how often it's a combination of factors that can tip the balance for a young person.

Students spoke with personal experience of the **pressures from home** about grades and success at school, as well as abuse and conflict at home impacting on their emotional wellbeing. They also described staff breaking **confidentiality** with them by sharing information with parents as feeling challenging. For them, they felt their trust with an adult had been compromised and that they were not heard when had chosen to confide with an adult at school and not their family at home.

Resilience

Year 10 spoke with eloquence about having developed a number of strategies to be self reliant in supporting their own mental health, choosing to opt out of the many offers of support available at school and relying on themselves, their friends and taking time and space to find balance.



I'd give Woodside a 10 for effort in support for mental health but it's hard to spot mental health when students are hiding it because of the stigma and to avoid feeling labelled and judged by friends and family



Staff

Individual staff we spoke with had built a working relationship with deep:black over the year and had a clear sense of the complexity of the lives of their students. They were able to vividly describe the impact of [challenging home environments](#) being seen in the classroom with recognition of [social deprivation, extreme poverty and unsafe & violent situations](#) that are daily realities for many Woodside students.

The Head of Year spoke passionately about holding the [best interests of the child](#) in mind and balancing this with understanding that some children experienced a [lack of consistency and stability at home](#) and that trusting adults was a big step for many.

With this experience in mind, Woodside prioritises emotional wellbeing and mental health support for students and staff alike. Woodside has a [long list of interventions](#) on offer internally and externally. Internally staff are available daily working with inclusion, educational needs and a dedicated emotional wellbeing room.

The [school values](#) of [embracing diversity](#) and [celebrating difference](#) are very much [lived and experienced](#) in events that celebrate Black History month or LGBT communities and [facilitate an environment to reduce anxiety](#) about being part of these groups.

External specialist facilitators are brought into the school often with a view to offer specific approaches to deepen learning about mental health and emotional wellbeing such as [psychology students](#) to speak with tutor groups or to bring the whole school community together to share experiences and explore responses for example during the [Oxfam Inequality](#) hearing.

Staff we spoke with were supportive of [deep:black's continued engagement](#) with the school valuing the continuity of approach, on going dialogue and ability to input into shaping the work [in response to needs](#) within the school. Staff also commented on the impact of individual students as a way of [developing self expression](#), building new relationships with peers and students experiencing a new different connection with school.

Staff [worried](#) about how progress in the school might be sustained, both from a financial investment and the heavy cost of personal commitment being exhausting and all consuming.

The Head

The Head, Gerry Robinson, observed that deep:black work is impacting the school. Constructive conversations around emotional wellbeing and mental health across the board with all stakeholders are more possible and have impacted GCSE results by being the calmest and most focused in some time. In previous years, she's noticed students having panic attacks, experiencing significant and debilitating stress and anxiety. This year she felt the atmosphere was purposeful and prepared and that this is a direct outcome of the work the school has been doing to support and embed emotional wellbeing and mental health with better engagement from all stakeholders. From her perspective, Woodside is a happier school and community.

Gerry's vision of success in emotional wellbeing at Woodside is to enable students to develop resilience and address the challenges they experience in their lives. She wants for all students, families and staff to be happy and thrive in all areas and deep:black support that vision in terms of being part of the whole-school values and ethos.

Gerry's uncertain about how she might continue with the emotional wellbeing and mental health work she's felt to be so useful at school, at a time where funding continues to be cut, the challenges in the community and the impact from the political sphere, further opportunities for externally funded work would be on her wish list.



The efficacy of our work is further evidenced in our recent case study work with Ofsted and successful application for the SSAT award for leading through moral purpose. In both reviews (the Ofsted review was for our work on Equality) the work we do around mental health and emotional wellbeing was highlighted as an area of strength with the “Stress Out” deep:black sessions specifically mentioned



Recommendations going forward

In response deep:black proposes the following interventions:

Support for Students

Creative workshops: Two experiential 1-hour workshops for all students in Year 7

Who? Workshops will reach a total of 193 students in the school, starting to create a common understanding and introducing a shared language around emotional wellbeing.

What? Workshop one is an 'Introduction to Emotional Resilience', exploring emotions and what lies underneath them. Workshop two is 'Managing conflict with peers', exploring conflict and the challenges of maintaining friendships on and off line.

How? The workshops are experiential and appeal to different learning styles with a mix of drama tools and techniques, games, discussion and visual arts. They offer students the opportunity to connect with peers, reflect on their own experiences and consider shared experiences from different perspectives.

Who? This work is designed & led by deep:black. It will be delivered with the MHST as an opportunity for training & shadowing with the intention that the MHST will deliver this work at Woodside and other schools in Haringey.

Calm Space 1: A weekly referral space

Who? This space would run on a referral basis for two groups of 8-10 students in Years 7 & 8. Staff can refer young people struggling to keep up with the pace of school life either on a one off or on-going basis.

What? This space will offer students a respite from the usual busy school experience.

How? We will facilitate weekly 1hr creative workshops over a 10 week period as a way for young people to reflect, explore their perspectives and experiences and to share helpful coping strategies.

Who? This work is designed & will be led by deep:black. It will be delivered with the MHST as an opportunity for training, shadowing and co-facilitating with a view that the MHST will deliver this work at Woodside and will, with support from deep:black, explore how this space could be useful for other schools in the borough

Photography: Safe space

Who? This photo project will work with up to 8 students who want to creatively explore emotional wellbeing and the challenges using image viewing and making as the foundation whilst introducing basic photography skills.

What? The project will culminate in an exhibition of work at Woodside High & North Middlesex University Hospital.

How? This will be an 8 week project, over a double lesson, incorporating a break to facilitate printing material in the session

Who? deep:black will lead, deliver and design this project and is open to shadowing from the MHST

Emotional Literacy for Peer Mentors

Who? This will support existing Peer Mentors to develop skills around emotional wellbeing and creativity.

What? A 2 day top-up training.

How? Over two days, we will provide opportunities for mentors to experience how they can incorporate wellbeing and creativity into their existing frameworks.

Support for Staff

Stress Out!

Who? The monthly drop-in sessions will continue and are open to all staff.

What? In addition to group after school sessions staff will be offered one to one and email support. We will pilot 1-1 support sessions to offer staff opportunities to reflect and explore challenges that they experience in their work.

How? We appreciate that staff are incredibly busy in the school and we are keen to be flexible in our approach so as not to add to feelings of stress and overwhelm.

Support for Families

Two stand-alone workshops for parents and carers

The first in relation to building relationship with the school through the creative offer of the photography exhibition; the second will offer an opportunity to explore effectively supporting their children and young people.

Who? Parents groups to fit in within existing programmes of work.

What? Parents and carers will share their experiences with others experiencing similar challenges with their children and young people. They'll have the opportunity to examine the strategies they currently employ successfully to offer support, and to try out different strategies.

How? We will facilitate creative workshops as a way for parents and carers to connect, reflect, explore their perspectives and experiences and to share helpful supportive strategies.

Who? deep:black will lead, design & deliver this work.

Woodside Students sharing best practice

deep:black will work with young people to develop a [creative international conference presentation](#) by young people exploring their experiences of emotional wellbeing.

Who? Peer Mentors.

What? Peer Mentors will share their experiences of emotional wellbeing with each other to develop a presentation for a conference in Blackpool in 2020.

How? We will facilitate creative workshops as a way for students to connect, reflect, explore their perspectives and experiences and to share their experiences with an international audience.

Who? deep:black will lead, design & deliver this work.

deep:black will work with young people to develop a [Young People's Wellbeing Summit](#) as a way to create space for young people to share experiences with other young people.

Who? Woodside students will invite students from other Haringey schools based on a model developed for Barking and Dagenham

What? Students will run workshops and peer education programmes from other Haringey schools.

How? deep:black will support Woodside to host the Wellbeing Summit based on a model developed for Barking and Dagenham.

Who? deep:black will lead & deliver this work.

Other Schools in Haringey

As part of Trailblazer, Park View School (with whom deep:black partnered some years ago on Time 2 Talk, a project that won the HSJ Award for Innovation in Mental Health), has expressed an interest in the photography project.

deep:black intend to bring the photography students from Woodside and Park View together at the exhibition at North Middlesex University Hospital as a way to create connection across the borough

Photography: Safe space at Park View

Who? This photo project will work with up to 16 students who want to creatively explore emotional wellbeing and the challenges using image viewing and making as the foundation as well as introducing basic photography skills. The students have already been working in groups of 4.

What? The project will culminate in an exhibition of work at Parkview School and at North Middlesex University Hospital.

How? This will be an 8 week project, over a double lesson incorporating a break to facilitate printing material in the session.

Who? deep:black will lead, deliver and design this project and is open to shadowing from the MHST.

Trailblazer and the MHST team

deep:black will continue to build relationships and connections with the Haringey MHST by offering training, reflective space, support and shadowing opportunities when appropriate. deep:black have begun to share tools, plans and exercises and supporting delivery by the team to support access to resources and the continuation of provision across the borough. Part of this year's focus will be on exploring how best to hand over elements of the creative whole school approach to other Trailblazer partners.

Why deep:black?

Set up by two experienced mediators in 2008, deep:black is an award winning organisation that specialises in using the arts to bring people together, create dialogue and develop connection. We have a combined expertise in the arts, photography, filmmaking, theatre, mediation, yoga and effective communication.

Our unique approach focuses on creating and holding safety in the group, enabling participants to take responsibility for their behaviours, needs and feelings. We work non-judgementally and hold every participant in unconditional positive regard. A key part of that is that we co-facilitate groups with a team of two experienced trainers.

From 2013-15 we led on the delivery of Time 2 Talk at Park View School in Tottenham. Time 2 Talk was a whole school approach to emotional wellbeing.

A recent testimonial:

“...From my perspective it's been a hugely successful year. As a school we have definitely shifted – there's a hundred times more work to do but we've started on a journey of really opening up those conversations and having creativity as a vehicle has been hugely important...For some of our students that first expression, through photography or art, of how they're feeling, is the first step to really explore things and in the long term be emotionally well and be able to express themselves.”

Gerry Robinson, Head, Woodside High School, 2019

About our directors

Trupti Magecha is a professional photographer, experienced facilitator and an established filmmaker. She has made documentaries for the BBC including the BAFTA award winning series 'The Tower' based on the regeneration of a London council estate. For Channel Four, she worked on the award winning series Secret Millionaire. She's interested in how visual methodologies support connection and understanding. For deep:black, she led on the BMA award winning film project 'From Me To You' for The Children's Trust.

Kamal Magecha is a qualified teacher with 12 years teaching experience and has recently completed a Masters in Applied Positive Psychology and Coaching Psychology. She is passionate about raising students' self-confidence and self-esteem, whilst instilling a love of learning. She created an innovative well-being programme for students as Head of PHSE at an independent school in Essex. She is interested in what makes children flourish and supporting them in making real connections to achieve this.

Rehmat Rayatt is an award winning photographer and filmmaker, and an accomplished facilitator. Her films have been broadcast on the BBC and Sky Arts and featured in The Guardian, as well as winning awards at film festivals globally. Her photographs have been exhibited at the Southbank Centre and published in The Guardian and Telegraph. Her work focuses on empowerment through deconstructing thoughts and feelings, using creativity and awareness.

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