

# CYP Emotional Wellbeing Programme: Whole Schools Approach and trailblazer

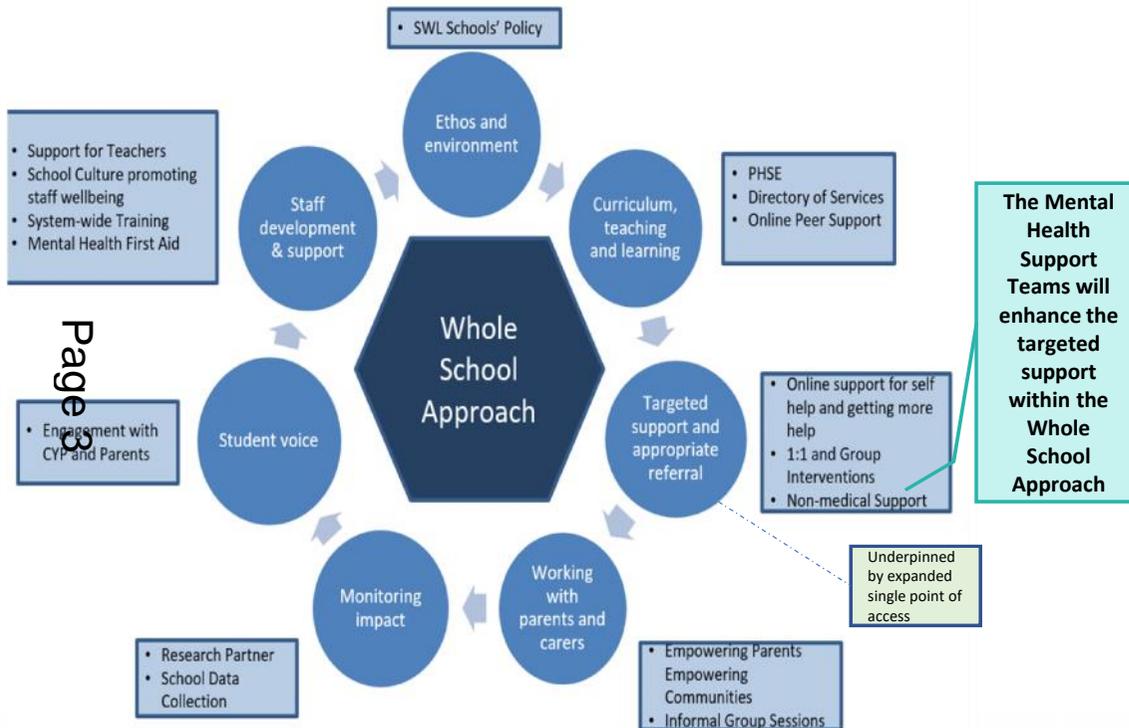
## Programme Update January 2019



# Highlights

- Whole Schools Approach
  - Cluster Plans – emerging themes
  - Feedback from Stakeholders
  - Developing the Digital Offer
  - Recruitment
  - Developing Training Offer: Empowering Parents, Empowering Communities; Mental Health First Aid
- Trailblazer
  - Introduction of new Mental Health Support Teams – Merton, Wandsworth and Sutton
  - Student mental health support workers – beginning training and on-site presence from January 2019
- Governance
- Engagement and Communications
  - Draft Communications and Engagement Plan
- Evaluation
  - Evaluation partner
  - Feedback/ Learning (to-date)

# Summary of the whole school approach



School clusters will deliver a whole school approach and each school cluster to have Clinical Psychologist who will support the following:

- An ethos and environment that promotes respect and values diversity. A common SWL Mental Health policy to be implemented for schools.
- Curriculum, teaching and learning to promote resilience and support social and emotional learning  
*Delivered as part of PSHE education*  
*Access to information via Directory of service, as above*  
*Access to online peer support programme*  
*Using additional online tools/resources – these need to be agreed*
- Targeted support and appropriate referral  
*Online support to be provided (e.g. from Kooth who already provide services in Kingston)*  
*Additional support for those with mild to moderate MH needs will be required. Clinical psychologist will provide some 1:1 and group interventions. This will be enhanced for the boroughs who are delivering the pilot for Mental Health Support Teams as there will be an additional team of 4.5 trained staff.*  
*Access to non-medical support in community settings*
- Working with parents and carers  
*Delivery of Empowering Parents, Empowering Communities (EPEC) across SWL*  
*Group sessions (e.g. exam stress, internet safety) to be led by Clinical psychologist*
- Identifying need and monitoring impact of interventions  
*Research partner to assess impact of pilot*  
*Schools to support data collection (We will ask schools to do a baseline survey this term using a validated tool and to carry out another survey at the end of the pilot to monitor the impact of the intervention)*
- Enabling student voice to influence decisions  
*Engagement programme with CYP and parents – to be developed*
- Staff development to support their own wellbeing and that of students  
*Clinical psychologist to deliver programme of support for teachers*  
*School culture to promote staff wellbeing*  
*System-wide training programme (content to be developed based on training needs)*  
*Mental health first aid to be rolled out across schools (to inclusion teams and head of year)*
- Leadership and management that supports and champions efforts to promote emotional health and wellbeing  
*System leaders attending the Yale University development programme*  
*System leaders championing the programme by engaging strategic leaders across SWL and identifying opportunities to innovate*  
*Cluster leads supporting their cluster schools to complete audits, develop and implement their action plan*  
*CAMHS partnership boards overseeing this work at a strategic level to ensure that the programme is aligned with borough priorities*  
*Working with NHS leadership academy to develop a programme for the school designated leads so that they have the capacity and capability to develop their strategic roles in schools.*

## Next steps

- Roll out of the whole school approach pilot commences from spring term 2019.

We believe in an inclusive and innovative approach to care.

# What have we achieved so far?



<p><b>Governance:</b></p> <ul style="list-style-type: none"> <li>• ToR for clusters approved by Cluster Leads</li> <li>• Draft MOU drafted , consultation with all partners in progress</li> <li>• Cluster Leads Group and Steering Group now BAU</li> <li>• Project plan</li> </ul>	<p><b>Engagement &amp; Communications:</b></p> <ul style="list-style-type: none"> <li>• Draft Comms and Engagement plan</li> <li>• Engagement Framework agreed with SWL Engagement leads</li> </ul>	<p><b>Recruitment:</b></p> <ul style="list-style-type: none"> <li>• South West London and St. Georges Mental Health Trust has recruited Band 8a for Merton and Wandsworth</li> <li>• Sutton band 8a recruitment in progress</li> <li>• AfC recruited Kingston and Richmond Band 7 equivalents</li> <li>• Croydon band 7 recruitment in progress</li> </ul>	<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Baseline surveys for Yr5 and Yr8 to begin in next 2 months</li> <li>• Awaiting NHSE decision on Evaluation partners</li> <li>• CORC our prospective provider, quotation obtained</li> <li>• Reading University has agreed to provide consultancy evaluation support free of charge with the view for joint appointment of PHD student in September 2019</li> </ul>
<p><b>School Clusters:</b></p> <ul style="list-style-type: none"> <li>• Cluster Action plans approved by CAMHS Partnership Boards for Merton and Sutton</li> <li>• Cluster action plans for Kingston, Croydon and Wandsworth scheduled for partnership boards</li> <li>• Richmond cluster plan not yet developed</li> <li>• Mapping existing services and current activities</li> </ul>	<p><b>Digital Offer:</b></p> <ul style="list-style-type: none"> <li>• Procurement of Online Counselling at Bidder Presentation stage</li> <li>• Contract and mobilisation sessions with Mee Two (Online Peer Support) and The Creative Team – Getting It On (Directory of Service)</li> </ul>	<p><b>Targeted Support:</b></p> <ul style="list-style-type: none"> <li>• Trailblazer –Trainees starting their training on 21<sup>st</sup> January 2019 and their placement in SWL 22<sup>nd</sup> January</li> <li>• NHSE submission to secure funding submitted on 31<sup>st</sup> December 2018</li> <li>• Office space identified for Merton (Ursuline Girls' High school) and Wandsworth ( Southfield academy) MHST</li> </ul>	<p><b>Training:</b></p> <ul style="list-style-type: none"> <li>• Preparation mtgs with SLAM/EPEC; scope rollout of training</li> <li>• Preparation meeting with Mental Health First Aid (MHFA); build/ influence national Youth MHFA instructor training to ensure sufficient capacity for SWL</li> </ul>

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# Emerging Themes

- Spring Term 2019 – Mobilisation period, Summer term 2019 delivery of whole school approach interventions
- Link with existing Child Wellbeing Practitioners, Early Intervention services and the wider children's partnership is important to prevent fragmentation
- Positive and committed relationships between the Cluster Schools
- Safeguarding concerns – use of online services; issues of confidentiality and information sharing with schools
- How are other services and projects connected in?
  - Involvement of Health and Wellbeing Boards
  - Mapping of local services
- Deployment of the MHSW; induction, supervision and logistics
- Evaluation – carry out baseline surveys in spring term

# Trailblazer – Mental Health Support Teams in Schools

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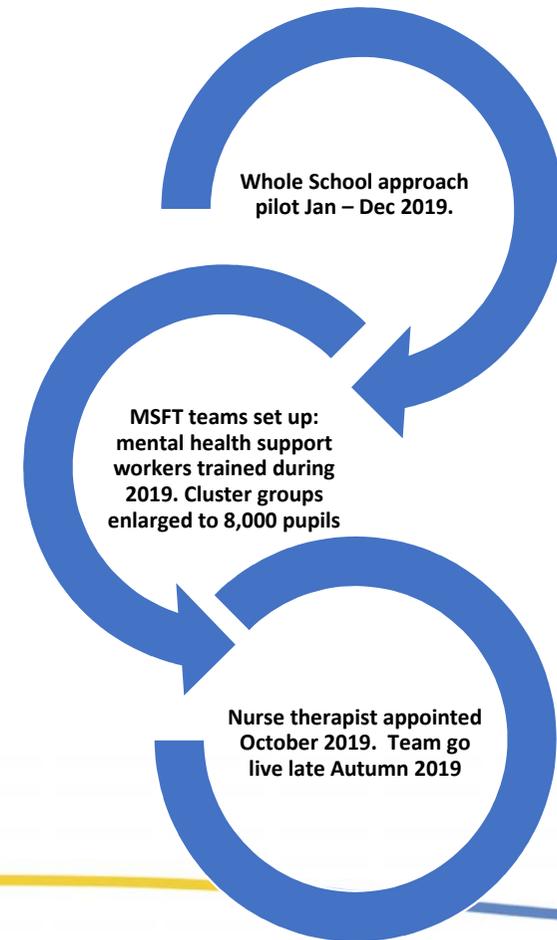


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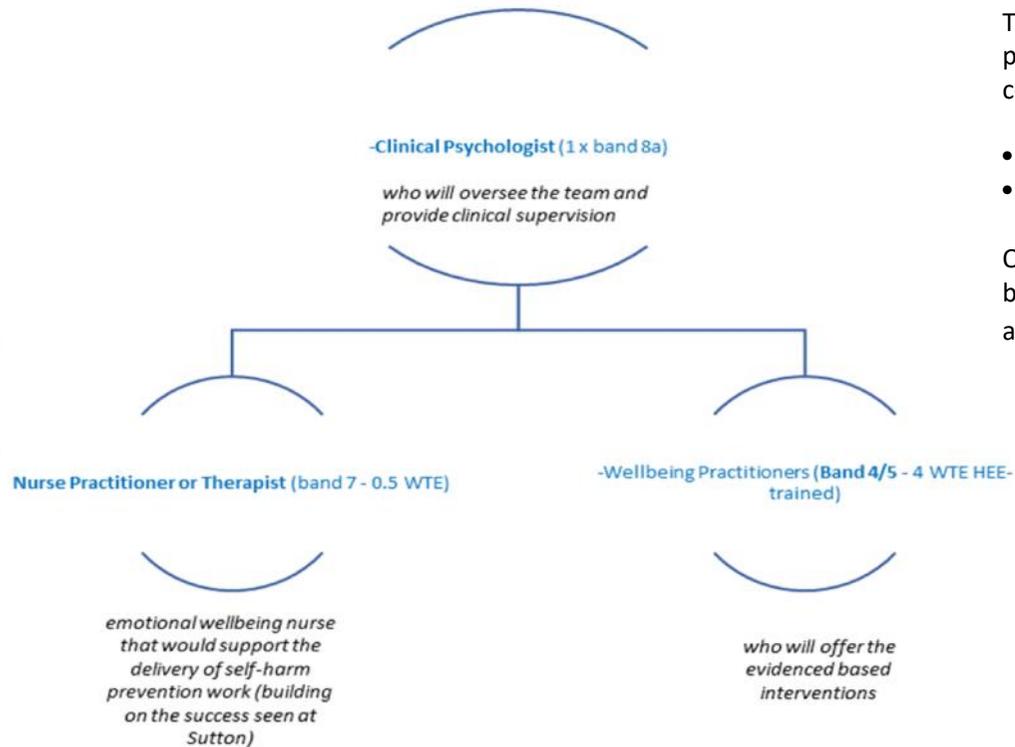
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# Mental health support teams

- THREE mental health support teams (“MHST”); Merton, Sutton and Wandsworth.
- Each MHST will cover a cluster group of schools, each with a population of approximately 8,000 children and young people.
- Phased roll out and teams to be fully live from late Autumn 2019.
- The MHST includes Mental Health Support Workers who will be trained by Health Education England (“HEE”) during 2019.
- Student MHSW start training and start on-site learning from January 2019
- Will deliver evidence based interventions in or close to schools for those with mild to moderate mental health issues (estimated at 500 interventions per 8,000 students per year).
- Help children and young people with more severe needs access the right support.



# Mental health support team



The MHSTs will deliver consultation for teachers and assessments and treatment of pupils in primary schools and students in secondary schools and that treatments will comprise:

- 1:1 interventions
- group treatment programmes

Our teams will be trained in evidence-based practice including low level cognitive behaviour therapy, parenting work including multi family therapy group work such as the Marlborough Model to complement our current TAMH provision.

## Next steps

- Determine the local delivery model (for each borough) – this will include mapping and integration of the MHSTs in the CAMHS pathway (including considering health inequalities)
- Engage with CYP/parents/schools/health sector how interventions will sit alongside current provision.
- Develop and implement the on-boarding programme for mental health support workers.
- Agreement across system for funding of administration

# What does a successful bid commit us to?



Commitment	Next steps	Governance
Use any funding allocated to SWL as part of the trailblazer exclusively for its intended purpose;	<ul style="list-style-type: none"> <li>Trusts and CCG to confirm as part of MOU</li> </ul>	MOU to be overseen by Steering Group
To capture the current (18/19) investment into CYP MH across health and education and to at least maintain that level of investment. The new funding for MHST and/or waiting time pilots will therefore be an entirely additional investment into CYP MH services into schools	<ul style="list-style-type: none"> <li>To include in MOU</li> <li>Maintain records of investment in current investment and resources in MH services from all commissioning partners</li> <li>Measure base position</li> </ul>	MOU to be overseen by Steering Group Submission to NHSE on current investment
Deliver the pilot of the MHST within the timescales specified;	<ul style="list-style-type: none"> <li>Programme plan to ensure delivery</li> </ul>	To be overseen by Steering Group
Continue our engagement with CYP;	<ul style="list-style-type: none"> <li>Programme plan to ensure delivery</li> </ul>	To be overseen by Steering Group
Have engaged the right stakeholders in the development of our proposal and have senior strategic commitment to this joint delivery;	<ul style="list-style-type: none"> <li>n/a</li> </ul>	n/a
Share our learning with colleagues across sectors to support future MHST roll out;	<ul style="list-style-type: none"> <li>Work with NHSE and Healthy London Partnership to support this.</li> </ul>	To be agreed with NHSE and HLP
Maintain good quality data and take part in the national evaluation.	<ul style="list-style-type: none"> <li>Requested early conversations with evaluation leads at NHSE to input into approach</li> <li>Data flowing to the MHSDS from providers commissioned by CCGs to demonstrate access level above 20% of the CYP population.</li> <li>Ensure that evaluation of whole school approach aligns with evaluation of trailblazer through discussion with research partners (option to have common provider for both)</li> </ul>	MOU to be overseen by Steering Group
All schools in Merton, Sutton and Wandsworth to have Designated School Leads who will be trained using DFE resources.	<ul style="list-style-type: none"> <li>Schools to identify DSLs (agreement to do so will be part of MOU)</li> <li>Schools to release staff for training</li> <li>DFE to provide update on training for teachers (including dates)</li> </ul>	MOU to be overseen by Steering Group

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# What are our success metrics?



- Our MHST will collect CYP IAPT paired measures, using the same measures across all providers and pathways to make sure we can track improvements and also ensure that we have a consistent approach across SWL. We will also use school surveys and other evidence-based measures to track the impact of our interventions and make changes where things are not working.
- We will measure success based on both qualitative and quantitative measures. These will include:
  - Number of interventions delivered per MHST (target 500 per year)
  - Number of CYP who attend A&E as a result of self-harm per year (target to reduce by 20% per year from year 2)
  - Pre and post intervention score using school surveys
  - BAME access to services and experience of CAMHS
  - Time from referral to treatment for CYP referred to specialist CAMHS services
  - Pre and post intervention questionnaires to assess increase in confidence of young people to manage emotional wellbeing
  - Pre and post intervention questionnaires to assess improved knowledge and confidence from teachers and parents on supporting children with emotional wellbeing issues
  - School/college time lost

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## Next steps

- Baseline data will be collected from schools and healthcare before April 2019
- Score card / performance report to be developed to assess impact.

# Evaluation



- Awaiting details from NHS England on the approach to evaluation although we expect that the Child Outcomes Research Consortium (CORC). CORC is part of the Anna Freud Centre which is a child mental health research, training and treatment centre located in London. It is closely associated with University College London and Yale University.
- Developed our specification for evaluation of the whole school approach (which includes the initial base line assessment). Given the enhancement of the whole school approach with the Mental Health Support Teams it is critical that the scope of our base line assessment reflects the needs of the MHST evaluation. We have requested an early conversation with NHSE/CORC to discuss this.
- School/college online baseline survey needs to be completed by 30 April 2019.

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## Next steps

- Finalise arrangements with CORC for the provision of the evaluation of the whole school approach.
- Work with NHSE, once national evaluation partner agreed, to align the evaluations.
- Undertake baseline assessment questionnaire.
- Develop SWL reporting for metrics to be submitted to NHSE.

# Which schools are involved?



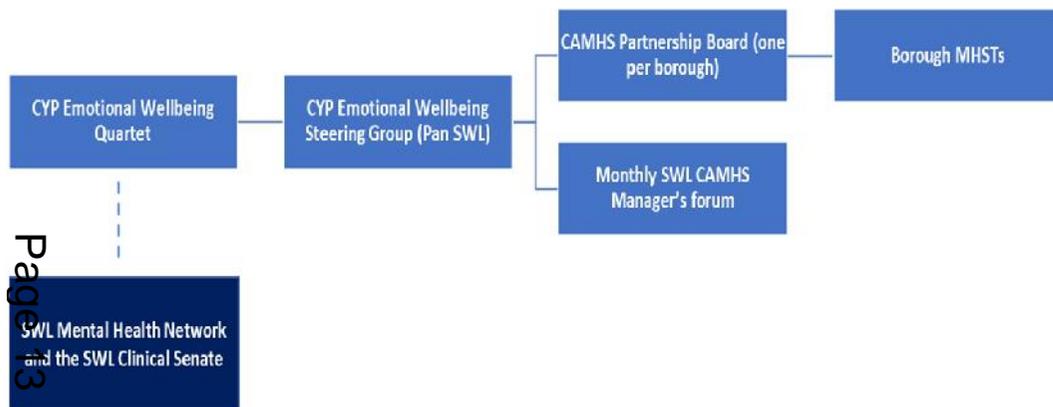
- Additional schools will need to be added to this cohort. We have agreed at the CYP emotional wellbeing steering group that the additional schools will be agreed on a borough by borough basis in conjunction with the Local Authorities.
- The students will be placed in the current school clusters for their placement
- The additional schools will need to join the current cohort delivering the *whole schools approach*. Work ongoing to determine how this will be delivered.

## Next steps

- Borough meetings to be held to agree schools to be involved in clusters (majority of schools identified). These are in-train.
- Work with the “additional schools” to ensure that the foundations of the wider whole school approach is implemented.

Lead school - Merton	Primary schools	Secondary schools	Special schools	Independent schools	Total Number of Pupils
Ursuline High school	Sacred heart (345) St John Fisher (464) St Thomas of Canterbury (649) St Peters and St Paul’s Catholic Primary school (467) St Teresa’s (478) St Mary’s (436)	Wimbledon College (1250) Ursuline High school (1360)			<b>5,449</b>

# Governance arrangements for the implementation of mental health support teams



- ) **CYP Emotional Wellbeing Quartet** comprising Dr Andrew Murray (Merton GP, CCG Chair), David Bradley (CEO, SWLSGH), Ged Curran (CEO Merton Local Authority), John Goulston (CEO, Croydon Hospitals)
- ) **CYP Emotional Wellbeing Steering Group established** comprising representatives with lived experience, sector leaders from health (MH, acute, commissioner, primary care), voluntary sector, education (including state schools and independent schools), Local Authorities (including public health and children's services) will provide programme-wide guidance and direction.
- ) **CAMHS Partnership Boards in place to oversee delivery of the MHST within each borough.** These meetings are co-chaired by a clinical lead and the Director of Children's Services
- ) **Monthly SWL CAMHS Manager's forum** will ensure shared alignment and shared learning.
- ) **SWL Mental Health Network and SWL Clinical Senate** (which includes clinical representatives from across the system including Directors of Public Health) to provide further oversight and assurance of delivery.

Next steps

- Meeting plan to be developed for 2019 including all dates and forward looking agenda based on project plan.
- Terms of Reference to be agreed for all groups to ensure they reflect requirements of the pilot
- Development of MOU for all organisations to set out how we will work as a partnership to deliver the trailblazer (and commitment to maintain investment levels)

# Draft Trailblazer Project Plan with Milestones



Half day workshop planned for 7 January 2019 with stakeholders to develop these plans further.

## 2019 deliverables

Workstreams	Dec 18	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	2020
Integrated pathway agreement and service model (including equalities impact assessment) – for each borough			Map existing borough based pathways (to March)		SPA task and finish groups			Redesign pathway taking into account MHST delivery  Equalities impact assessment	Implementation plan developed for future pathway model			Implementation of pathways		
Workforce		Mental health support workers (x4) placed in each borough*		Supervisors training begins*							Nurse therapist appointed Clinical psychologist funding commence*			
Technology		To be developed: focus groups with CYP to assess pilot and inform design of future support	Pilot of on line peer to peer support and counselling starts (phased roll out)		Peer to peer support and counselling fully rolled out across initial school clusters (tbc)									
Communications and engagement	See separate plan - it is integrated with the overall approach and will be included in overall plan from January 2019													
Evaluation	Align SWL evaluation whole school approach with national evaluation (by end Jan)	Undertake initial evaluation questionnaire for whole school approach			School online baseline survey needs to be completed									
Health inequalities	TO BE DEVELOPED													

\*Ongoing discussions with NHSE to clarify expectations and alignment of on-boarding of team

# Risks and Issues

Area of Risk	Details	Action
Safeguarding concerns; young people using online support services - issues of confidentiality	Schools concerned about sharing of information and duty of care	Discussion with Designated Safeguarding Leads, Schools and Providers to agree arrangements and where necessary a comprised position.
Recruitment of Band 8a, MHSW	Recruitment delays; Lack of interest	Escalation meetings as necessary
Page 15 Engagement with Schools	Project limited to either 5k or 8k school population – concern amongst wider network of schools	Cluster leads/ Boroughs meeting with local schools network – identify additional schools for the Trailblazer areas – Wandsworth, Merton and Sutton
Alignment with existing CAMHS	Disjointed pathways and local service model; concerns about sustainability	Mapping existing services and co-producing service model with current CAMHS and Early Intervention services
Co-production and engage with CYP and Parents	Insufficient planning and early involvement with young people and parents to co-produce the local offer	Draft Communication and Engagement plan. Engagement leads for each cluster borough working with the schools and local stakeholders to start thinking about coproduction opportunities

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