

# QUALITY CIRCLE TIME FOR MENTAL HEALTH AND WELLBEING

5 DAY TRAIN THE TRAINERS 2023

*North Wales CAMH School In Reach  
Service  
in Partnership with Jenny Mosley*



## SHORT SUMMARY

This training blended together 5 days of in-depth training for CAMH School In Reach Service Practitioners in partnership with school educational staff to promote partnership working and explore and experience initiatives and systems from the Quality Circle Time (QCT) Education Model of Jenny Mosley.

The CAMH School In-Reach programme aims to build capacity in schools to support pupils' mental health and well being and improve schools' access to specialist liaison, consultancy and advice when needed.

This in turn supports longer-term outcomes, such as enabling schools to meet the educational needs of their pupils and reducing school staff stress.

### Key Overall Findings

- Delegates valued the live demonstrations and observing the actual ways of working with children highly, as well as valuing Jenny's personal support and inspiration.
- Delegates were happily engaged and appreciative of both the styles of training and the training content.
- Delegates took away what they needed from the training but key themes were exploring teacher supervision, offering training to others and rolling out QCT initiatives to their schools.
- Delegates appreciated the ethos of the different groups sharing the training and felt this was a clear benefit of this model of partnership training.
- The majority of staff felt that partnership working would benefit the mental health of young people.
- Delegates would recommend CAMH School In Reach Service practitioners and school education practitioners working together in partnership as a way forward for the promotion of mental health and wellbeing in children and young people.
- Delegates realised the need to work on their own self-care which can be viewed as a very positive outcome from this week of working together, reflecting and sharing new ideas.
- Delegates need from schools to be allowed time for the implementation of the QCT model. Staff included partnership working in their vision of successfully working towards the positive mental health and wellbeing of children going forwards.

## **Programme**

The five day programme consisted of many different styles of experience and learning. The themes of the different days are below.

**Day One** – Supporting the Mental Health and Wellbeing Of Adults Who Work With Children Featuring: Year 1 Circle Time Demonstration

**Day Two** – Supporting the Wellbeing, Mental Health, Resilience and Self Esteem of Children and Adolescents through Vibrant Quality Circle Times Featuring: Year 5 Circle Time Demonstration

**Day Three** – Ways to Reach Out to, and Support, Troubled Unhappy Children Using Quality Circle Time – Circles of Support Featuring: Playground Play Demonstration

**Day Four** – The Key To Releasing Excellence and Wellbeing In Schools Is Often Revitalising The Dining Hall and Playtime and Lunchtime Experiences – Both Are Key To The Happiness Of Children Featuring: Puppet Workshop

**Day Five** – What are the Qualities of A Great Trainer/Facilitator? Featuring: Future Planning and Course Summary

## **Background**

The CAMH School In-Reach programme aims to build capacity (including skills, knowledge and confidence) in schools to support pupils' mental health and well being (e.g. through training) and improve schools' access to specialist liaison, consultancy and advice when needed (e.g. by providing access to CAMHS In-Reach practitioners). The medium term outcomes are intended to contribute to Long-term outcomes, such as enabling schools to meet the educational needs of their pupils and reducing school staff stress.

This Train the Trainers course was designed to promote close, efficient and effective partnership working between educational staff in schools and CAMH School In-Reach Service practitioners. Under traditional circumstances, it would have been difficult for staff from the different backgrounds (education and CAMHS) to be able to spend much time working together, focussing upon their approaches, preparing strategies, learning ways of partnership working and gaining new skills together. There were 10 CAMH School In-Reach Service practitioners and 15 education practitioners from schools in the North Wales counties.

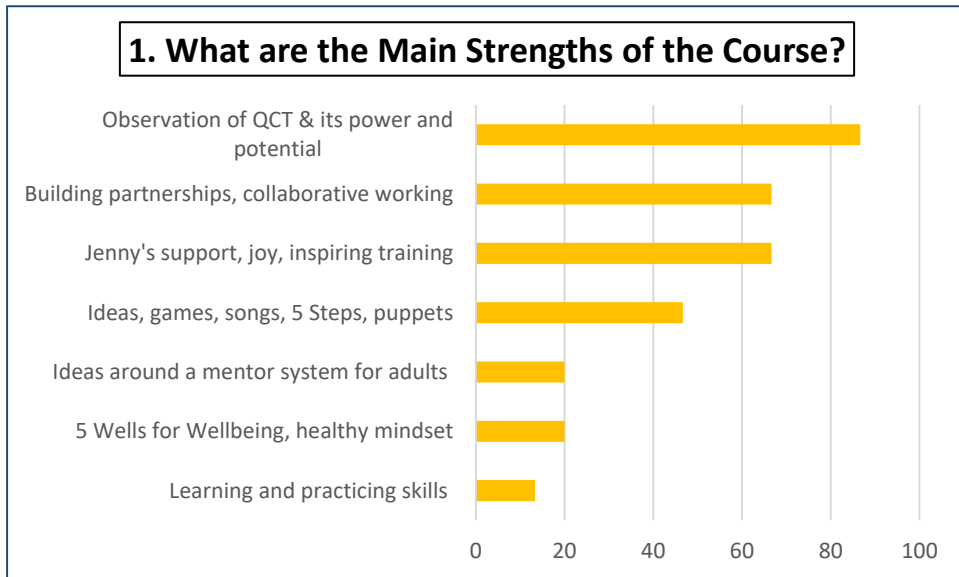
This five days was therefore a pilot project that brought together the professionals from different working backgrounds to work together on ideas, methods and systems to support the mental health and wellbeing of children and staff alike.

## **Evaluations**

Daily the 5-day course, delegates were asked to fill in daily journals based on their day's experience.

The answers to the forms submitted were analysed qualitatively and the same or very similar answers were grouped together. The data from this was then used to create bar charts showing the initial question at the top and summarised answers. Where only one delegate has answered in a certain way, this has not been included within the answers. The results were then explored qualitatively and the main findings were highlighted.

# Key Findings Directly from Evaluations



## What are the main strengths of the course?

The main strengths of the course were very clearly indicated in the responses:

- Observing Jenny carrying out Quality Circle Time with the children and witnessing its power and potential. 87%
- Building partnerships and collaborative working.
- Jenny's support, joy and inspiring training.
- Ideas, games, songs, 5 Steps and puppets.

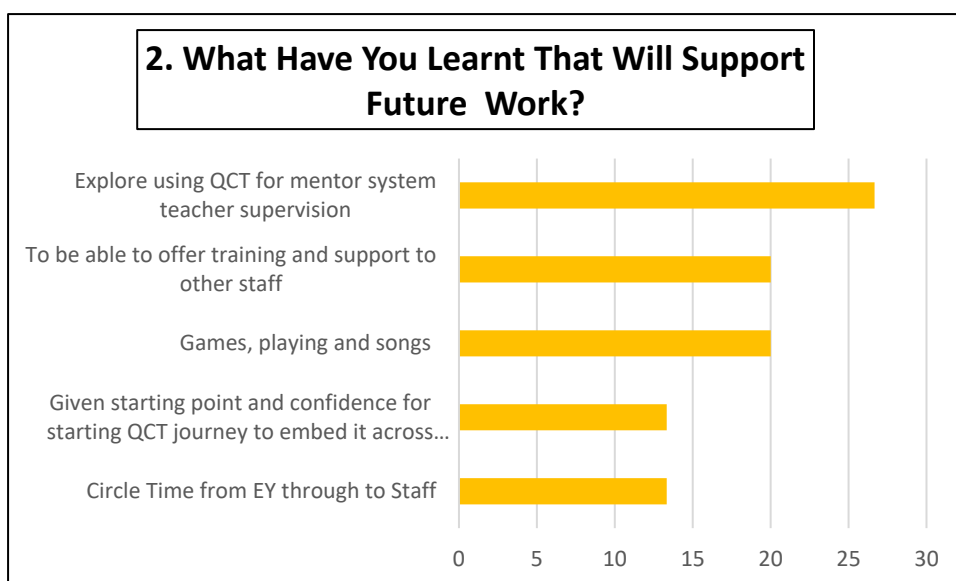
## What does this indicate?

This indicates that most delegates valued the live demonstrations and observing the actual ways of working with children highly, as well as valuing Jenny's personal support and inspiration.

Delegates were happily engaged and appreciative of both the styles of training and the training content.

## Sample Comments from Evaluation Sheets

- Jenny's personality and passion has reminded me that there are still kind, beautiful, passionate people who care :=)
- Education / CAMHS coming together with the same vision / goals.
- Learning / modelling and applying all the strategies – fabulous ideas shared by Jenny.
- It has been amazing to observe the power of Circle Time.
- Bonds have been created between education and CAMHS and within the groups.
- A clear vision of how to implement on a Whole School Basis.



### What have you learnt that will support future work?

There was a greater range of responses to this question as staff each took slightly different experiences away from the training.

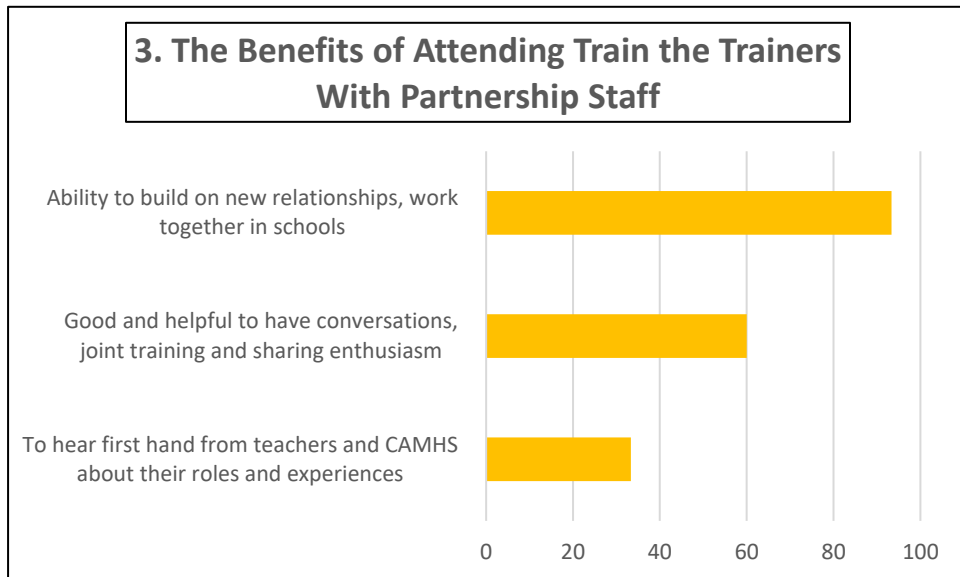
- Staff were mostly keen to explore a mentor system for teacher supervision.
- Many felt equipped to offer training and support to other staff – which was a key mission for this training.
- Practical ideas also featured most within the responses as the delegates appreciated games, songs and other ideas.
- For many the training was felt to be a starting point for their QCT journey

### What does this indicate?

This indicates that different staff took away what they needed from the training but that key themes were exploring teacher supervision, offering training to others and rolling out QCT to their schools.

### Sample Comments from Evaluation Sheets

- It will help meet Whole School Approach agenda.
- Support ideas via mentor systems for adults.
- Starting with the schools that have attended, we will be meeting up shortly to plan how to use QCT in practice with staff and learners.
- All the tools, strategies, experiences gained on this course will support me in the journey to embed QCT across our school.
- Use of puppets, the 5 Steps, games, songs and play zones.



### What are the benefits of attending Train the Trainers with Partnership Staff?

The responses from this question were clear.

All delegates expressed that building the new relationships between the different groups of staff and having the ability to work together, discuss ideas and share the training and enthusiasm was of great benefit.

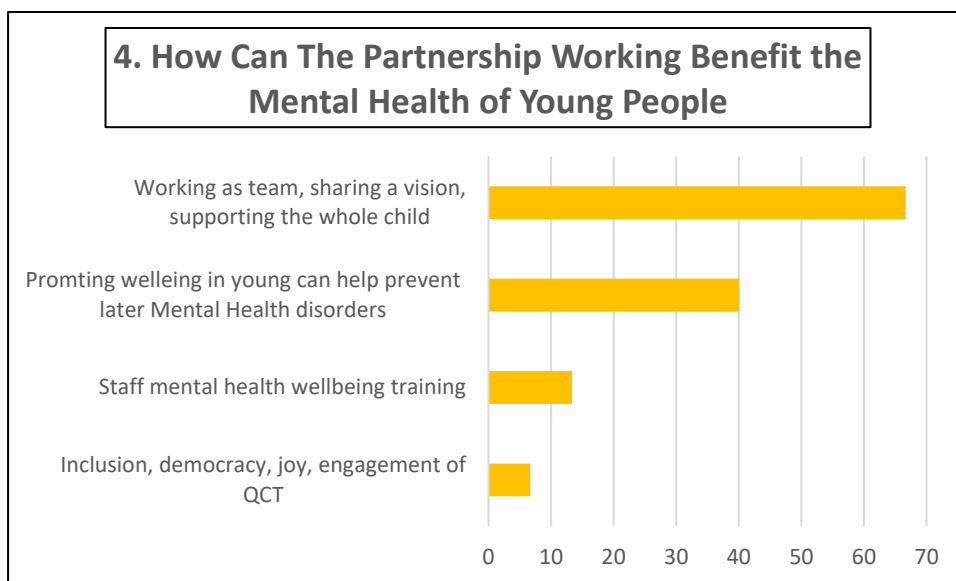
Listening first hand to the experiences of other staff within their roles also featured clearly.

### What does this indicate?

This indicates that staff appreciated the ethos of the different groups sharing the training and felt this was a clear benefit.

### Sample Comments from Evaluation Sheets

- It gave us the opportunity to build relationships, have frank discussions and plan how we could best support each other in future.
- Understanding of the pressures of each other's roles.
- Creation of relationships and ways of working – and clarity of roles.
- This will help me as I know that I have the support of the mental health team behind me and also the supporting schools around us.



#### How can partnership working benefit the mental health of young people?

There was a strong feeling within the group that partnership working will benefit the mental health of young people by helping staff to work as a team, share the vision and to support the whole child.

It was also felt by many that promoting wellbeing in young people will help to prevent mental health disorders later on in child or adult-hood.

#### What does this indicate?

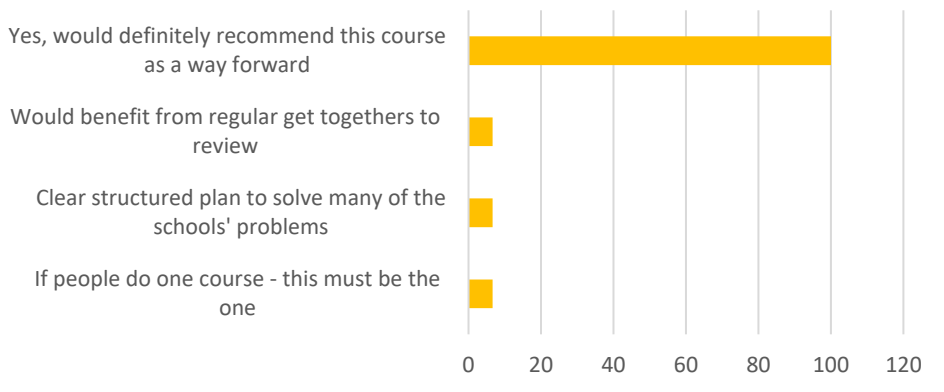
This indicates that the majority of staff felt that partnership working would benefit the mental health of young people.

#### Sample Comments from Evaluation Sheets

- Working as a team to support the child.
- Whole approach to this – I always say we must sing from the same hymn sheet.
- This could be a model to promote well-being in schools from a young age, so acting as a preventative measure to more pervasive mental health disorders in children.
- Initial focus on staff wellbeing and mental health which is essential in order to support young people.
- Whole school plan that will ensure consistency.



### 5. Would You Recommend this type of training to CAMH School In-Reach Service Practitioners and Education Practitioners as A Way Forward?



#### Would you recommend this type of training to CAMH School In-Reach Service Practitioners and Education Practitioners as a way forward?

There were only positive responses to this question – although some were worded differently than others – so yes this type of training would be recommended as a way forward.

#### What does this indicate?

The overwhelming response was yet – they would recommend CAMH School In Reach Service practitioners and school education practitioners working together as a way forward for the promotion of mental health and wellbeing in children and young people.

#### Sample Comments from Evaluation Sheets

- Yes 100%
- Yes!!
- Definitely – if people just do one course – this must be the training.
- Absolutely.
- Indeed! Every step helps many different aspects of school life. In a way it can solve many of schools' problems.
- Absolutely! I think it has been so beneficial to be together! I feel we would benefit from regular opportunities to get together to review progress and plan next steps.
- Absolutely!



### How have you personally benefitted from the Train the Trainers Course?

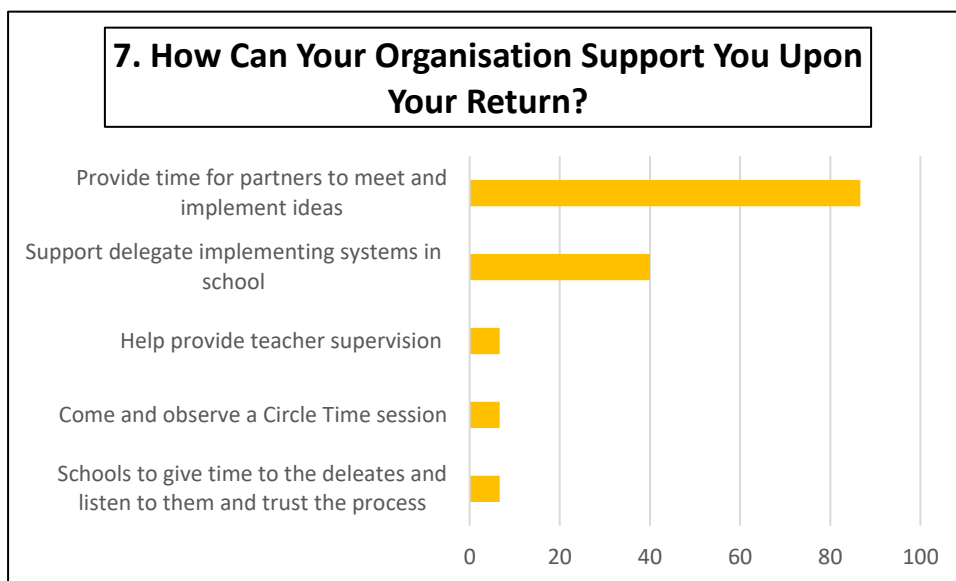
The majority of delegates felt overwhelmingly that they needed to work on their own self-care and wellbeing.

### What does this indicate?

This indicates that they are all in potentially very stressful and busy roles, not made easier by circumstances beyond the control of staff. The fact that staff realise the need to work on their own self-care can be seen as a very positive outcome from this week of working together, reflecting and sharing new ideas.

### Sample Comments from Evaluation Sheets

- The course has been a breath of fresh air. Thank you!
- It has made me consider my own wellbeing and realise that self care is not selfish but an absolute necessity in order to be able to support young people effectively.
- Embracing the unknown.
- Seeing QCT in practice – benefits of this has been very powerful.
- Wellbeing strategies.
- Hope restored!
- Greatly benefitted from skills.
- I have a better understanding of what I must do myself, before delivering this training to others.



### How can your organisation support you upon your return?

A very strong need for schools to provide time for working partners to meet in order to implement the ideas. Other delegates thought they would like practical support as well as time from the school to actually implement the ideas.

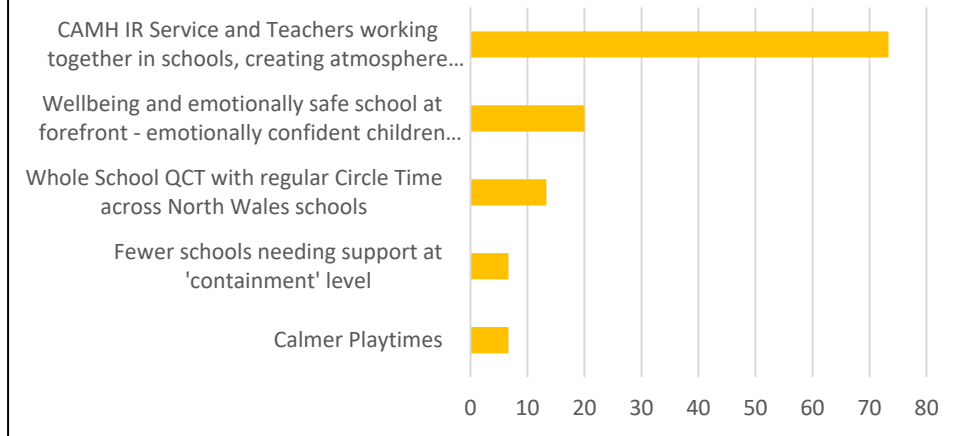
### What does this indicate?

This indicates that time could be a barrier to achieving the most positive results from this work and that going forwards, time will be needed for the implementation of the ideas.

### Sample Comments from Evaluation Sheets

- To provide time to spend with our schools, contrive to build up relationships, plan and carry out elements of QCT.
- Support me to implement this in our own school in order to be able to support and train others.
- Starting small – to start using some of the language and to ask questions.
- Allow time to plan, learn and embed theories.

## 8. What Would A Long Term Vision Of This Work Look Like For You?



### What would a long term vision of this work look like for you?

The overwhelming response to this was that the long term vision would look like CAMH School In Reach Service and school educational practitioners working together to create an atmosphere of support and success.

Other aspects of the vision for a variety of staff included having wellbeing and emotionally safe schools at the forefront of the vision and having emotionally confident children in schools.

Rolling out Whole School QCT with regular Circle Times across North Wales schools was an ambitious and enthusiastic vision for some too.

### What does this indicate?

This indicates that just about all staff included partnership working in their vision of successful working towards the positive mental health and wellbeing of children going forwards.

### Sample Comments from Evaluation Sheets

- Happy teacher, happy child, happy school.
- Working as a team to support the child.
- Wellbeing and emotionally safe school being at the forefront.
- Calmer playtimes.
- QCT used in schools across North Wales.
- CAMHS / Education staff working seamlessly together.
- All staff embracing this support and understanding weekly QCT.
- Emotionally confident children and young adults.

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The overall aims were to explore and promote partnership working to support the CAMH School In-Reach programme. This programme aims to build capacity in schools to support pupils' mental health and well being and improve schools' access to specialist liaison, consultancy and advice when needed.

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