



Mapping Exercise Regarding Mental Health Support in Schools

The exercise is intended to cover all school provision – primary, secondary and special school provision.

Local Authority: Enfield

1. **What is the General Position regarding mental health support in schools within the local authority? It is particularly helpful if you can comment on provision that is being commissioned by schools, including academies and academy chains. Examples may include:**
 - Surveys of emotional wellbeing and mental health within schools**
 - Resilience lessons for pupils or lessons on reducing stigma**
 - Peer to peer mentoring or support**
 - Lead staff members for emotional wellbeing and mental health**
 - Training for staff**
 - Counselling services commissioned by schools**
 - Group work with parents**
 - Involvement of young people**

Context

As a Local Area, Enfield has a history of developing and maintaining strong relationships across Health, Social Care, Education and the Voluntary Sector. This was identified and reported in the letter following the CQC Thematic Review of Mental Health Services for Children and Young People which was carried out in September 2017. In Enfield, this is our strength. We provide a whole system of support for our children and young people and stand together to work through challenges as well celebrate the successes.

The Local Transformation Plan was co-produced by the Children and Young Peoples (CYP) Mental Health Partnership which, led by the NHS Clinical Commissioning Group, which includes the following membership:

NHS:

- Enfield NHS Clinical Commissioning Group (Head of Strategy and Children's Commissioning)
- Enfield Council Commissioning (Supporting Families Commissioner)
- CAMHS (Assistant Clinical Director, Clinical Lead for CAMHS, CAMHS Service Manager, Psychiatry Lead (Barnet, Enfield and Haringey Mental Health Trust))

Enfield Council People's Department

- Assistant Director – Education Services
- Assistant Director – Youth and Service Development
- Educational Psychology & Emotional Well-Being Service (Principal Educational Psychologist)
- Enfield Parent Infant Partnership (Team Lead for Infant Parent Infant Mental Health)
- Youth Offending Unit (Head of Service/Manager)
- Parenting Support Unit (Manager)
- Public Health (Senior Strategist)
- Change and Challenge Team (Head of Service)
- Looked After Children (Head of the Virtual School)

- School Standards and Support Service (Learning Consultant PSHE /SRE and External Projects)
- Schools (Head Teacher representatives)
- Social Care – Head of Service for the Joint Service for Disabled Children / Head of Integrated Service for Learning Disability

Voluntary Sector Organisations:

- Every Parent and Child (Head of Service)
- Children and Young Person's Service (Head of Service)

This document was drafted in consultation with membership from this group and reference was made to following key documents:

- Enfield Local Transformation Plan (LTP) for Children and Young People's Mental Health – refresh (November 2017) –
- Enfield Social Emotional Mental Health Provision in Schools Survey (August 2017)
- Supporting the Team Around You (STAY) Project Proposal

The areas of inquiry will be addressed in turn:

1. Survey of social, emotional and mental health (SEMH) provision within schools

In 2016/2017, Enfield developed and carried out a School SEMH survey. This was developed by members of the CYP Mental Health Partnership to find out how schools were identifying, commissioning and co-ordinating support and services for children with SEMH needs attending their schools. This aimed to address two key agendas:

- SEND Strategy
- CYP Mental Health

The survey was well publicised to schools and supported by partners. 50 out of 96 schools in Enfield completed this survey. The findings were analysed and a report (dated August 2017) was circulated to schools and partners. The headlines were included in the Local Transformation Plan (LTP) for Children / Young People's Mental Health. Mental Health in schools is a key priority area of the LTP action plan. The survey has been a helpful vehicle to identify and take collective responsibility for this important area through the CYP Mental Health Partnership and an action plan is in development.

Relevant extracts of this survey report are included throughout this mapping exercise. It was recommended that this survey is conducted on an annual basis.

2. Psychological / Therapeutic Support in schools

Schools make decisions independent of the Local Authority and commissions (or agrees to services with access to charitable funding sources) to provide a psychological / therapeutic input for children, young people and their families (and staff) in their school.

Extract from the SEMH school survey (2017):

Schools indicated a variety of therapeutic support currently offered to CYP with SEMH needs. The highest percentage (76%) reported that they have mentoring schemes in place. Over half of respondents (54%) reported that counselling (e.g. bereavement counselling following a major incident) was available to support their pupils; 44% reported using accredited therapists in art, drama, music or play.

Other therapeutic support reported included: therapeutically informed art, drama, music or play therapy (24%); Mindfulness (12%); Psychotherapy (10%); Family therapy (8%); Peer mentoring (26%); Cognitive Behavioural Therapy (8%) and Parenting groups (18%).

Referrals

All respondents said that they referred to Specialist Community CAMHS (Tier 3) to meet the SEMH needs of their CYP. 98% referred to EPS and 84% referred to PBSS [Primary Behaviour Support Service]. Other agencies schools referred to included: Change and Challenge, Faith organisations, the Parent Support Unit and other voluntary/third sector organisations such as the Parent Abuse and Reconciliation Service (PAARS) or the Caspari Foundation.

The SEND Local Offer has a section on Social Emotional and Mental Health which is aligned with the THRIVE conceptual framework.

<https://new.enfield.gov.uk/services/children-and-education/local-offer/young-people/social-emotional-and-mental-health/#1>

Commissioned organisations

The majority of schools who took part in the survey reported that they commissioned the Enfield Educational Psychology Service (EPS) to support them in meeting the SEMH needs of their students (74%). 60% reported training a member of school staff and 40% commissioned the Schools Emotional Wellbeing Service (SEWS). 'Other' commissioned services included Place2Be (counselling service) and the Primary Behaviour Support Service (BSS) – although the latter is funded by the Schools Forum.

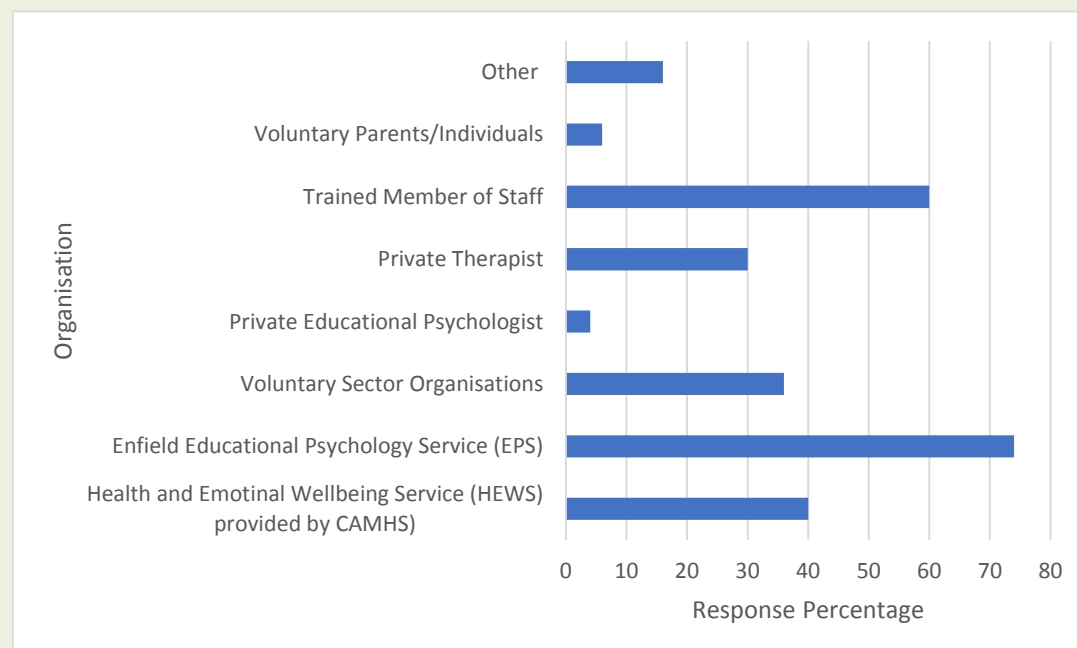


Figure 1.4. Services Commissioned by Schools to Support SEMH

The **Educational Psychology Service (EPS)** is provided by Enfield Council and is traded to schools for non-statutory work. 80% of Enfield's schools commission this service. The annual caseload of the EPS typically involves working with 30% of children who have a primary area of need in SEMH and although many Educational Psychologists (EPs) are able to provide direct therapeutic input (as well as group work, training and whole school input), schools often do not prioritise the EPS to undertake this work due to the demands on the EP time to fulfil a wider SEND brief for the school.

The **Schools Emotional Well-Being Service (SEWS)** is provided by Enfield Council and is traded to schools and is currently commissioned by 16% (moving to 20% in September 2018) of schools across Enfield. Individual schools commission this service to provide weekly therapeutic input delivered in their school (ranges is from 0.5 a day a week to 1.5 days a week). SEWS comprises a team of Emotional Well-Being Practitioners (i.e. Family Therapists, CAMHS practitioners or Educational Psychologists) who deliver therapeutic assessment and intervention and provide input for individually referred children and young people (with their families), groups of children, staff support and whole school development.

The **Primary Behaviour Support Service (PBSS)** is commissioned by the Schools Forum and provides specialist consultation and intervention to Enfield primary schools in relation to pupils' social, emotional and mental health needs.

The EPS and/or SEWS team members are commissioned to work within the following teams to work in collaboration to meet the SEND/SEMH needs of children and young people:

- Advisory Service for Autism,
- Primary Behaviour Support Service,
- Virtual School for Looked After Children,
- Admissions/Secondary Behaviour Support Service,
- CAMHS Neurodevelopmental Pathway.

EPS and SEWS (led by the Principal Educational Psychologist) are both co-located with Specialist Community CAMHS and there is a history of a strong partnership which is supported and maintained at all levels of the system. Therapeutic work is recorded on the Health record system (RiO) which can then be included in the Mental Health Service Data Set. This close joint partnership working enables appropriate access to Mental Health support according to need. We are keen to build on this alongside our voluntary sector partners and are committed to implementation of the THRIVE Conceptual Framework.

As an area, we acknowledge the need for a **coherent accessible mental health offer through schools for children/young people**. The Local Transformation Plan (LTP) has identified the following priority area:

- To co-produce and pilot a collaborative approach across sectors for 'Getting Help' (targeted support) services to schools whilst maintaining a clear interface with specialist mental health services.

The partnership is already making progress in relation to this priority area and working with a School Partnership Group (including 22 schools) to develop a hub model. The Clinical Lead in CAMHS and the Principal Educational Psychologist are working together with a Head Teacher group on this project. The aim is to bring together all therapeutic services working across the partnership (including the voluntary sector organisations and other commissioned therapists) to provide a coherent/collaborative offer. This would also link to another priority area in the LTP:

- To implement an agreed quality standards across schools for therapeutic and therapeutically informed interventions.

As a local area we look forward to the potential opportunities and national development and we are keen to express an interest in becoming a trailblazer site as indicated in the Green Paper.

3. Educational Provision

3.1 Schools

Enfield has 96 schools:

Primary (71)

Secondary (18)

Special Schools (7)

- SEMH
- Complex Special Educational Needs and Disability x 2
- Profound and Multiple Learning Disability x 1
- Autism (Primary)
- Autism (Secondary)
- Pupil Referral Unit

Extract from the SEMH Survey (2017):

The majority of respondents reported that they currently provide language and social skills groups (LASS) to meet the SEMH needs of their CYP (see Figure 1.2 to compare percentages). Traditional Nurture groups were available in over one fifth of schools, and provision similar to Nurture groups was available in over a third of schools. Other educational provision reported included social skills interventions, learning mentors, SEAL (Social and Emotional Aspects of Learning) programmes, PSHE curricula and circle times.

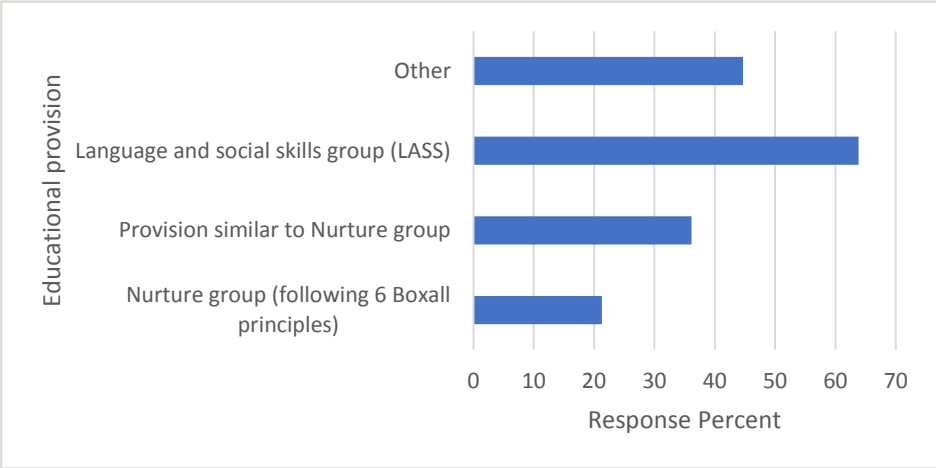


Figure 1.2. Identified ways in which schools are currently supporting the SEMH needs of their students

Group vs. Individual provision

The table below shows specific services we asked about, and whether these were provided to groups or individual CYP in schools.

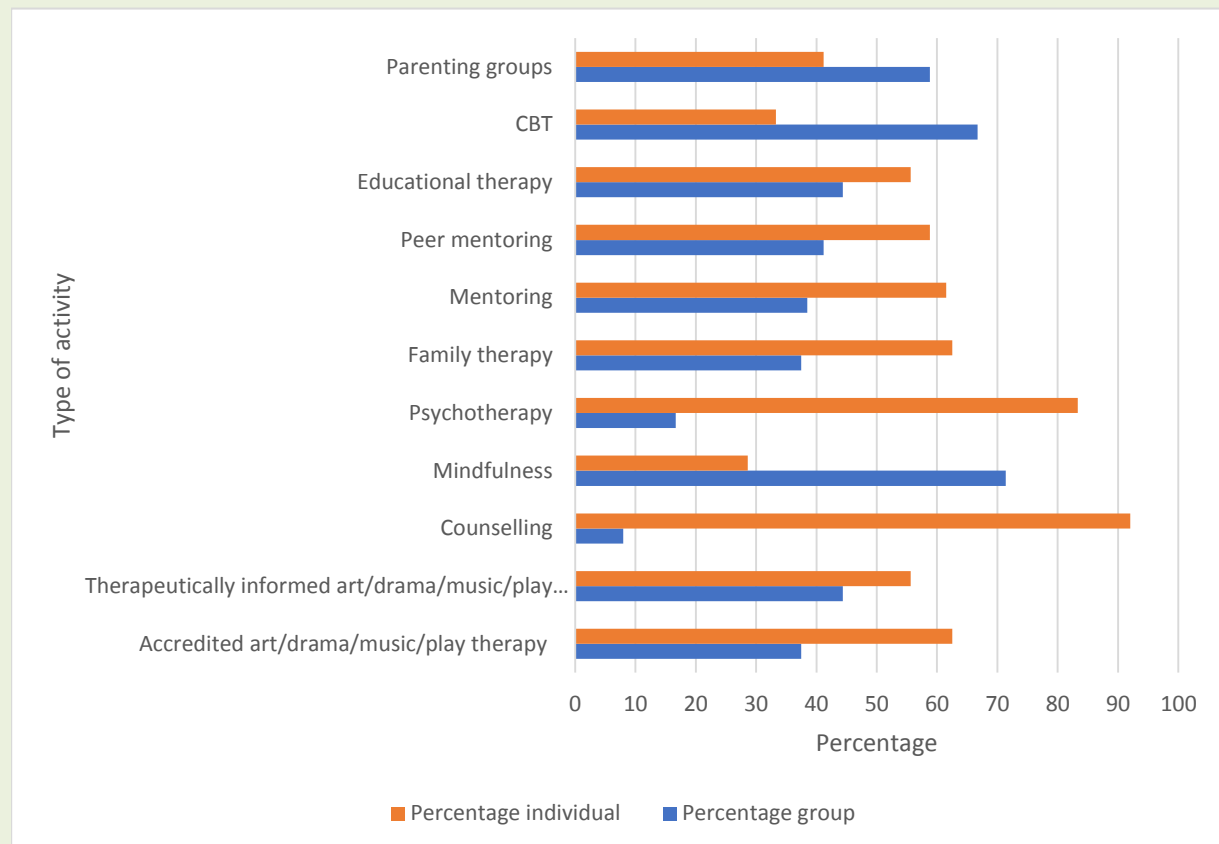


Figure 1.3. Group and Individual Provision

Figure 1.3 shows that there was combination of both group- and individually-based provision reported by schools. Counselling and Psychotherapy were mostly individually-based but there seemed to be more of a balance with some of the therapies/provision which enables flexibility regarding delivery (e.g. CBT, art, drama, music and play therapies).

3.2 The Virtual School for LAC / HEART

The Health and Education Access and Resources Team (HEART) for Looked after Children promotes the educational, social, emotional and physical development of children and young people up to age 18 in public care in Enfield. The HEART Team is a multi-agency initiative which provides a mental health service that offers:

- assessment (including for those attending Court),
- consultation to the professional network (targeted for fosters carers and social workers) & direct therapeutic work with children,
- consultation to care planning to reduce placement breakdowns.

The Virtual School for Looked After Children (and the CCG) commissions a small team from Specialist CAMHS (BEHMHT) and an Educational Psychologist (Enfield Council) to provide assessment, intervention for children with SEND and SEMH needs alongside and training/support for foster carers and schools on Mental Health issues.

3.4 Transforming Care – developments for preventative care for our children/young people to stay living locally.

The Transforming Care Agenda has the overarching aim of supporting our children/young people to live locally and avoiding the need for residential settings by providing a system of support which is carefully co-ordinated.

Several strategic developments are proceeding in relation to our youngsters with more complex SEND (Learning Disability, Autism, Challenging Behaviour and Mental Health). The joint working partnership spans from early years to adulthood.

There are several strands:

1. Supporting Team Around You (STAY) – a multi-disciplinary team working with an small group of children and families – this currently sits with the Adults Integrated Team for Learning Disability;
2. Risk Management Board;
3. Positive Behaviour Support (PBS) workforce development programme;
4. 'Team around the School' project;
5. Developing a 'crash pad' facility within North Central London.
6. Refreshing the early years multi-agency pathway for children with SEND (including those with autism, learning disability and challenging behaviour).

The following outcomes have been identified by the partnership:

- Young people remain connected to their support network
- Access to learning locally
- Avoid "cliff edge" at 18 / point of transition to adult services
- Reduce admission and re-admission rates
- Achieve measurable improvement in mental health outcomes
- Ensure effective coordination of statutory and voluntary services to the young person
- Improve outcomes for education and employment
- Achieve high satisfaction ratings with the service
- Reduce offending rates, where young people are known to Youth Offending Service/Police
- Put in place support for family and friends, which will in turn achieve greater support for the young person
- Increased use of a Positive Behaviour Support approach across the system
- Young people to experience increased quality of life through increased access to local services and opportunities
- Families to feel empowered in supporting their children to remain in the family home
- Families and young people to feel supported by Enfield services and professionals working collaboratively

3.4.1 STAY

A clinical psychologist is the Clinical Lead for STAY under the Integrated Service for Learning Disability. There are close working partnerships with schools, children and adult services across Health, Education, Social Care and the Voluntary Sector.

A STAY Board has been established which has oversight of all strands.

3.4.2 Risk Management Group

A Risk Management Group meets on a monthly basis and maintains a register (with parental consent) to maintain a collective oversight of the children and young people who are at risk of residential placement. Professionals attending this board represent:

- Health
- Joint Service for Disabled Children
- Integrated Service for Learning Disability (adults)
- Educational Psychology Service
- CAMHS (SCAN)
- Senior Leadership Teams from Schools where the children/young people are on roll
- Housing

3.4.3 Positive Behaviour Support Workforce Development Programme

Referred to later in this report

3.4.4 Team Around the School

This initiative was initially commissioned by the CCG in close partnership with two special schools and the Educational Psychology Service to support the STAY outcomes. The aim was to provide enhanced Educational Psychology input to schools to implement and embed the Team Around the School approach so that families and school staff receive enhanced and co-ordinated support in a preventative and timely way.

For the financial year 2018-19 this funding has been secured via Enfield Council Commissioning Team.

The enhanced educational psychology input has enabled close working partnerships with the STAY clinical lead, Social Care's Learning Disability Teams (children and adults) and CAMHS.

There are agreed outcomes in place to review this work, but early 'anecdotal' feedback from the schools is that partnership working is working very well around the school which is benefitting the children and young people, their parents and school staff.

3.4.5 Developing a 'crash pad' facility

NHS CCG and Enfield Council are currently looking to develop a 'crash pad' facility within North Central London. This is requiring careful consideration as several challenges are acknowledged in the setting up of such a facility. The aim is for children and young people (with their families) to receive the 'right support' at the 'right time' in the 'right place' (i.e. in a crisis situation). This would allow the network of support to continue to be in place rather than a youngster be placed far away from their families and professionals who know them well.

3.4.6 Refreshing the early years multi-agency pathway for children with SEND

The refresh of the early years multi-agency pathway brings together all professionals across Education, Health and Social Care providing a triage approach, so the right support is provided at the right time with the appropriate professional for 'our' children under 5 with SEND (including children with autism, learning disability, challenging behaviour). We want to ensure that educational settings and families receive the co-ordinated support that they need and begin their positive relationship with support services from the start. This is linked to the Family Resilience Strategy/Early Help. Key aim for this team is in preparing and supporting transition to school.

4 Group work with parents

4.1 Incredible Years Parenting Programme

The CYPIAPT Incredible Years Parenting Programme is delivered through schools on a bi-annual basis. This is delivered by the Educational Psychology Service and the Behaviour Support Service staff who have completed CYPIAPT training. Commissioned by the CCG and Schools Forum, schools host these groups and support the sustainability of this programme.

Incredible years parenting programme is also delivered by:

- Children's Centres
- Parent Support Unit

This is overseen by a Parenting Strategy Group, which is led by Enfield Council.

4.2 Parenting Programme at a special school for children with PMLD

In 2017, the Educational Psychology Service was commissioned by a local school for Profound and Multiple Learning Disabilities (PMLD) to lead and facilitate a group for parents of children who were starting the school in September 2017. The Tree of Life was used¹ – an evidenced based approach based in systemic practice/narrative therapy. This group was to provide a space for parents to further understanding about their children's strengths and needs (a positive realism about their children) and how they can best support their children at home in terms of their behaviour and emotional wellbeing using a strength-based approach. This has been recommissioned following a positive evaluation and will be available to parents of children across the year groups of the school.

5 Resilience lessons for pupils or lessons on reducing stigma

5.1 Personal Social and Health Education (PSHE)

Enfield schools follow the Enfield PSHE scheme of work. This includes a term long relationship strand for each year group that has lessons such as:

- identifying feelings,
- managing arguments,
- developing resilience,
- assertiveness,
- emotional and mental health and anti-bullying (mental health stigma).

School staff who have attended relevant Local Authority training run the Bounce Back resilience programme and Cognitive Behaviour Therapy in Schools lessons.

5.2 Mental Health Week – May 2017 and May 2018

Each year, a Voluntary Sector Organisation (Enfield Children and Young Person's Service) leads in the organisation of mental health destigmatisation day for local schools. The day is designed to be fun with the serious messages interspersed. A holistic approach includes promoting good mental health information on healthy eating and healthy lifestyles.

This is advertised to all schools and well attended with positive feedback which goes back to the schools.

6 Peer to peer mentoring or support

6.1 Youth Sport Trust 'Active in Mind' pilot project

'Active in Mind' has been taking place in 1 special school and 2 secondary schools. This pilot involves training mentors to support younger pupils to increase their wellbeing through the power of sport.

6.2 MYRIAD project (mindfulness and resilience in adolescents)

MYRIAD is being run in 1 secondary school. The project takes a Public Health approach to

¹ The Tree of Life is a hopeful and inspiring approach to working with children, young people and adults who have experienced hard times.

evaluate mindfulness in the school curriculum.

A group of Enfield primary schools are working collaboratively to develop a group of teachers as mindfulness trainers and to implement mindfulness within their schools.

7 Lead staff members for emotional wellbeing and mental health

All schools have Inclusion Managers or SENCOs, but the named lead for emotional wellbeing and mental health was less certain. This was an area of inquiry in the SEMH School Survey.

Extract from the SEMH School Survey (2017):

The majority of respondents reported that the SEN/Inclusion team are responsible for both coordinating and monitoring SEMH support in schools.

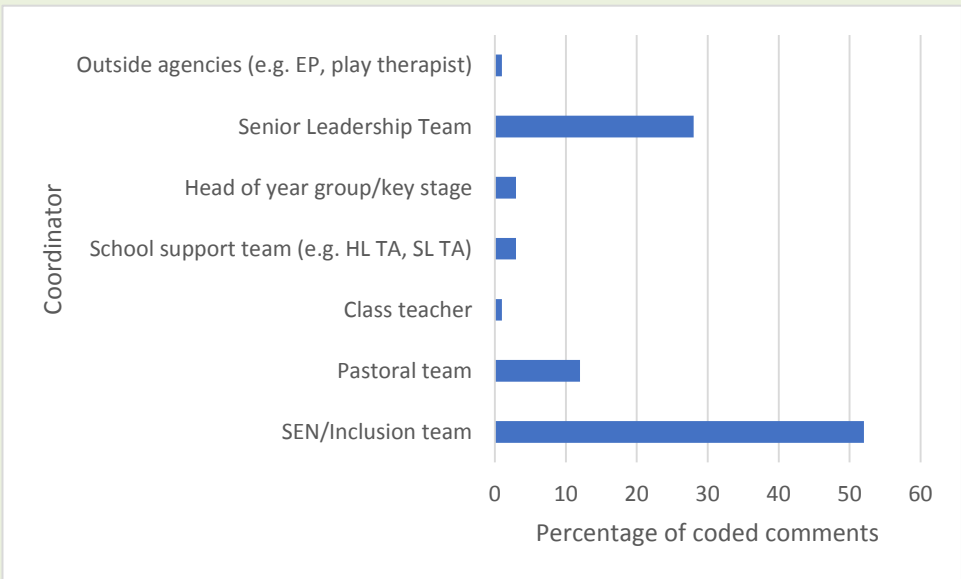


Figure 1.5. Person(s) responsible for coordinating SEMH support in schools

Although only a very small percentage said that outside agencies (e.g. EPs) coordinate the provision (1%), a higher proportion viewed these agencies as responsible for monitoring the outcomes of the provision (14%).

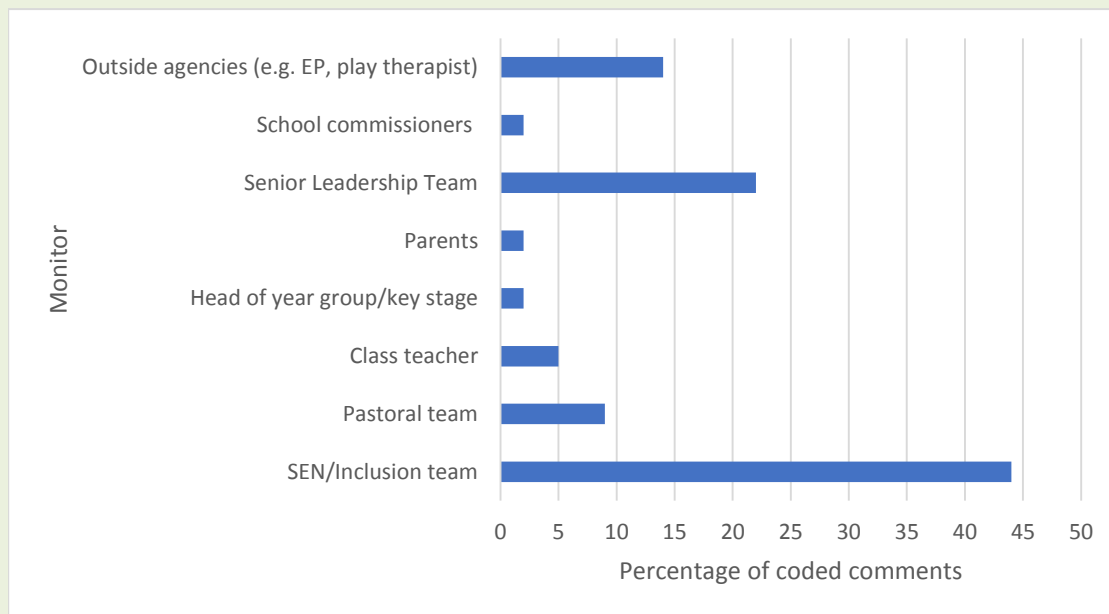


Figure 1.6. Person(s) responsible for monitoring SEMH support in schools

8.1 Training for School staff:

8.1.1 Schools Standards and Support Service Professional Development opportunities.

- **Personal Social and Health Education (PSHE) primary network meetings** take place termly covering a range of topics including change to Sex and Relationship Education (SRE), e-safety, assessment, financial literacy and bereavement. The topics covered are led by new legislation and teacher request.
- **The Healthy Schools London Award** is taken up by over 80% of Enfield schools and as part of this an audit of all areas in the school that lead to a healthy school takes place and many schools continue to a silver action plan which can include emotional health and wellbeing of students.
- **Educate & Celebrate** have recently run a CPD day for teachers to start their journey towards becoming an LGBT+ inclusive school which will lead to improve emotional wellbeing of LGBT+ staff, children and young people.
- **Attachment Leads in School Training**

In 2016 -17 the Service organised a seven day 'Attachment Lead in Schools training'. This was delivered by Louise Michelle Bomber (Attachment Support Teacher, Therapist and Author).

Ten mainstream schools and one SEMH special school participated alongside PBSS staff, an Educational Psychologist and a School Standards and Support Service member. A senior member of staff and a key support worker from each school took part in all sessions, in order that they could lead and disseminate attachment informed practices and understandings across their school.

As a result of this initiative Attachment Lead Network meetings have been instigated to support sharing of related practices and promote ongoing development of staff skills and

awareness. More recently, these have been combined with Mental Health Champions Network meetings, and the combined forum is now being opened out to all interested parties.

- **Jenny Moseley Circle Time train the trainer training** will be running in the autumn term 2018.

The CCG has commissioned the Educational Psychology Service since 2015 to provide training through the and through the Community Education Provider Network on the following areas:

- Eating Disorders
- Deliberate Self-Harm
- ADHD
- Cognitive Behaviour Therapy (managing anxiety during exam period)
- Mindfulness

8.1.2 SENCO Conferences (e.g. SEMH)

The School Standards & Support Service plans, coordinates and delivers the SENCO conferences and briefings. There is specialist input to the learning events that are funded via the Service Level Agreement for SEND / Inclusion development opportunities. In relation to SEMH, the following events have taken place for Enfield SENCOs. There has been partner involvement in supporting the success of the days.

Event	Date
Supporting SEMH needs in your school	June 2016
Solution Focussed Practice in a school setting	March 2017
The importance of providing attachment security in school-based relationships	May 2017
Promoting Social, Emotional, Mental Health and Wellbeing	November 2017
Supporting pupils' wellbeing, emotional health, relationships and readiness for learning	June 2018 (morning)

8.1.3 Early Years Social Inclusion -

Nurture Group Training and support
LASS

Julia Hide to provide information including details of staff wellbeing training offered in the buyback

8.2 A Whole System approach to Training

8.2.1. Signs of Safety

Signs of Safety practice framework is being implemented across the whole system through Children's Services Social Care. This framework uses principles of solution focussed practice to support parents and professional partners in child protection meetings to use a positive approach to identify strengths make changes to improve the situation.

To support this implementation across partners Enfield Council has appointed an Enfield Signs of Safety Practice Coordinator and Programme Manager.

A programme of training has been rolled out since 2016 across the system leaders, social work teams, partners and **schools**.

8.2.2 Positive Behaviour Support

As part of the Transforming Care Agenda, Enfield CCG has commissioned a comprehensive workforce development programme called Positive Behaviour Support.

The is to benefit our children with learning disability, autism and challenging behaviour with the aim of developing a sustainable and coherent local response to support our children and young people to remain living locally with their families and accessing local provision through their childhood and into adulthood.

This Positive Behaviour Support programme is now underway and involves training across Health, Education and Social Care. The CCG has commissioned a Voluntary Sector Organisation to co-ordinate this training. It is a whole system approach and has involved leaders, managers, staff working on the ground and parents/carers. The elements have included:

- Leadership briefing
- Coaching
- Senior Practitioners
- Practitioner
- Parents

8.2.4 Community Education Provider Network

Claire Whetstone to provide information

8.2.5 Whole School Well-Being Charter – in partnership with Sandwell Educational Psychology Service and Public Health

(The London Borough of Enfield Public Health department and Enfield Educational Psychology Service in partnership with the Behaviour Support Service and School Standards and Support)

The Sandwell Whole School Well-Being Charter Mark will be piloted in Enfield Schools from September 2018. The aim of this charter mark is: 'To improve the Well-Being of the Whole School Community.' This will be achieved through:

- Implementing an action research-based enquiry with schools which leads to the award of a Charter Mark on completion.
- Promoting a systemic approach where emotional health and well-being is embedded throughout the culture of the school and curriculum.
- Pupils, parents/carers and staff involvement and well-being being central to the process.

Public Health are commissioning the Sandwell Charter and 22 schools in Enfield have formally expressed an interest.

The project will launch with 10 schools with a second phase starting in January 2019 to include 15 more schools. Expected outcomes are:

- Increased awareness and support for children and young people in schools with SEMH needs
- Increased pupil attendance
- Reduced fixed term and permanent exclusions
- Increase in staff well-being and resilience / reduced sickness and absences
- Decreased referrals to CAMHS and other Tier 3 services
- Increased value and facilitation of authentic participation of young people, parents,

carers and school communities

- Increased awareness of mental health and well-being in children and young people
- Closer collaborative working and support for our schools in relation to SEMH at a preventative level.

8.3 Training for External Services working in schools:

8.3.1 CYP IAPT Learning Collaborative

The CYP IAPT programme is a whole service transformation model that seeks to improve the quality of children and young people's mental health services. As such, it is different from the adult IAPT model, which is focused on setting up new services.

Enfield has been part of the CYPIAPT London and South East Learning Collaborative since 2014 and includes the following partners:

- CAMHS
- Educational Psychology
- Behaviour Support Service
- Youth Offending Unit

Across these services staff have accessed Leadership/Management, supervisor and therapy training.

A steering group oversees this development and service improvement is audited on a quarterly basis.

There is a direct relationship with this programme to schools, for example three Educational Psychologists who are currently on the CBT supervisor and therapy arm all work in schools as Educational Psychologists and are part of the SEWS team.

The CYPIAPT Parenting Programme is delivered in schools by the Educational Psychology Service and the Primary Behaviour Support Service. The CYPIAPT Parenting Supervisor provides group supervision to the facilitators of the school and children's centres parenting groups with the overarching aim to maintain 'fidelity' to the evidence base. The CYPIAPT Parenting Supervisor is on the Enfield Parenting Strategy Group to further implement CYPIAPT developments in the wider area and support other services who are delivering Incredible Years Parenting Programmes as part of Early Help, e.g. Parent Support Unit and Change and Challenge.

8.3.2. EPS and Specialist CAMHS Workforce Development

Alongside their separate workforce development plans, Enfield EPS and Specialist Community CAMHS plan and organise joint learning events (three times a year) which have included the following topics to date:

- SEND Reforms
- i-Thrive
- Using Routine Outcome Measures
- LGBT
- ADHD

The next two training days will focus on:

- Trauma

Partners and schools are invited to this day depending on the topic and spaces available.

There is a direct benefit of this training to schools and the children, families and staff who they

work with given the role of the EPS and SEWS role with schools.

9.0 Critical Incident Protocol for Schools (Enfield Safeguarding Children's Board)

Under Enfield's Safeguarding Children's Board, the Critical Incident Response Protocol for Schools is being revised by the EPS, SEWS and CAMHS.

This protocol is designed for Enfield schools and other educational settings (such as pre-schools or colleges) who work with children and young people to support them in the event of a traumatic or critical incident. The overarching aim is to provide guidance to Head Teachers, senior leaders and managers to support children and young people (CYP), their families and the staff who work in these settings.

The protocol is in the final draft stages at present and there is a plan for the Director of Public Health to convene a meeting with system leads to ensure a communication protocol is firmly in place across the area. This will link key partners such as the CCG, Metropolitan Police, Transport Police, School Standards and Support, CAMHS, CDOP, Social Care, Safeguarding Leads, Emergency Planning Departments etc. A workshop is planned for Senior Leadership Teams of educational settings to coincide with the launch of the protocol.

10.0 Involvement of Young People

The Thematic Review of CYP Mental Health Services highlighted

'The majority of children, young people, parents and carers told us that they experienced a quality service once they had been assessed.

Families and professionals spoke highly of the support received from voluntary and third sector organisations such as PAARs and DAZU. In addition, we received positive feedback from families of looked after children of the support received from the HEART team.' (30 November 2017)

Central to Future in Mind and the CYPIAPT principles is the involvement of children and young people in their care. In specific relation to schools, the survey asked this question to school.

Extract from the SEMH School Survey (2017)

93.75% of respondents reported that the views of CYP are included in the process of assessment for SEMH needs. Schools who answered 'yes' were asked to comment on how the views of the CYP were included. Content analysis of the responses revealed eight categories of comment which can be seen in the Figure 1.7 below.

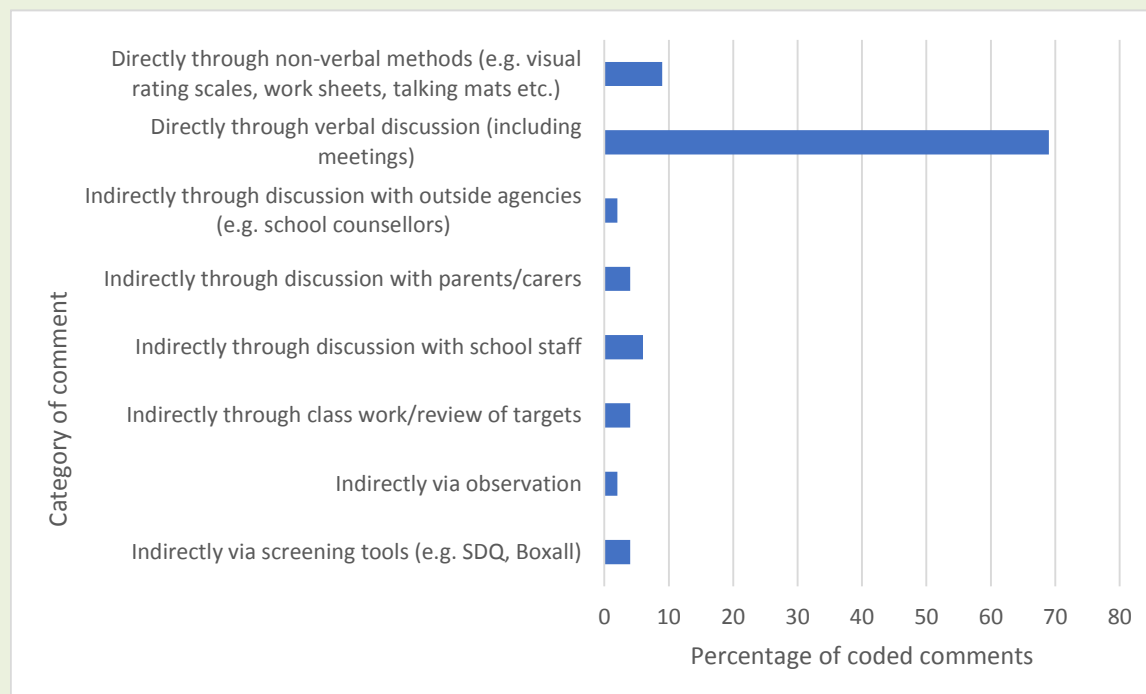


Figure 1.7. How are the CYP's views included during assessment?

Of those respondents who confirmed that the CYP's views were included during the assessment process, 69% reported that these were gathered directly through verbal discussion with the CYP. Most respondents said that this involved a member of staff meeting with the CYP in school.

2. Are there examples of good practice that could be highlighted and shared?

Planning of future provisional support

Although some respondents said that CYP involvement in planning of future provisional support was dependent on the situation (14%), the majority (75%) said that involvement was sought directly through discussion with the CYP. Examples of this involvement included giving the CYP the opportunity to provide their views or feedback; involvement in target setting and meetings.

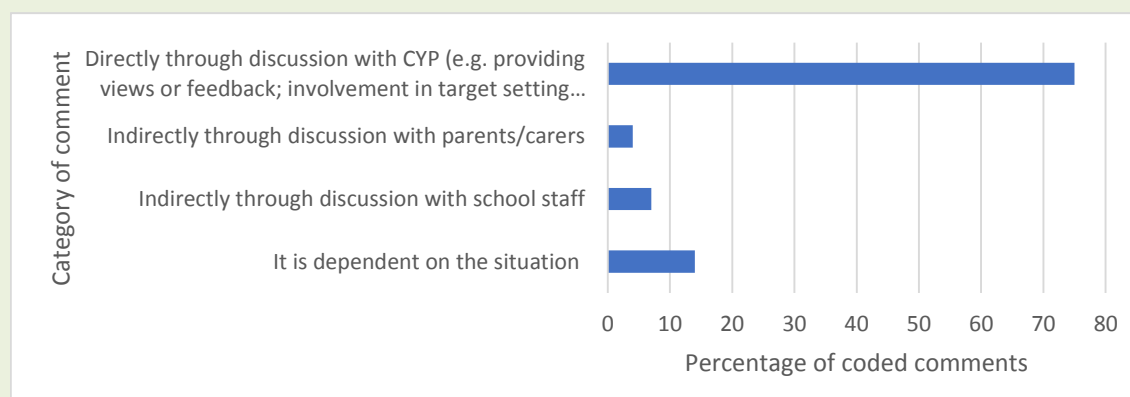


Figure 1.8. How are the CYP's views included in planning for future provision?

The good example of practice that we would like to put forward is that Enfield is an area with strong working partnership for children and young people with mental health needs which has strong origins.

The history for supporting Mental Health of children and young people in Enfield is unique where the Specialist Multi-Disciplinary Child and Adolescent Mental Health Service (CAMHS) and the EPS were developed as integrated services. Over the last 3 years there has been ongoing change management plans between Enfield Council and BEHMHT to promote the gradual realignment of the operational and clinical accountability for Specialist CAMHS to sit under BEHMHT rather than Enfield Council.

There is a commitment across the partnership between BEHMHT and Enfield Council to retain and define more clearly the responsible provider for targeted (getting help) and specialist (getting more help) mental health services, i.e. BEHMHT is the lead provider for Specialist mental health (via CAMHS) and Enfield Council the lead provider for Targetted mental health (via the Enfield Educational Psychology and Emotional Well-Being Service).


Across this partnership both BEHMHT and Enfield Council has strategic and operational leadership for these tiered services and the shared workforce deployed. This is exemplified through the multi-agency teams and projects such as:

- The Virtual School for LAC/HEART
- STAY and associated strands
- Youth Offending Unit
- Primary Behaviour Support Service
- Sandwell Whole School Well-Being Charter
- Attachment Lead Training for Schools

Alongside our strong partnership working across colleagues in Education, Health, Social Care and VCOs, we believe that Enfield is in a strong position to be a trail blazer for Mental Health Support Teams in Schools, as identified in the Green Paper.

3. What are the key challenges and opportunities for further improvement of mental health support in schools within your local authority? How could Local Transformation Plans be strengthened to address these?

Areas identified to develop in schools	Priority Areas identified in the LTP with detailed action plan under development.
<p>Maintaining a coherent offer for children's mental health across the system whilst there is a variety of provides offering therapeutic and psychological services to schools.</p> <p>Some are private providers commissioned by schools; others are VCOs with funding from various charities.</p> <p>Whilst there is every effort to co-ordinate this through the MH partnership Group and the Mental Health Forum, it remains a key challenge</p>	<ul style="list-style-type: none"> • Progress the implementation of a THRIVE-type model of integration. • To co-produce and pilot a collaborative approach across sectors for 'Getting Help' (targeted) services to schools whilst maintaining a clear interface with specialist mental health services. <p>In progress. Working well – schools and partners on board. Challenge - finances</p> <ul style="list-style-type: none"> • To implement an agreed quality

	<p>standards framework across schools for therapeutic and therapeutically informed interventions.</p> <p><i>In progress</i> Working well – partners aware of task Challenge – capacity to roll out to all schools</p> <ul style="list-style-type: none"> To offer a Whole School Well-Being Charter Mark to schools in Enfield, e.g. Sandwell <p><i>In progress</i> Working well – good interest expressed from schools and partners engaged. Challenge – sustainability.</p>
<p>Capacity to support schools in their commissioning of therapeutic services and embedding CYPIAPT Principles:</p> 	<ul style="list-style-type: none"> To ensure ongoing transformation by continuing to embed CYP IAPT principles into the whole system of provision. <p><i>In progress</i> Working well – some partners involved. Challenge – ensuring this is aligned with other agendas. sustainability – available funding for future training.</p>
<p>Funding and resourcing of a means to have a coherent data set of therapeutic support in schools and whether this is helping in a sustained way:</p> <ul style="list-style-type: none"> Access Data to Mental Health Services Outcome Data evidencing improvement. 	<ul style="list-style-type: none"> To ensure that the number of children with a diagnosable mental health condition receiving CAMHS treatment increases to 30% in 17/18, 32% in 18/19, and 35% in 19/20 <p><i>In progress</i> Working well – partners on board Challenge – finance and workable IT system to record productivity and outcome data across the system.</p> <ul style="list-style-type: none"> To complete the data warehouse and support to the voluntary sector around the use of I CAN <p><i>In progress</i> Working well - Specialist CAMHS starting piloting system. Challenge – roll out to other sectors.</p>
<p>Over time there has been comprehensive training provided to schools. This has been organised by different providers across the</p>	<ul style="list-style-type: none"> To co-produce a training programme with all providers including schools and the voluntary sector, and young

Appendix A

area. Schools also purchase their own training independently from different internal Council Services but also from external services. There is now a need to ensure there is a joined-up approach to workforce development across the system.	people and their parents and/or carers In progress
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Report compiled by Suzy Francis (Principal Educational Psychologist)

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Please return completed forms to:

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