



**CONNECTIONS BETWEEN CULTURE,
HEALTH AND WELLBEING IN TORBAY
ARTS ON REFERRAL PILOT PROGRAMME 2016-18**

**CHILDREN AND YOUNG PEOPLE'S MENTAL
HEALTH AND WELLBEING CASE STUDY**

**OUTCOMES FROM CROSS ARTS TRANSITION AND POST-TRANSITION
WORK IN PRIMARY AND SECONDARY SCHOOLS**

TORBAY CULTURE

BECAUSE IT MATTERS | EST. 2015

Summary

Like the rest of the UK, Torbay is experiencing a sharp increase in the number of children and young people with mental health and wellbeing needs, at an ever younger age*. Six projects supported the wellbeing of a total of 59 participants in relation to school transition. Four projects involved children either side of transition and two supported Year 7 children in the spring term who had not settled post-transition. Projects were delivered on site, in school time by Torbay Culture and Arts Network members and comprised radio and music production; drama; visual arts and music; radio drama; and storytelling (including visual arts and craft). Participants showed a slight decrease in overall stress following the interventions which developed their confidence and supported other positive outcomes.

Detail

This was an early intervention programme for a targeted cohort of children and young people referred as either at risk of or already with emerging emotional health difficulties. Strand design followed consultation with commissioners, Children and Adolescent Mental Health Service participation workers and with schools, the latter in relation to logistical issues as well as the mental health needs of young people.

The Transition Intervention Programme comprised weekly activities for targeted children in four primary schools for the last six weeks of their final year and then weekly activities in the first six weeks of their first year in secondary school. Activity was delivered by Sound Communities and freelancers, Doorstep Arts and Gaby Lovatt/Hugh Nankivell.



The Post Transition Programme comprised two 12-week projects in secondary schools in the spring term, delivered by Wren Music and Sara Hurley/Gaby Lovatt.

The Strength and Difficulties Questionnaire (SDQ) was used, with 46 participants completing this both pre and post the intervention. There was a slight decrease in overall stress following the interventions and results showed that most primary to secondary transition cohorts did not display self-report raised scores pre or post intervention – despite school staff concerns – but the spring term secondary school post transition cohort were accurately identified.

Key aspects contributing to the success of the intervention were identified as:

- Sessions running in school time, on school premises, in suitable venues with subject teachers agreeing to release pupils
- Appropriate referrals
- Participants liking the arts practitioners and the fun, enjoyable activities; and not feeling they were missing out on lessons that 'mattered'
- Practitioners feeling valued by the school staff and school staff valuing practitioners' flexibility and resilience

*<http://www.torbay.gov.uk/DemocraticServices/documents/s10462/Joint%20Health%20and%20Wellbeing%20Strategy%20-%20Final%20Draft.pdf>

[In respect of the participants' performances] 'I didn't recognise it as it being them for a while, and then I realised it was them performing, because it's not how they present; that confidence and that level of ability isn't how they present to children and adults in the school. At all. It has brought it all out – whatever the process you've undertaken with them, it has brought that out in them. They are capable, but we don't get to see that capability. It's a self-confidence issue. I'm so proud of them. So proud of them.'

Teacher

A significant amount of qualitative data was captured through interviews, focus groups, self-report and observation which showed key positive outcomes in terms of: coping with transition; development of confidence; ability to make friends; taking an active part in school; and increased positive attitude and behaviour outside of school.

'Made me more confident to sign up for stuff, I wouldn't have signed up to be a House ambassador if I didn't.'

Participant

'I wouldn't know what to do without this project. If this wasn't on I wouldn't want to come to school because I don't know what people will speak about me, will I make friends. But I was wrong. It has helped us think about life and be braver'

Participant



FACT FILE			
Purpose	To address the mental health and wellbeing needs of targeted children and young people around school transition		
Aims	To develop students' confidence facing transition into secondary school To help students express their emotions about the challenges they face To increase students' emotional resilience through learning creative techniques to manage stress		
Artforms used	Radio and music production; drama; visual arts and music; radio drama; and storytelling (including visual arts and craft).		
Project Partners	<table border="0"> <tr> <td style="vertical-align: top;"> Torbay Culture Torbay Council (Public Health) NHS South Devon and Torbay CCG Torbay & South Devon Foundation Trust ICO </td> <td style="vertical-align: top;"> Torbay Community Development Trust Torbay Culture and Arts Network Roselands Primary School St Marychurch CE Primary and Nursery School Whiterock Primary School Brixham College St Cuthbert Mayne School Paignton Community and Sports College </td> </tr> </table>	Torbay Culture Torbay Council (Public Health) NHS South Devon and Torbay CCG Torbay & South Devon Foundation Trust ICO	Torbay Community Development Trust Torbay Culture and Arts Network Roselands Primary School St Marychurch CE Primary and Nursery School Whiterock Primary School Brixham College St Cuthbert Mayne School Paignton Community and Sports College
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Funders	Arts Council England and the Health Foundation		
Artists	<table border="0"> <tr> <td style="vertical-align: top;"> Sound Communities Doorstep Arts Wren Music </td> <td style="vertical-align: top;"> Gaby Lovatt Hugh Nankivell Sara Hurley </td> </tr> </table>	Sound Communities Doorstep Arts Wren Music	Gaby Lovatt Hugh Nankivell Sara Hurley
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Participants	59 children and young people across Year 6 and 7 identified at risk of or already with emerging emotional health difficulties		
Location	Torbay		
Dates	Weekly over six weeks in Summer and Autumn term 2017 and Spring term 2018		
Outcomes	Slight decrease in overall stress; most primary to secondary transition cohorts did not display self-report raised scores pre or post intervention despite school staff concerns, but the spring term secondary school post transition cohort were accurately identified. Participants reported coping with transition; development of confidence; ability to make friends; taking an active part in school; and increased positive attitude and behaviour outside of school.		
Evaluation	Strengths and Difficulties Questionnaire (SQD). Also qualitative self-report, written reports, focus groups and one-to-one interviews across participants, practitioners and clinicians/school staff. Evaluation report		
Cost	Cost per participant (if all places taken): £379 Cost per participant (actual): £386		
Outputs	<table border="0"> <tr> <td style="vertical-align: top;"> 65 sessions 2 animations 9 radio/audio pieces 1 recording of songs/music </td> <td style="vertical-align: top;"> 11 written lyrics/new songs 19 photographs of visual art/writing 1 piece of filmed material </td> </tr> </table>	65 sessions 2 animations 9 radio/audio pieces 1 recording of songs/music	11 written lyrics/new songs 19 photographs of visual art/writing 1 piece of filmed material
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Quality Indicators	Co-production with health and education partners; recruitment of experienced artists; recommended rates of pay for artists; evaluation of the project		
Keywords	Children and Young People Mental Health Social prescribing School		