



innovating**minds**

BELIEVING IN YOUNG PEOPLE

SOCIAL IMPACT REPORT

SEPTEMBER 2016 - AUGUST 2017

*I can't thank you all enough!
We have a calmer household
and a much happier mum
and son, with lots of cuddles
offered by a very happy boy.*

*There has been a
noticeable difference in
relationships within the
school team. The staff
seem much more positive
with a can-do persona.*

Katey Thompson, Head Teacher
Hart Hill Nursery

*The work Asha has completed has
been a valuable and significant
milestone in the positive way the
staff work together and with the
leadership within the school.*

Michele Lentes, Deputy Head Teacher
Young People's Academy



Dr Asha Patel (Clinical Psychologist, founder) is passionate about bringing hope and helping young people access psychological support.

WELCOME

Welcome to our first 'Social Impact Report' for Innovating Minds CIC. We want to share our success and show you how our funding has been spent.



innovatingminds

BELIEVING IN YOUNG PEOPLE

Innovating Minds, an award winning social venture is a social enterprise that cares about helping young people with their emotional and mental health throughout their education. We believe in an early intervention model with specialist psychological support available within education and the workplace. Everything we do has been carefully researched and comes from a strong evidence base. We also provide support to parents, carers and guardians to help their children cope with emotional issues, as well as support for professionals who work in education, training and employment.

We believe that all children and young people should have the best opportunities to achieve their aspirations. We deliver bespoke services to ensure we are responding to our beneficiaries needs, to strengthen this we work in partnership with charities, nurseries, schools and training providers to maximise our social impact.

OUR VISION

We offer a world where children and young people with emotional and mental health needs are supported to achieve their aspirations.



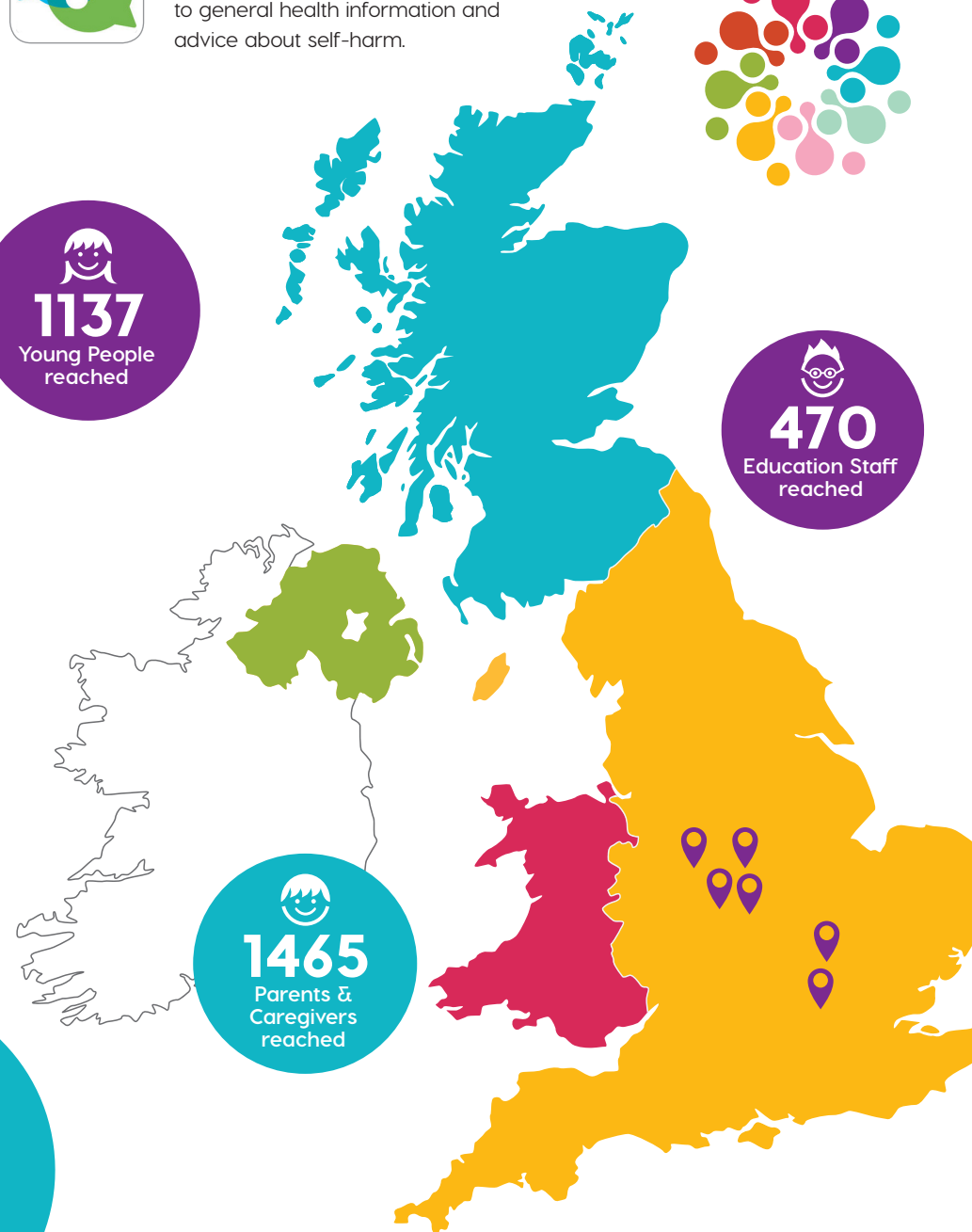
Our surplus income provides group support for young people affected by domestic abuse.

OUR SOCIAL IMPACT

FOR 2016/17 IS:



We have supported the development of the 'distrACT' app that provides **FREE, easy, quick and discreet** access to general health information and advice about self-harm.



EMOTIONAL WELLBEING. GALAXY IN EDUCATION

We provide accessible psychological support, and work collaboratively with an early intervention ethos to create 'Mind Space™' a safe and creative space to nurture emotional wellbeing and resiliency within education. We have supported the following case studies to create a whole school approach to mental health and emotional wellbeing.

It has been invaluable understanding how reflective practices can positively impact the mind-set of teachers and how this feeds into the way we teach as well as to gain in depth knowledge of students and use this reflective knowledge to alter the methods we use to educate.

Michelle Stephenson
Director of Transformation Education Ltd.



YOUNG PEOPLE'S ACADEMY



This school no longer focuses on the punitive approach. We use the reflective and restorative approach.

£1 of funding =
£4.10
Social Return on Investment.

23
Student 1-2-1 sessions

Young People's Academy (YPA) is a special co-educational school for students aged 11 - 16 with **Social, Emotional and Mental Health** difficulties. All students have a statement of educational needs or an Education, Health and Care Plan. **Approximately 80% of students are eligible for the Pupil Premium Grant**, which is substantially above the national average. Our engagement involved embedding ourselves within the school for 2 days per week for an academic year.

£23,400 invested. From this we delivered £104,081 of social value by improving the emotional wellbeing of students, supporting parents and students with mental health issues and supporting the staff and school.

Through this project we worked with 79 students directly through 1:1 sessions, 5 parents/carers through 1:1 sessions and a consultation model.

We also supported **53 staff members to feel more confident in talking about mental health** difficulties such as self-harm and suicide, and recognising early signs of mental health problems. This also changed the school culture to become more aware and sensitive to student's needs.

We supported students and parents/carers with a number of issues such as self-harm, suicidal thoughts, anger difficulties, child sexual exploitation, depression and anxiety. We also reduced high-risk behaviours such as fire setting and violence.

Comparing behavioural incidents in January 2016 and January 2017, overall there has been a **68% reduction in high, medium and low risk behaviours** displayed.

- ✦ 90% decrease in reported high-risk behaviours.
- ✦ 68% decrease in medium risk behaviours
- ✦ 51% increase in low risk behaviours. This increase was predicted - it demonstrates that staff have used their skills to intervene earlier to prevent the incident escalating.

WHAT IMPACT HAS INNOVATING MINDS HAD ON:

You: My practice with regard to staff has completely changed. I am more aware of how my actions may be perceived and I am more active in being pre-emptive in what may be an issue or pressure point for staff.

79
Students reached

Other staff: Staff are more reflective and less dismissive of students and critical about their actions. It is more about understanding and accepting rather than punishing and trying to 'fix' students.

Pupils: Students are less anxious and are somewhat keener to work with and talk with staff particularly when there is an issue. The severity of student behaviour incidents have decreased. The school does not fix term exclude unless in exceptional circumstances but we are not seeing the same incidences in which we have excluded in the past anyway.

Laurie Cornwell, Executive Head Teacher.

WHAT 3 THINGS HAVE INNOVATING MINDS HELPED WITH?

1. A decline in staff assaults
2. Students with reduced levels of anxiety
3. A cohesive and clear direction and ethos.

What impact has IM had on school as a whole?

It has changed the direction of the school with a substantive staffing restructure and ethos.

Michele Lentas,
Deputy Head Teacher

68%
Reduction in high, medium and low risk behaviours

£104,081
Achieved from an investment of £23,400

A majority of the time we are the preferred choice of support over the employee assistance programme.

Increased staff productivity

53
Staff reached

THE SKILLS HUB

The Skills Hub works with pupils who are **permanently or at risk of being excluded from school**, have an identifiable special need which does not require a statement of Special Educational Need, or require additional support other than can be provided at school.

The Skills Hub prepares pupils for return to mainstream school or for the world of work, further education or training and to lead healthy prosperous lives.

We delivered a service one day a week from January to July 2017, engaging with 192 students and 79 staff.

£8,050 invested. We created a total of £54,391 social value through fiscal savings to education and health services, long-term benefits to the economy and improvements to the health and wellbeing of the students we engaged with.

The students engaged were supported to deal more effectively with self-harm, suicidal thoughts, anger problems, psychosis and cope with depression and anxiety.

The staff became more confident in talking about mental health difficulties such as self-harm and suicide, and recognising early signs of mental health problems. Staff are now more understanding of students needs and able to provide more support.



£ = £
£1 of funding =
£6.76
Social Return
on Investment.

How has Innovating Minds
impacted your work?

*I have more of an
understanding why the young
people do certain things*

Joel Upjohn, Skills Coach.

£54,391
Social value
achieved from
an investment
of £8,050

How helpful is
reflective practice?

*Very. The time is protected
for all staff and supersedes
any other arrangement.*

Laurie Cornwell,
Executive Head Teacher.

Reduced staff
absenteeism

*I have planned more staff well-being
activities into the yearly calendar.
This has included tea and cake
afternoons for new staff (if you
knew me you would know that this is
quite a big thing). I am less critical
of those who require more help.*

Laurie Cornwell,
Executive Head Teacher.

Supported
staff to return
to work

192 
Students
reached

79 
Staff
reached

STAFF'S EMOTIONAL WELLBEING

At Innovating Minds we believe that it is just as **important to support everyone's mental health**, especially those that work with our young people.

At Hart Hill Nursery we support staff's mental health and emotional wellbeing. We do not work directly with children or parents. We engaged with 14 educational staff at the nursery, and delivered 11 sessions.

£3,850 invested. We achieved £13,032 social value by **improving staff confidence and self-esteem**, their ability to manage and recognise stress, creating healthier relationships at school and home, to **manage anxiety and depression**, to develop assertiveness skills and problem solving skills, and increasing their use of mindfulness.



£1 of funding =
£3.39
Social Return
on Investment.

Supervision has really supported me to look at situations differently and helped me to think about early intervention and the wider picture

I wish I had found Innovating Minds sooner.

Tricia Penefold, Head Teacher

11 
Sessions
delivered

At first I was hesitant to partake as the sessions took me away from class and children's learning but as the months went by it was great to embrace the moment and have time to talk and share solutions to problems together without being pressured or rushed. It has also impacted in a good way at home. My wellbeing has increased therefore I am better equipped and ready to work / support my team and child in the work place.

It has helped me to recognise my stress levels and how to recognise when situations need to be dealt with rather than let problems build up.

Each session was super. I came out with a clearer head and a better wellbeing, just for having the conversation.

14 
Staff
reached



TRAINING STATION

Our experts share their knowledge to develop awareness of mental health and emotional wellbeing. We share our skills to equip delegates so they can intervene & support each other and young people. We don't just deliver the training; we will also support the application of knowledge & skills.

The course gave me the confidence to talk to a girl who is very depressed. She is now on antidepressants and she is now using a self-evaluation questionnaire every week that helps her monitor how she is coping. It has made it much easier to be upfront and talk to people, rather than waiting for them to open up.

Cathy Taylor, Academic Deputy,
Red Balloon Learner Centre

£35,346

Achieved from
an investment
of £7,800

39
Trained

mhfa
mental health first aid youth

The 2 day Youth MHFA course is an internationally recognised course designed specifically for those people that teach, work, live with or care for young people aged 8 to 18 years.

We have delivered the course to 39 educational staff. The course has been a great success improving their awareness and understanding of mental health, increasing their confidence and ability to deal with mental health problems as they arise.

£1 of funding =
£4.53
Social Return
on Investment.

Mental Health First Aid training gave me the confidence to talk to a young man with suicidal thoughts.

Maurice Pearson, Caretaker
Young People's Academy.

The course was extremely informative and I feel much more confident in my understanding of mental health issues and how best to support young people. The course instructor delivered the course very well and I am really pleased that I took part. Thank you.

Red Balloon

- ✦ On a scale of 0-10 there was an average **increase of 4 points in regards to personal confidence** of how best to support young people with a mental health problem after the course.
- ✦ On a scale of 0-10 there was an average **increase of 4 points in regards to knowledge and understanding** of how best to support young people with a mental health problem after the course.

HEALING TOGETHER PROGRAMME

The Healing Together programme is a project that supports children and families that are affected by domestic abuse.

With grant funding, staff and volunteer time of £4,080, we were able to achieve £16,724 in social value, which is made up of fiscal savings to education and health services, long- term benefits to the economy and improvements to the health and wellbeing of the children and parents we engaged with.

BEFORE GROUP

Children's responses:

- They **feel negatively** about their ability to cope with their problems, in the past, present and future.
- When coping with their problems, they bottle it up or **behaved aggressively**;
- They **distance themselves** from others and avoid seeking social support.

Parents describe their child:

- As showing **high levels of emotional symptoms** (e.g. anxiety),
- having **difficulties with their peers**.
- The difficulties have been present for over a year, which **affected classroom learning, home life & socialising**.

AFTER THE GROUP:

- Hyperactivity and conduct problems such as **bullying or intimidating others decrease**
- Peer problems such as **maintaining friends** get better.
- There is an **increase in pro-social behaviours** such as being helpful and kind to others.



For **every £1 of the grant**, staff and volunteer time we created **£4.10 Social Return on Investment**.

Since starting the group he has had fewer anger outbursts. He has got so much better at opening up & expressing his feelings.

My daughter has got a lot of confidence and support coming to this group. The things she is learning is priceless and will help her develop good relationships in the future. She has gained confidence and understanding, and is coming to terms with what happened in her past.

I think it has given her the language to express how she is feeling and almost permission to discuss things.

CUSTOMER SERVICE


100%
of our service level agreements were renewed and doubled in every sense.

HOW DO YOU FIND WORKING WITH INNOVATING MINDS?

Excellent. Very supportive.

Nichola Stephenson, Assistant Head Teacher.

Extremely impressed, with other providers they are less helpful.

Guy Clayton, Assistant Head Teacher, Harlington School.

WOULD YOU RECOMMEND INNOVATING MINDS?

Yes. It has helped steer a cultural change and tackled issues at various levels. This is not done for or to you, but with you.

Laurie Cornwell, Executive Head Teacher.

HOW DO YOU VIEW THE WORK OF INNOVATING MINDS?

Exceptional. Above and beyond what I originally envisaged it to be.

Laurie Cornwell, Executive Head Teacher

Invaluable and essential. Every school should have this kind of input.

Michele Lentes, Deputy Head Teacher




100%
of our clients said we are good value for money

OUR TEAM ARE DESCRIBED AS:

- Very engaging
- Very articulate and knowledgeable.
- Confident
- Calm
- Very clear in presenting the information. "I am dyslexic and received the information well"
- Very friendly and knowledgeable
- Thoughtful and considerate

Princess Rose (Assistant Psychologist) has a very professional manner at all times. She is kind and pleasant when communicating with staff and portrays a supportive demeanour during meetings. She has this natural ability to talk you through a highly tense situation asking reflective questions that help you to find answers without giving solutions.

She has been instrumental during challenging periods with students. Princess has this remarkable ability to bring calm and composure to any given scenario.

Michelle Stephenson, Director of Transformation Education Ltd.

WE ARE PROUDLY SUPPORTED BY:





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