



MENTALLY HEALTHY SCHOOLS PILOT

Greater Manchester | 2018

Greater
Manchester
Health and
Social Care
Partnership

GMCA GREATER
MANCHESTER
COMBINED
AUTHORITY

NHS
in Greater Manchester

 Alliance
for Learning



 YOUTH
SPORT
TRUST

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FOREWORD



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We know that for too long the NHS has focused more on treatment than it has on prevention.

Nowhere is this more apparent than in mental health care. When we took charge of the health and care budget here in Greater Manchester, we knew that by having the freedom to make decisions locally, we could be bold in our thinking and ambition.

We knew that setting right the wrongs of years of under-investment in our mental health services wouldn't be simple and that there would be no quick or easy fix. What we did and continue to have on our side, is a passion and willingness for adults, young people and organisations to come together, and work together, to think and create solutions to change both how we thought about care and how this is delivered.

Our ambition for every child and young person to start well in Greater Manchester means that we can't work alone as the health and care service. Working in partnership across the whole public sector and beyond is crucial to getting it right every time for every child. That's why we've been working with schools locally to provide more mental health support and to make sure that this is available when children and young people need it. We don't want to wait for problems to develop or for someone to reach crisis point before something is done.

So, in March 2018, with the support of a number of partners including across the voluntary sector, we rolled out a pilot with over 30 of our schools here in Greater Manchester to help children and young people to look after their emotional health and wellbeing and provide specialist support where needed. In addition to training young people as mental health champions, the pilot has given teachers the advice, training and support they need to help pupils as well as a simpler, easier way to refer into Child and Adolescent Mental Health Services (CAMHS) where needed.

Feedback about the pilot from children and young people, teachers, parents and carers has been overwhelmingly positive. We want to take this feedback, learn from it and see every school, college and place of education deliver this in Greater Manchester. We know there are challenges to making this a reality, not least the funding needed to do so, but we are determined and committed to ensuring this can happen.

This schools pilot is part of a major £134m action plan announced in 2017 to help to transform mental health in Greater Manchester for children and adults. The overall investment programme - the biggest and most ambitious of its kind in the country - aims not only to put mental health on an equal footing with physical health, but to start to deliver our vision of making sure that no child who needs mental health support will be turned away.

10%

of 11-16 year-olds have a diagnosable mental health issue¹

¹Future in Mind, Department of Health (2016)



33%

of 11-16 year-olds have poor body confidence²

²Be Real Campaign (2015)



20%

of 15 year-olds could be self-harming³

³Mental Health Foundation (2017)



92%

of 15-16 year-olds suffer examination stress⁴

⁴Childline (2018)



1 in 4

15 year-olds will have been bullied⁵

⁵Health Survey England (2018)



13%

of 16 year-olds are not in education, employment or training⁶

⁶Public Health England Fingertips (2018)



INTRODUCTION

The Mentally Healthy Schools pilot was commissioned by the Greater Manchester Health and Social Care Partnership to explore new ways of preventing mental health issues in young people through school-based interventions.

They commissioned a collaboration between Youth Sport Trust, Alliance for Learning Teaching School, 42nd Street and Place2Be to explore how their evidence-based approaches could create a whole school approach to improving young people’s mental health through developing their physical and emotional literacy and by providing the right training, support and resources for an adult and young person workforce.

Evidence demonstrates the declining physical and emotional wellbeing of young people, and an increasing prevalence of mental health issues. This is particularly the case when facing the increased burden of exam-related stress and anxiety, the prospect of a lack of paid employment or further education and the impact of social media and inactivity. Physical activity and good mental health are linked, as are higher levels of academic achievement and overall wellbeing. Paradoxically, at a time when young people have so much to gain from being physically active, their participation levels are likely to be lower and their stress and anxiety higher.

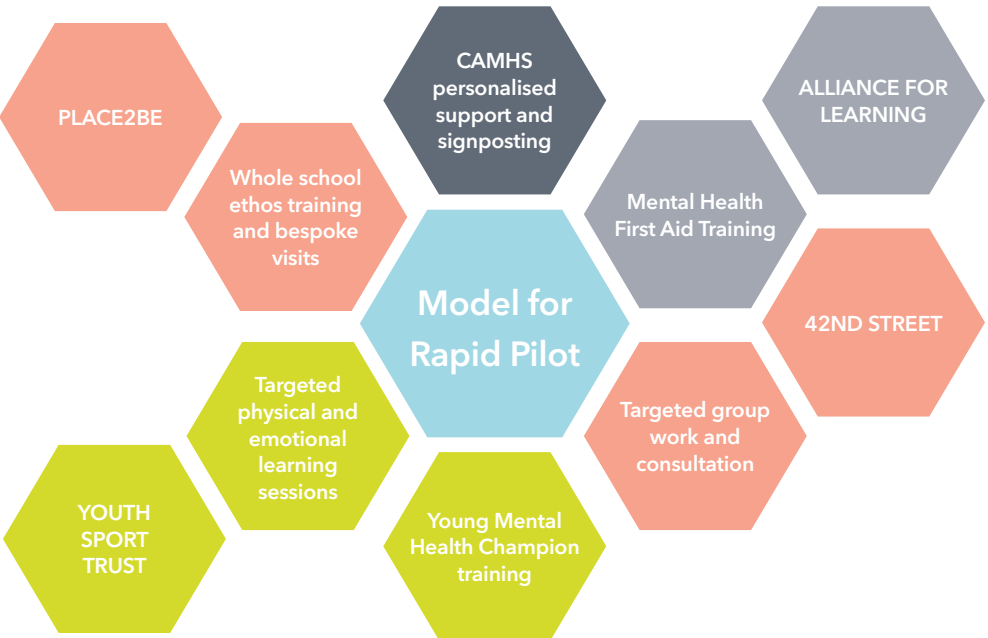
It is well documented that schools are a great environment to influence positive health behaviours and are often the front-line in support for mental health issues. With the Green Paper on Transforming Children and Young People’s Mental Health being released there is a call for Clinical Commissioning Groups, CAMHS and Local Authorities to consider unique approaches and commissioning to make change happen and how schools can be better supported and utilised to get to the young people that need support the most.

With the decline in young people’s physical, social and emotional wellbeing there has never been a more important time for taking action through an approach such as the Mentally Healthy Schools pilot.

WHAT WAS EVALUATED?

THE APPROACH

The Mentally Healthy Schools Pilot was delivered by a consortium of four partners; Place2Be, Alliance for Learning, 42nd Street and Youth Sport Trust. The pilot offered a complete package of support to 31 schools recruited by Alliance for Learning across Greater Manchester using a whole school, workforce, peer mentor and young people approach whilst considering both their physical and emotional wellbeing as outlined in Future in Mind. **The pilot has created a network of schools that were provided with and supported to deliver the following:**



DELIVERY

Each partner delivered the content and support that they have expertise and a track record in delivering and the evaluation considered how effectively each one of these elements was delivered individually and as a package of support to maximise both the resource available and the impact they had together.

Place2Be	<ul style="list-style-type: none">• SLT engagement and ethos• Self assessment and gap analysis• Identification of potential target groups
Alliance for Learning	<ul style="list-style-type: none">• Capacity funding for schools• Mental Health First Aid for middle leaders• Mental Health First Aid for auxiliary staff
Youth Sport Trust	<ul style="list-style-type: none">• YST Athlete Mentors visits x 2 per school• Resources and learning support for sessions• Training and support for Young Mental Health Champions
42nd Street/Place2Be	<ul style="list-style-type: none">• One hour group work session• One hour young person led consultation• Signposting and support guidance
Child and Adolescent Mental Health Service	<ul style="list-style-type: none">• Personalised phone calls and visits• Signposting and support for young people in need• Support for school staff with early identification

WHAT WAS EVALUATED?

PARTNER OFFER

The Alliance for Learning Teaching School (part of the Bright Futures Educational Trust) provided the lead in establishing the network of 31 schools as well as conducting the communications and project management for schools and partners. It used their close relationships with Headteachers and senior leaders which allowed high levels of engagement, quick delivery of the pilot and an ability to intervene when delivery issues arose.

The Alliance for Learning Teaching School were also responsible for Mental Health First Aid (MHFA) Youth training for two middle leaders from each of the 31 schools, consisting of a 2-day course. The aim was to improve their confidence, competence, knowledge and motivation in supporting young people with mental health issues. In addition, Mental Health First Aid Lite training consisting of a half day course for two support staff from each of the 31 schools to become wellbeing champions to support students with their mental health needs.

Place2Be were responsible for Mental Health Champions (MHC) training for school leaders. This aimed to provide training to two school leaders from each of the 31 schools. The training consisted of four workshops and two consultation meetings and aimed to positively change whole school ethos towards mental health. Such training is identified in the Green Paper as an important component in developing a school system that can support students with mental health issues and refer them as necessary to school welfare staff and/or NHS services.

Workshops for secondary students identified by school staff as experiencing anxiety, stress or other mental health issues, or students identified as vulnerable to these issues ("nurture groups") were designed and delivered by Youth Sport Trust (YST) Athlete Mentors and 42nd Street Mental Health Practitioners and aimed to improve confidence and wellbeing and increase awareness of the importance of health. Similar workshops for a whole class of Year 5 primary students were also delivered by Youth Sport Trust (YST) Athlete Mentors and co-facilitated with Place2Be (P2B).

Training of Young Mental Health Champions (YMHC) were designed and delivered by Youth Sport Trust to enable them to act as peer mentors for their classmates. This involved conducting a mental health project of their choice within the schools. Secondary school students were trained by Youth Sport Trust Athlete Mentors and 42nd Street and primary school students were trained by both the Athlete Mentors and Place2Be.

Child and Adolescent Mental Health Services were then on hand to provide the opportunity for school leaders to have follow up conversations where they had specific concerns regarding the mental health of the pupils involved in the pilot or any other issues relating to referrals.

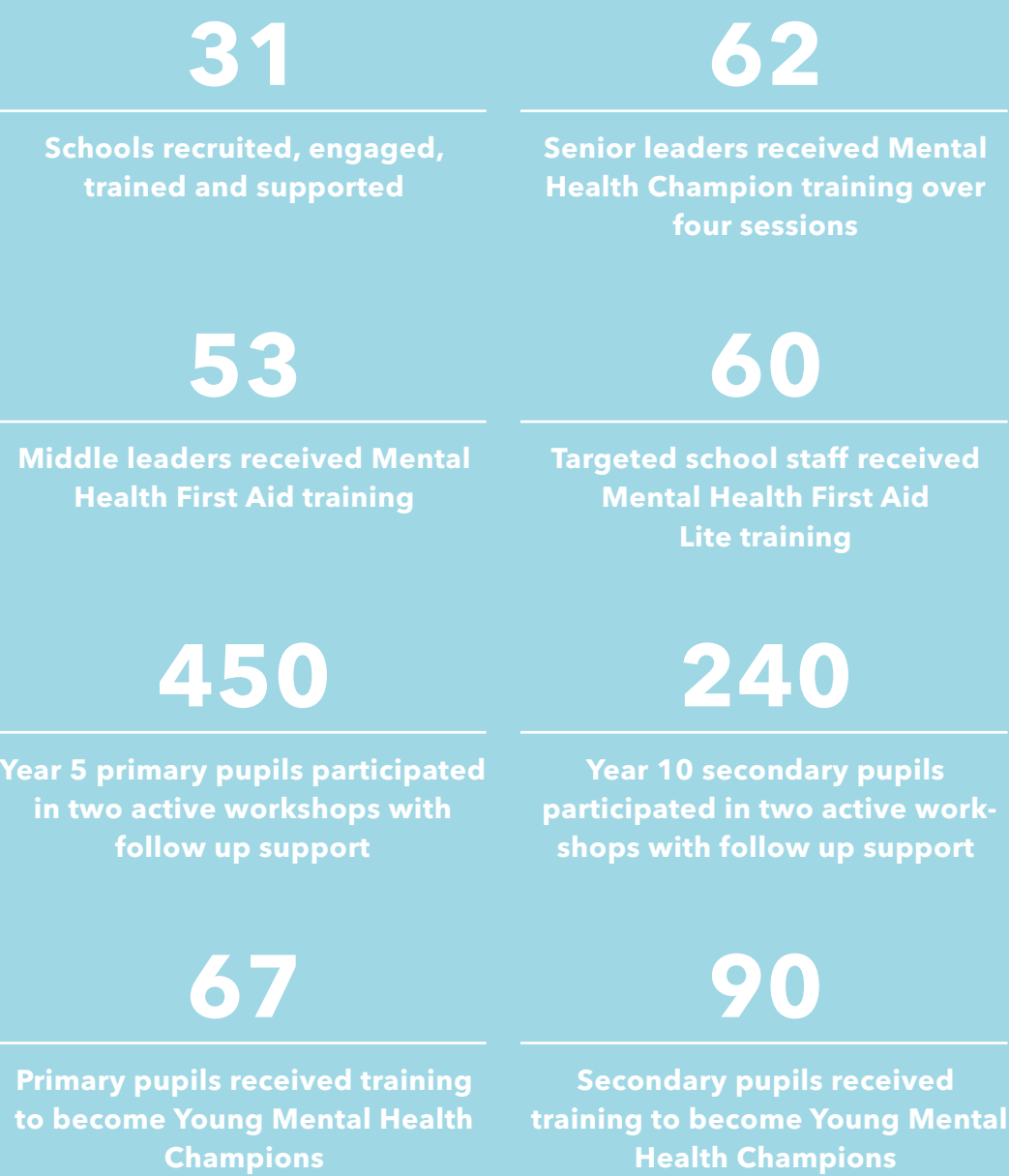
Each school developed a self-assessment and an identified course of action that was addressed through the training, resources and support offered through the pilot.

The evaluation investigated to what extent the approach was effective in its primary outcomes (below) as well as the process used to deliver:

- 1 Reduction in absenteeism/behavioural instances in designated groups
- 2 Increase in staff competence and confidence to support and refer
- 3 Changes in self-reported attitudinal data relating to school life
- 4 Increased reported happiness / wellbeing / readiness
- 5 Impact on wellbeing of designated staff themselves.

KEY OUTPUTS

With delivery taking place over the course of a four month window, the following key engagement points and outputs were achieved:



This represents a very high level of engagement and is reflective of the effectiveness of having a ready-made network of schools available through the Alliance for Learning. This infrastructure of schools has been critical to enabling the reach and outputs of the pilot.

KEY FINDINGS

SUMMARY



SCHOOL LEADERS

School leaders reported increased confidence in dealing with students with mental health problems, improved knowledge about how to refer students to specialised services, and increased awareness about the importance of staff health and wellbeing.



MIDDLE LEADERS

Middle school leaders reported enjoying the training and improved attitudes towards mental health.



YEAR 10 SECONDARY SCHOOL STUDENTS

Year 10 secondary school students reported enjoying learning about mental and physical health, the discussions on stress management and meeting the athlete mentors. Outcomes of physical activity, wellbeing and emotional stress and knowledge of mental health support were improved following the workshops. Students reported feeling more confident and discussed many skills which they had learned from the workshops.



YEAR 5 PRIMARY SCHOOL STUDENTS

Year 5 primary school students reported improved confidence, skills and knowledge of mental and physical health. Due to the rapid nature of the pilot it was difficult to fully assess the impact of the programme on wellbeing outcomes. However, there were some indicative signs the programme was impacting on physical wellbeing with a reported increase in activity levels.

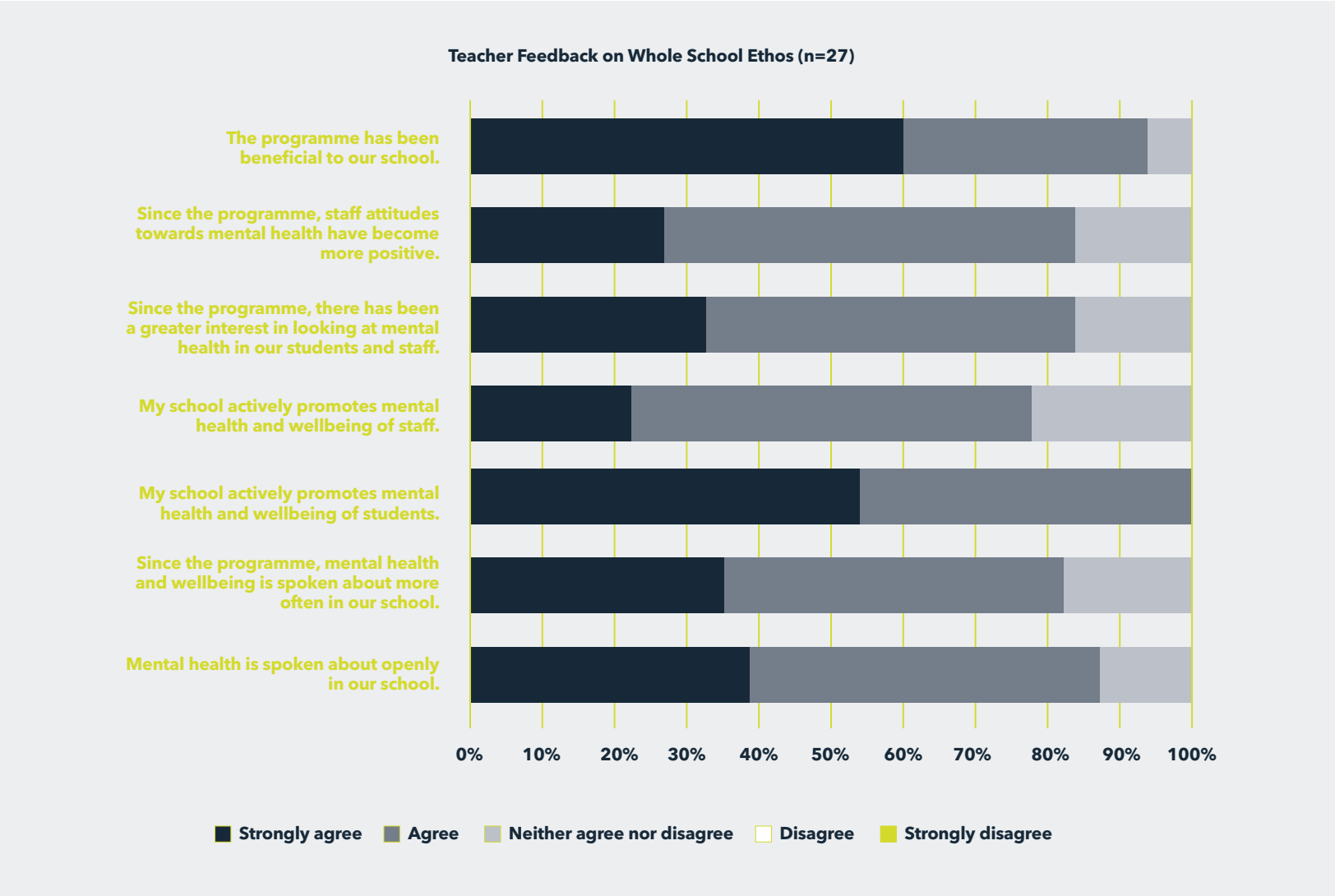


YOUNG MENTAL HEALTH CHAMPIONS

Young Mental Health Champions reported feeling proud and happy about being chosen and enjoyed the training. They felt empowered and optimistic they could make a difference in their schools.

WHOLE SCHOOL IMPACT

School staff reported very positive views about the impact of the programme in their school.



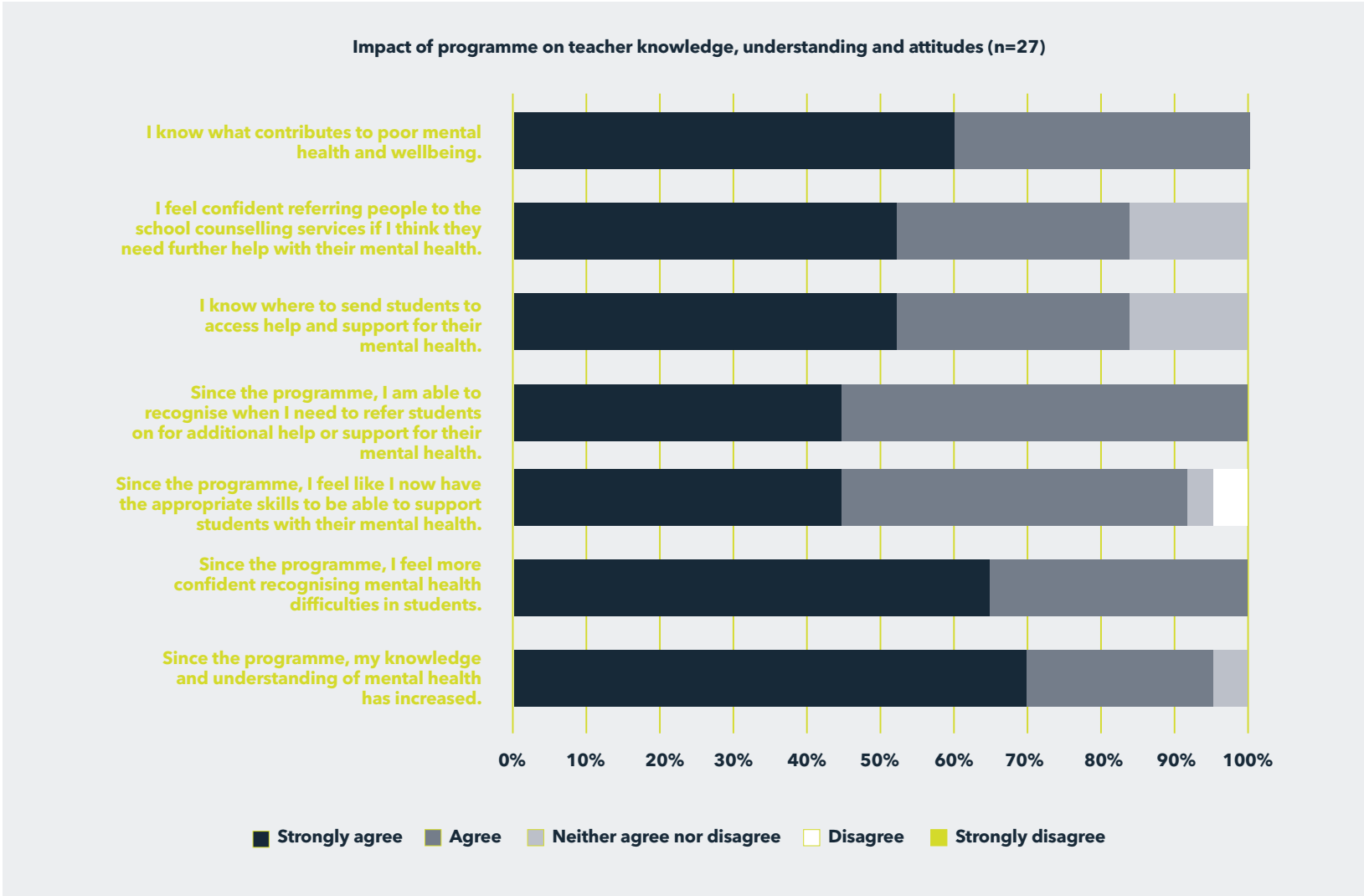
Result of the teacher survey include:

- 96% of staff agree the Mentally Healthy Schools programme has been beneficial to their school
- 82% agree since the programme, mental health and wellbeing is spoken about more often in their school
- 86% agree since the programme there has been a greater interest in looking after mental health in students and staff
- 100% of staff agree their school actively promotes mental health and wellbeing of students

KEY FINDINGS

SCHOOL STAFF IMPACT

School staff also reported increased confidence, knowledge and awareness of mental health following the programme.



Result of the teacher survey include:

- Since the programme 100% of staff are able to recognise when they need to refer students on for additional help or support for their mental health and are more confident to be able to recognise mental health difficulties in students
- Since the programme 96% of staff have increased their knowledge and understanding of mental health

WORKFORCE TRAINING IMPACT

Feedback from trainers across the different aspects of the programme concluded that both the trainers and the attendees generally enjoyed the training due to the relevant content and ability to engage with a variety of audiences.

1 PLACE2BE

100%

of schools participated in the MHC training programme

100%

attendance rate of 62 senior members of school staff (Head teachers, Deputy Head teachers, SENCOs, safeguarding leads) attended the full course

100%

of schools have completed their self-assessment.

2 MENTAL HEALTH FIRST AID YOUTH AND MENTAL FIRST AID LITE TRAINING

- Attendees at MHFA training reported significant increases to their confidence in supporting young people with a mental health problem and their knowledge/understanding of how to support young people.
 - Confidence increased from an average of 5.7 prior to the training, to 8.8 afterwards for MHFA Lite and 4.4 to 8.6 for MHFA Youth.
 - Knowledge and understanding increased from an average of 5.6 prior to the training, to 8.9 afterwards for MHFA Lite and 4.4 to 8.8 for MHFA Youth.
- In addition, Mental Health First Aid Youth training successfully changed middle leader's perceptions of mental health:
 - 96% agreed as a direct result of training they would be less likely to judge people with mental health issues negatively.
 - 100% agreed because of the training they were more likely to consider mental health as a normal part of everyday life.

//

Extremely beneficial. Allows you to reflect on practice in such a key area. It underpins every learner – a happy, healthy mind"

HEAD TEACHER

//

This training is really worthwhile; brilliantly delivered, excellent content, a great starting point around whole school mental health"

SENCo

//

I feel more confident with my knowledge. Feel I could run INSET; motivated; feel I can initiate this positively in school"

SAFEGUARDING LEAD

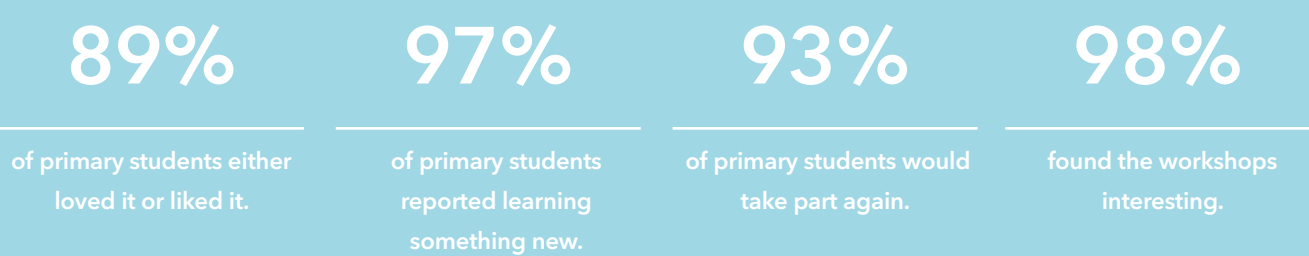
KEY FINDINGS

STUDENT WORKSHOPS - GENERAL FEEDBACK

Student workshops:

- Positive feedback across all schools with average score of 8.8/10 for the workshops.

Primary school feedback:



- For primary students the games and activities were particularly enjoyable and engaging. The group activities encouraged teamwork and social cohesion between students, with participants commenting they enjoyed making new friends and learning from other people.
- Meeting the Athlete Mentor was a highlight for students; they were a role model and spoken highly of. Students also enjoyed learning different techniques to keep calm and new techniques to think about their wellbeing.
- The immediate impact of the programme was evident as students tried the techniques they had learnt outside of the workshops. For example, the breathing exercises and meditation.



I ENJOYED IT BECAUSE THIS LESSON HAS MADE ME BELIEVE IN MYSELF AND MADE ME MORE CONFIDENT TO DO MORE THINGS"

PRIMARY PARTICIPANT



IT CAN HELP WITH YOUR BEHAVIOUR... IF YOU'RE USING THE TECHNIQUES A LOT YOU'LL BE A LOT CALMER AND IT CAN CHANGE YOUR BEHAVIOUR."

PRIMARY PARTICIPANT

Secondary school feedback:

- 86% of secondary students either loved it or liked it.
- 100% of secondary students learnt something new.
- 95% of secondary students would take part again.

Secondary students reported learning a lot from the programme and increasing their knowledge, skills and self-belief. Many students learnt that mental health can be good and bad and how mental health can affect people in lots of different ways. They learnt about the importance of looking after their physical health and developing skills to help them increase their confidence and self-esteem.

STUDENT WORKSHOPS - OUTCOMES

Primary school feedback:

- Primary students reported increased levels of physical activity after taking part in the programme.
 - At baseline 38% of students stated they would be active every day, but this increased to 50% at the end of the programme.
 - At baseline 26% of students stated they do more than 60 minutes of activity a day, but this increased to 38% at the end of the programme.
- Primary students self-reported wellbeing remained consistent from baseline. However, there was a slight increase in their score on the Strengths and Difficulties questionnaire, suggesting they were more aware of their wellbeing issues and confident to talk about them.

Secondary school feedback*:

- Secondary students reported increased levels of physical activity after taking part in the programme, as well as increased positive attitudes towards being active and healthy.
 - At baseline 65% of students believed it is important to exercise regularly, but this increased to 80% at the end of the programme.
 - Enjoyment of exercise increased from 59% to 77%.
- Secondary students self-reported wellbeing remained consistent from baseline. However, there was a slight increase in their score on the Strengths and Difficulties questionnaire, suggesting they were more aware of their wellbeing issues and confident to talk about them.



*The secondary findings were taken from a low response rate of 39 surveys returned to the evaluation team but reinforced through the case studies and individual interviews held during the workshops. Primary feedback was from 184 students.



I've made Manchester better and all of us together we have all made a massive difference too"

PRIMARY YMHC



I thought it was all about helping other people but realised it is for my benefit too"

PRIMARY YMHC



I like being a health ambassador; my struggles will help me understand others"

SECONDARY YMHC

KEY FINDINGS

YOUNG MENTAL HEALTH CHAMPIONS (YMHC*)

Positive feedback across all schools with an average score **4.4/5** from the YMHCs, and more than **90%** of YMHCs stating they would recommend the role to a friend.

Primary school feedback:

- YMHCs were described as a useful additional source of support and knowledge for students to go to.
- Becoming a YMHC had significant positive impact on young people's confidence, and knowledge of mental health and wellbeing issues. **70%** of YMHCs felt able to talk to their friends about mental health and **88%** can now recognise poor mental health in their peers.
- Prior to the YMHC training, students felt moderately confident with an average score of **6.6 out of 10** (ranging from 1-10). However, following the training, their confidence in the role grew and students reported an average score of **9.5 out of 10**.

Secondary school feedback

- YMHCs were seen as tackling an unmet need for support and students would feel more comfortable talking to them rather than going to a teacher. YMHCs also release the burden on teachers who often appear too busy.
- Feedback from YMHCs was positive with reported impacts on confidence, knowledge and ability to recognise mental health issues.

93%

of secondary YMHCs reported increased knowledge about health and wellbeing

78%

of secondary YMHCs feel like they have achieved something

77%

of secondary YMHCs feel more confident

*YMHC feedback from 93 pupils

CASE STUDIES

CASE STUDY ONE: HOW THE PROGRAMME HELPED ONE YOUNG INDIVIDUAL WITH THEIR OWN MENTAL HEALTH DIFFICULTIES

Primary School in Manchester

Staff Member - Mr Dillon

Occupation - Head Teacher

A head teacher from one of the participating primary schools sent a written narrative of the experiences of one of their students, and the impact it had on his mental health.



A Year 5 student at our school suffers tremendously from high levels of anxiety and incredibly low self-esteem. Last year was a particularly challenging year where access to learning became very difficult. He frequently talked about hearing voices in his head and had a very low mood. He would talk about suicidal thoughts and would talk about what he would do though said he would never do it.

Through his braveness and desire to feel much happier, he has been very open about his thoughts with a couple of school staff. This led to his expressive interest in getting involved in training to be a youth mental health champion/ambassador with the pilot project. We were happy to get involved as we already work with the Teaching School - Alliance for Learning and trust the quality of anything they are involved with.

All who know this boy would rightfully question whether it was appropriate to have him involved as a 'champion' given his own personal battles but he persevered through the training and seemed to very much enjoy it though he continued to find school and day to day life very challenging.

Understandably, deciding whether to attend the celebration event at the Etihad Stadium was difficult due to the large numbers of new people, the unfamiliar setting and the expectation that full participation would be required. He decided to attend and, on the day, came to school wearing his usual oversized blue hoody. Though this is not true school uniform he has been allowed to wear it as this has been his way of 'hiding' in school. Even during the extremely hot weather during the summer term, the hoody never came off. Upon arrival at the stadium, all students were provided with a black t-shirt to wear.

Without hesitation, he changed into the t-shirt without putting his hoody back over the top. Even when returning to school that day, the hoody remained in his bag. Taking part in the training and the work leading from this has really supported a young boy who will in turn be able to fully support other children in school. Following the event, he presented to the Principal and SLT and has agreed to wear a special champion/ambassadors uniform in school next year.

Without the opportunity to become a youth mental health ambassador, he would not have made the steps forward that he did. His confidence and outlook improved and the message to his peers is that difficulties can be overcome - this is incredibly important. The blend of training was excellent - we particularly enjoyed the MHFA training from Alliance for Learning and the work of the Youth Sport Trust. These two elements have had the most impact on staff and students. We loved the Etihad event too - thanks for involving us!

CASE STUDIES

CASE STUDY TWO: THE IMPACT OF THE PROGRAMME ON STAFF AND THE WHOLE SCHOOL ETHOS AT A SECONDARY SCHOOL

Secondary School
Staff Member - Mr Alli
Occupation - Vice Principal and Pastoral Lead

This Vice Principal describes the impact of the programme on staff and provides positive feedback for the training and the Athlete Mentor from YST.

I can only describe the pilot and the MHFA training as eye-opening and enlightening. Despite being steeped in the myriad issues surrounding pastoral care and having a general awareness of mental health issues, the staff who underwent the training were amazed at the depth of the issue. We were able to take so much from the training delivered by the Teaching School 'Alliance for Learning' a detailed introduction to mental health and really useful statistics and practical advice that we have been able to include in our own training sessions.

The billions of pounds lost to mental health issues and workforce absence is astonishing. The MHFA training has focused our Pastoral Team and as a direct result of this training we include mental health specifically in our weekly Pastoral Team meetings. We now have a designated member of staff who is a fully trained counsellor to pick up any concerns or MH issues at an early stage. We feel more confident in identifying MH issues and acting upon them. As a result, we reached to and worked with more students via our early intervention unit 'Ivy Cottage'.

We now have Pastoral Briefings every week where we can discuss MH, alert staff to issues and increase vigilance and awareness around school. This has resulted in a whole school ownership of MH. We also now include the SEND team in our weekly meetings due to the training. I feel it has also made us think more about the 'grey middle' who don't always show the more obvious signs of MH problems. In short, it has made us take nothing for granted. The training also made us look at staff needs and the effects of an incredibly stressful job on us as staff. CPD has been tailored to staff wellbeing with a real drive on our team.

There has been a palpable impact with a staff BBQ and other social events. I really feel there is more of an emphasis on team work and solutions rather than the 'toxic staffroom' and culture of complaining that some schools have. The athlete mentor from Youth Sport Trust also had a huge impact on our students. He was enthusiastic, outgoing and incredibly funny and the students took to him straight away. To have such a streetwise and successful mentor was a real boost to our chosen students. I observed several of the sessions and I saw students' confidence growing before my eyes.

They were really keen for the follow up sessions to come around. We couldn't attend the Etihad event because it clashed with our Sports Day. We were disappointed to miss out on this especially when the feedback from the schools that did attend was so positive. I have to say that we, as an Academy, feel that the pilot has been a huge success and we would like to see it continue and develop.

RECOMMENDATIONS

The evaluation made several recommendations that will help to shape any future delivery and inform the creation of a model for the delivery of the Green Paper, Transforming Children and Young People's Mental Health, objectives.

Many of these are based on the feedback the partners received through the delivery of the pilot but have been added to through the direct feedback and surveys conducted through the training and formal evaluation.

- 1

For future training, ensure each setting is organised and ready to receive the training and allocate enough time for planning and arranging the training event/workshop.
- 2

For improving success and enjoyment of workshops, ensure students are fully aware of why the workshops were taking place as some young people did not understand the link between physical and mental health and why an Athlete Mentor was delivering the workshops.
- 3

The impact on whole school was limited due to the short time-frame of the rapid pilot. Despite this, students felt hopeful and optimistic that it will help change things in the future in their school, suggesting further investment into the programme would ensure early momentum from this pilot is continued into future academic years.
- 4

Consider running sessions at start of academic year to ensure sufficient time and motivation to implement any changes.
- 5

Consider training YMHCs at an earlier age than Year 5 to enable young people to do the role for longer than one year and embed the process in schools. Alternatively, consider a peer mentoring model to enable the older YMHCs to train up younger cohorts to ensure lasting impact.

RECOMMENDATIONS

6

Allow more time for trainers across different organisations to work together and plan activities for the sessions.

7

The training and workshops should be adapted for different schools and environments depending on the needs of the school (e.g. SEN schools, PRU).

8

A designated contact person should be put in place in each school and engaged early in the delivery of the programme to ensure the programme runs smoothly and all organisations have a point of contact. Clear timetables, schedules and preparations should be made for trainers and facilitators.

9

The evaluation team should be engaged early before the beginning of the programme. Clear procedures for assessing the delivery and impact of each component of the programme need to be in place and communicated with the training organisations, trainers and schools before the start of the programme.



CONCLUSIONS

It is evident that the Mentally Healthy Schools pilot, the resources, training and workshops and general communication and support from the partners was highly valued by teachers, schools and young people despite the limitations of the timescales and rapid delivery.

Schools are places of education and have limited capacity or resources to deal with the evident decline in pupil wellbeing and mental health, therefore they value the additional support and access to expertise and programmes. This approach gives school leaders time to think, to understand and to take action with the added value of inspirational training and innovative approaches to engaging young people.

It also places a huge value on mobilising young people as mentors, activists and influencers. It places the voice of young people at the heart of what schools provide to improve the physical and emotional wellbeing of young people and allows them to create a positive ethos of wellbeing across the whole school.

It is evident that this type of partnership approach to addressing the physical and emotional wellbeing of young people is an effective mechanism for longer term change. This approach also addresses mental health issues arising from low level stress and anxiety which can, undetected, manifest themselves as mental health issues in later life.

There is much to be learnt from the Mentally Healthy Schools rapid pilot that provides a holistic approach to many of the challenges laid out in the Transforming Children and Young People's Mental Health Green Paper. Whilst the objectives of the Green Paper will help to address the shortfall in services and getting the right support to the right young people, the pilot has demonstrated that a more sustainable and transformative approach can improve outcomes from young people in the longer term.

This is a summary report based on an initial independent evaluation by the University of Manchester:

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**Greater Manchester
Mental Health**
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