Children, Young People and Education Scrutiny Panel Briefing

Date of meeting	3rd February 2021
To	Children, Young People and Education Scrutiny Panel
Title	Emotional Wellbeing and Mental Health
Project Sponsor	Peter Nathan, Director of Education
From	Suzy Francis (Principal Educational Psychologist/Strategic Lead for SEMH) Emma Gore-Langton (Senior Specialist Educational Psychologist for SEMH)
Contact Details	suzy.francis@enfield.gov.uk emma.gore-langton@enfield.gov.uk
Purpose of briefing	To provide information, where available, in relation to the key lines of enquiry raised by Cllr Georgiou:

1. Understanding of how young people's mental health has been affected during Covid-19, covering school closures, working from home, re-opening of schools and then closure because of the outbreak of Covid 19 in a school bubble

2. Is there a difference and any data to show if there is a difference for:
   a. primary/secondary young people?
   b. girls and boys?
   c. social groupings?

3. How have mental health issues manifested themselves?

4. How are school staff managing their own mental health?

5. What has the local authority and schools learnt?

6. What measures have been put into place?

7. What support has there been from government or national bodies?

Background to the Report

Enfield Council provides a wide range of support to schools. Some of the support provided is statutory meeting legal requirements whilst other services are traded.

Emotional Wellbeing and Mental Health support is mostly provided through traded or additionally commissioned services or through specified grants.

This report will provide information, where available, in relation to Emotional Wellbeing & Mental Health with particular reference to the period of the COVID-19 pandemic.

1. **Understanding of how young people's mental health has been affected during Covid-19, covering school closures, working from home, re-opening of schools and then closure because of the outbreak of Covid 19 in a school bubble.**

At the start of the pandemic, Professor Barry Carpenter outlined the five losses which all children and young people have experienced as a result of the pandemic:
- Routine
- Structure
- Friendship
- Opportunity
- Freedom

Many of our young people's life trajectories have been delayed or altered, particularly those who were due to take exams in 2020 or 2021, and those who had planned to move on to university or the workplace. Children and young people have lost the 'good goodbyes' with which transition points are usually marked.

Differences in how our children and young people (CYP) have experienced the pandemic is widely acknowledged and dependent on:
- The quality of their housing, including access to outdoor space;
- Their family's financial situation, including access to food, heating;
- The quality of their family relationships (including conflict, abuse and domestic abuse);
- Their access to digital devices and WiFi, to access home learning and keep in touch with friends and family;
- Their wellbeing and mental health before the pandemic;
- The availability of their parents to support them with home learning and spend time with them (which varies with parents' work commitments);
- The health of their family members (whether affected by Covid or other health difficulties).

However, it is the importance of community spirit and response over the course of the pandemic that needs to be recognised. This extends from friends and neighbours checking up on each other to community groups putting together an organised response. Enfield Council staff have worked closely with schools, parents/carers and voluntary sector colleagues to offer a community effort in a variety of ways such as through Enfield Stands Together and Enfield Thrives Together.

2. **Is there a difference and any data to show if there is a difference for:**
   a. **primary/secondary young people?**
   b. **girls and boys?**
   c. **social groupings?**

This is covered in the section below

3. **How have mental health issues manifested themselves?**

The State of the Nation: Children and Young People's Wellbeing (October 2020) report published by the DfE.

Key findings: CYP's own sense of their wellbeing[1]:

- CYP subjective wellbeing may have decreased slightly compared to previous years particularly relating to life satisfaction. Feeling anxious amongst young people has increased with girls feeling more anxious than boys aged 11 to 16 years. This trend is not consistent in the 16 to 24 age group.
- Overall, and on average and in the context of the pre-pandemic reducing trends, CYP have had quite stable personal wellbeing during the pandemic.
- Some groups of CYP may have had lower personal wellbeing than others, i.e. anxiousness higher in children with SEND, CYP with disadvantaged family backgrounds and children from BAME communities.
- Disabled young people reported lower happiness and life satisfaction than non-disabled young people in April to early May 2020. By July to early September 2020, there was no significant difference in either measure between the two groups. This trend was the same when comparing young people who were economically disadvantaged with those financially better off.

Key findings: Mental and Physical Health

- CYP are worried about the coronavirus and the potential that friends/families can catch the virus. Common are worries about catching the disease and missing school.
- One in every 15 children have low happiness with their health.
- Access to NHS mental health services has been maintained for many CYP. Referrals were low in April and May 2020, with increases seen in June 2020 as restrictions eased.
- Indications that during lockdown, some CYP had increased difficulty with behaviour, restlessness or attention. Reported by parents to be more prevalent with CYP with SEND across all domains.
- There is mixed evidence on the experience of (non-pandemic related) anxiety in CYP. ImpactEd sample of school aged children scored their symptoms of anxiety as very mild in July 2020. The COVID-19 Psychological Research Consortium (C19PRC) study reported very high levels of anxiety amongst responding adolescents in April 2020. Different methodologies cited as possible cause in difference in reporting. Therefore, not possible to reach a conclusion.

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[1] CYP personal wellbeing can be categories as 'subjective' (day to day feelings) and 'psychological' (objective and longer term validated self-reported measures of feeling/ways of thinking)

For infants and babies (from Babies in Lockdown, 2020):
- Almost 7 in 10 new parents report that their ability to cope with their new baby has been impacted by Covid.
- One third of parents feel that their baby's interaction with them changed during lockdown.
- One quarter of parents reported concern about their relationship with their baby.
- Many parents felt that their baby had become more clinging and was crying more than usual.

For secondary aged young people – Themes drawn from Kooth National Data and Local Data provided by Kooth (Appendix A) and the Royal Free Hospital Eating Disorder Service:
- Anxiety, sadness/depression (Kooth).
- Relationship issues – mainly family relationships and friendships reported as a main concerns (Kooth).
- Self-harm/suicidal thoughts (Kooth).
- Sleep disturbance (linked to loss of routine and reduced activity levels).
- Eating disorder referrals have increased by 20% since the first lockdown began (Royal Free Hospital) and young people are being identified when they are much more unwell (perhaps because school staff are crucial in early identification).
- Low motivation to engage with learning at school and home, particularly since their educational paths may be in question with the cancellation of exams.

Enfield CAHMS

- Through the pandemic, Enfield CAMHS has reported higher acuity and increased risk concerns in referrals. The necessary prioritisation of these referrals has unfortunately led to longer secondary waiting times for less urgent cases.
- Other areas of high pressure and demand in CAMHS services are urgent risk assessment and crisis response (including cover to acute hospitals), and high demand for diagnostic assessments for neurodevelopmental conditions such as ADHD and Autism.
- Enfield CAMHS are planning to provide the Overview and Scrutiny Panel with referral data to provide more detail in relation to social groupings.

Our Voice – Children and Young People with SEND

In the middle of the summer term of 2020, Our Voice Parent/Carer Forum developed a survey with support from the Educational Psychology Service to learn about concerns relating to the wellbeing of children [with SEND] and wellbeing of parents/carers in the context of the first lockdown.
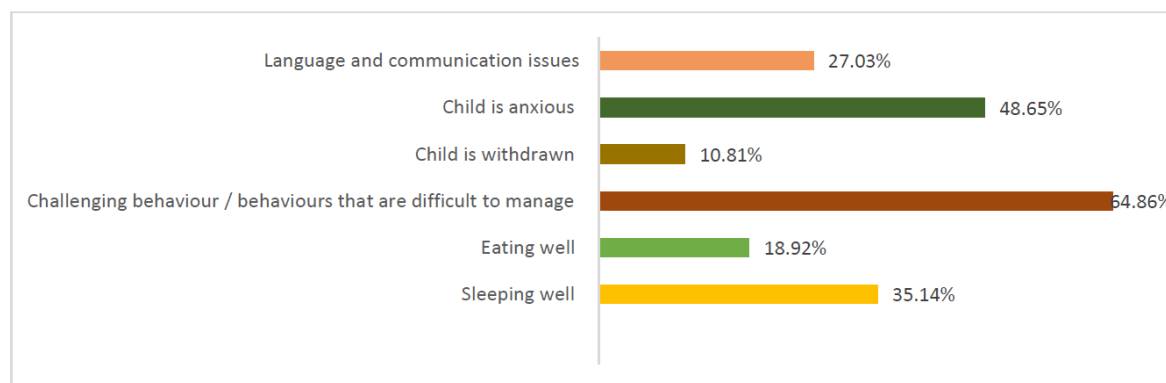
As indicated in the graphs below, parents/carers were mostly concerned about their child's anxiety, behaviour, sleep and language and communication skills. There were several issues that parents were concerned about in relation to their own wellbeing, *with 'feeling unable to support my child as effectively as I would like'* and *'feeling stressed, anxious or worrying'* being the highest responses.

As a result of this findings of this survey, members from Our Voice, Educational Psychology Service, CAMHS, Joint Service for Disabled Children and Durants Special School worked together to plan and offer virtual workshops for parents covering managing behaviour, home
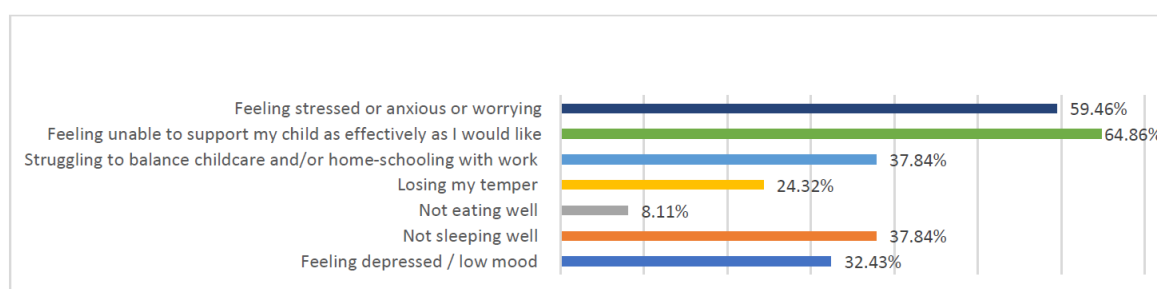
learning and wellbeing. In addition, EPS & CAMHS developed 6 films in collaboration with Our Voice so that parents could watch these at a time which suited them. Transcripts of the films were produced in English, Turkish and Somali.

Link to films can be accessed via this link

Q1.What are your biggest current concerns regarding your child/children at the moment (whilst lockdown continues)? Please tick all that are serious concerns for you at the moment?

Language and communication issues	27.03%
Child is anxious	48.65%
Child is withdrawn	10.81%
Challenging behaviour / behaviours that are difficult to manage	64.86%
Eating well	18.92%
Sleeping well	35.14%

Q2 – What are your biggest concerns regarding yourself at the moment, whilst lock-down continues?

Feeling stressed or anxious or worrying	59.46%
Feeling unable to support my child as effectively as I would like	64.86%
Struggling to balance childcare and/or home-schooling with work	37.84%
Losing my temper	24.32%
Not eating well	8.11%
Not sleeping well	37.84%
Feeling depressed / low mood	32.43%

4. How are school staff managing their own mental health?

The wellbeing of school staff was a concern even prior to the pandemic. National data (Education Support, 2019) show that:
- 75% of school staff were stressed, linked to long working hours and pupils' challenging behaviour.
- Fewer than half felt that their school or organisation did well supporting staff with mental health needs.

The pandemic has placed particular stress on school staff. National data (Education Support, 2020) show that:
- 50% of all education professionals feel that their mental health and wellbeing has declined.
- Only 15% felt appreciated by the government.
- Only 25% felt appreciated by the general public, including parents.

School leaders and staff have high resilience as a group and tend to rely on their own individual and group resources. It has been particularly hard for school staff to cope with the

high volume of guidance from central government, the late release of and frequent changes to the guidance which schools have had to swiftly implement.

In the summer, Headteachers came together and offered a programme of peer support, which Enfield Council officers were invited to.

Enfield Council's local approach has focused on supporting school leaders, who can feel isolated within their school communities and who feel a strong need to demonstrate strength as a leader (which makes it difficult for them to feel or show vulnerability). If we support school leaders well, they will be a better position to cascade good support through their school.

We asked all Enfield Head Teachers on 19/10/20 what they needed at this time. Approximately 40% of Heads reported that they would like more individual or group support.

What do you need?
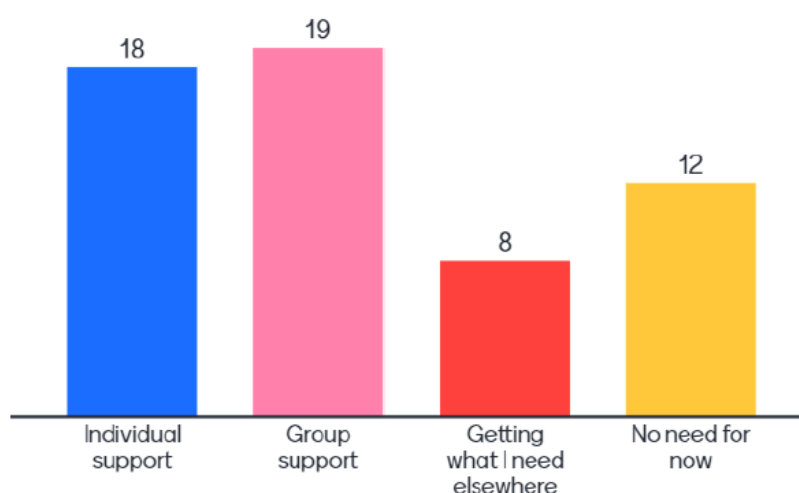
This has been offered in a variety of ways to the school leaders, i.e.

- Weekly Headteacher representative meeting with Directors in Enfield Council;
- Regular Director and Head of Service led Headteacher & Special Headteacher briefings;
- HR drop in sessions for Headteachers;
- Educational Psychology Service led group and individually based support for Headteachers and Senior School Leaders;
- Educational Psychology Service offer a Critical Incident Response offer following a sad or tragic event.

The Educational Psychology Service carried out further consultation with the Enfield Headteachers on 19/1/21 regarding school staff wellbeing.

Based on 107 responses, Headteachers responded the following provided a whole Enfield perspective of staff school staff wellbeing. The results showed a wide emotional range, with the predominant emotional state of their school staff being *anxious, worried, tired and overwhelmed.*

How are your staff feeling?

We were also interested to know about the wellbeing support for school staff with 88 (92%) Headteachers responded sharing a wide and varied of support offered to promote staff wellbeing.
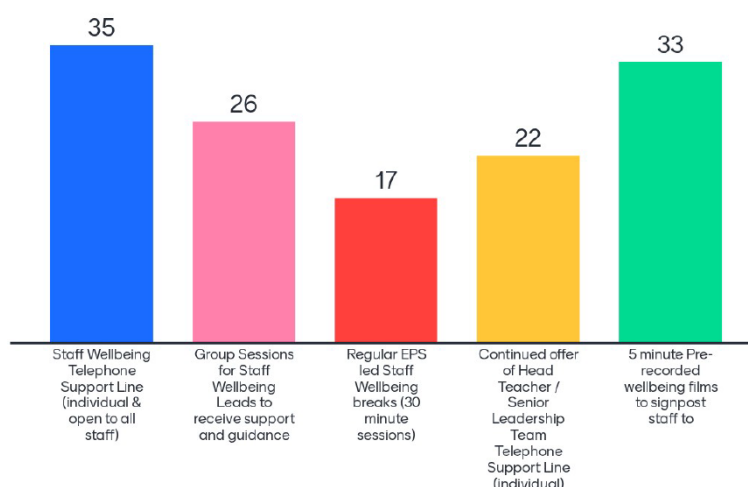
What do you do already to promote staff wellbeing in your school?

Finally, we asked Headteachers what else would be helpful at this time to support staff wellbeing with 45 (65%) Headteachers responding:

Which of the following support would be helpful?

As a result of this consultation, the Educational Psychology Service immediately set up and publicised the **Staff Wellbeing Telephone Support Line**, continue to provide the **Headteacher Individual Telephone Support** and plans to swiftly introduce the other offers for schools. This support is resourced through the Wellbeing for Education Return Grant (further detail is provided on page 9 of this report).

5. What has the local authority and schools learnt?

- Enfield Council volunteered to be part of the Ofsted/CQC SEND Covid Review in October 2020. The provided an opportunity for a swift system level review which included mental health needs of children, young people and their families. The Ofsted/CQC letter (dated 15 October 20) included the following headlines:

Strong Child Focus

Remote working procedures set up swiftly / blended remote and face to face interaction effectively

Partners and schools worked together like a well oiled machine

CYP with SEND and families received regular phone calls to check on their wellbeing

Risk Assessments completed for all CYP with EHCP to work out how to safely meet needs

Parents/carers involved in decision making how to support their children. Parents/carers said they felt communication was regular and timely

Professionals worked closely with schools to provide support for CYP receiving SEN Support without a plan

Schools were pivotal in co-ordinating this work

Tackling inequalities by arranging access to high-quality remote communication facilities (Looked After Children)

Distance learning resources for CYP with SEND remained high priority for area leaders

Leaders told inspectors that their emerging priorities for supporting children and young people with SEND include the following:

- To work closely with children and young people with SEND and their families to identify and meet their emotional health and well-being needs in a timely and effective way.
- To identify children and young people's changing care needs and provide greater levels of support for children and young people who are anxious and isolated.
- To set up systems to improve remote communication and access to high-quality learning resources and to ensure continuity of multi-agency support for children and young people with SEND who do not have an EHC plan.

There is an ongoing process of review and a workstream has been established under the SEND Partnership Group to continue to ensure any impact of the pandemic is considered by the partnership.

- Schools are the centres of their communities and have supported families with everything from dropping off food vouchers and parcels, to delivering tablets and laptops, to now acting as medical testing centres for staff and pupils.
- As such, effectively supporting school staff (especially Headteachers and Senior Leaders in Schools) so that they can support their communities is crucial.
- Schools have learnt a great deal from the first lockdown, and report that their on-line and remote learning offer has developed.
- Families' needs are diverse, and their resilience in the face of the pandemic varies significantly with their pre-pandemic resources.
- There are elements of post-traumatic growth emerging at the individual, school and community level; despite the difficulties.

6. What measures have been put into place?

Bronze

The Educational Psychology Service is represented at the twice weekly Bronze meeting ensuring any mental health updates are fed in. A fuller mental health briefing is provided on a monthly basis with updates from CAMHS, Kooth and the Educational Psychology Service. Examples from Bronze mental health updates on 25/1/21 are here:

Bronze update 25
01 21.ppt

Enfield Bronze
January 2021.pptx

WER & ETT for
Bronze 25 Jan 21.pp

Enfield Thrives Together

Enfield Thrives Together Network meeting was convened at the start of the pandemic in March 2020. It has a membership of over 70 partners from the NHS, Enfield Council, Voluntary Sector, schools and parent/carer representatives. Initially, a fortnightly meeting and since September a monthly virtual meeting, Enfield Thrives Together continues to provide a platform:

- For services to communicate their usual and adapted offer to support emotional wellbeing and mental health;
- For parents/carers and educational settings to share their experiences and needs of their communities;
- To share updates, relevant information and resources;
- Provide a link to the Healthy London Partnership events and national developments.

The format is the same for each meeting:

- Two presentations from partners;
- Updates from our educational settings, our parent representatives and members.

By listening to the communities needs, partners have worked together to develop information and resources, plan and deliver workshops for school staff, governors, parents/carers on relevant topics.

An **Enfield Thrives Together bulletin** is shared on a termly basis with schools and partners to outline key updates from services who are part of this network.

Enfield Thrives
Together 'Wellbeing

Wellbeing for Education Return programme (Led by the Educational Psychology Service):
- **14 Resilience & Recovery Professional Learning Sessions** delivered virtually for school staff, with 26 speakers (from the Local Mental Health network) covering a variety of topics including eating disorders, emotionally base school avoidance, staff wellbeing and domestic abuse. Full brochure is here:

Resilience Recovery
Professional Learnin

- **A Telephone Support Line for Parents/Carers** to speak to an Educational Psychologist about any aspect of their children's wellbeing or development.

Parent Carer
Telephone Support.

- **A Telephone Support Line for Headteachers** and members of School Leadership Teams, to receive confidential and individualised support for their professional and personal wellbeing.

Telephone support
line for Heads & SLT

- **A Weekly Virtual Group for Headteachers** and School Leadership Teams to promote staff wellbeing.

- Update and review of service information on the SEMH section of the Local Offer.

Educational Psychology and Schools Emotional Wellbeing Service
Continues to support schools to meet the social, emotional and mental health needs of their pupils, offering:

- Leadership and co-ordination of the **Enfield Thrives Together Network**, bringing together partner agencies across Education, Health and Social Care to learn from schools and families in order to adapt and develop our services, and improve signposting across services.
- Leadership and project management for the **'Wellbeing for Education' Return** programme
- **Leadership, co-ordination and presenting sessions on the 'Resilience and Recovery' Professional Learning Programme** covering topics such as Emotion Coaching, How to have Difficult Conversations with CYP, Solution Focussed Approaches, Managing Anxiety in the Classroom etc.
- **Consultations, assessments and therapeutic interventions** for individual children and families, in schools and remotely.
- Initially piloting and now delivering training school staff to **become Emotional Literacy Support Assistants**, offering individual and small group wellbeing interventions.
- **A whole-school wellbeing audit and action planning** process, supporting schools to develop a wellbeing plan based on the views of pupils, parents and staff (this now linked to the Mental Health Support Teams)
- **Children's Wellbeing Practitioners** (CWPs) providing outcomes-based interventions for challenging behaviour, anxiety and low mood to young people and parents, in schools and remotely. This has included provision of **Individual and group therapeutic** and **webinars and online workshops** for young people and parents/carers.
- The development of a borough wide **Trauma Informed Practice in Schools programme,** in collaboration with Health and Social care.
- Creation of a **wide range of written and video pandemic-related resources** for parents/carers and schools & settings.
- Close collaboration with Our Voice Parent/Carer Form and schools to ensure that the offer matches need.

Primary Behaviour Support Service (SWERRL)
Trauma informed responses has long underpinned the practice of SWERRL. The service has continued to support schools to meet the social, emotional and mental health needs of their primary pupils who are at risk of permanent exclusion offering:

- Outreach Intervention Work;
- 'School Strategic Involvement';
- Whole Class/Group work modelling Interventions;
- SEMH-related CPD Training;
- Consultations, assessments and therapeutic interventions for individual children and families, in schools and remotely;
- Provision for intensive onsite interventions.

SWERRL has supported the network and schools through offering:

- Borough-wide Training;
- Updates through the Enfield Thrives Together network;
- A session on the 'Resilience and Recovery' Professional Learning Programme covering Circle Time.

Child and Adolescent Mental Health Service (Barnet, Enfield & Haringey Mental Health NHS Trust)

Offering children and young people and their families:

- A mixed offer of face-to-face, phone and video, including online groups;
- A **duty line for professionals** to raise urgent crisis concerns;
- A **24/7 crisis line** for children/young people and their families;
- An NCL-wide crisis pathway involving diversion from acute hospitals to community crisis hubs;
- Early Years Speech and Language Therapy and CAMHS Clinical Psychology; conducted a successful pilot on autism assessments via video call, for children under 6 years;
- Virtual meetings of the YP participation group.

CAMHS has supported the network and schools through offering:

- Regular updates to Bronze, Enfield Thrives Together network;
- Sessions on the 'Resilience and Recovery' Professional Learning Programme on the CAMHS offer and Emotionally Based School Avoidance.

Mental Health Support Teams is a collaboration between CAMHS and the Educational Psychology Service. The service is in its pilot phase, offering:

- **Individual and group interventions for young people and parents/carers**, for challenging behaviour, anxiety and low mood;
- **Online workshops** for CYP;
- **Support for staff** in schools;
- **Resources** to support young people to navigate the pandemic;
- A **whole-school wellbeing** audit for schools;
- **Regular cluster/network meetings**, bringing schools together to learn and share good practice;
- Presented on the **'Resilience and Recovery' Professional Learning Programme** covering topics such as staff wellbeing and mindfulness.

Kooth
A digital support platform commissioned by NCL CCG Enfield from April 2020 at the start of the pandemic. In their implementation phase Kooth has offered:

- **Individual on-line support** from trained counsellors via messages and live chat;
- **Discussion boards** for young people to connect with one another;
- The opportunity to maintain a **daily online journal** and contribute articles, poetry and art work to the Kooth magazine;
- Regular updates at the Enfield Thrives Together network;

- Session on 'Promoting Resilience & Recovery' Professional Learning Programme on on-line wellbeing support through the curriculum;
- Ongoing partnership work with Enfield schools.

Kooth provided a report for Overview & Scrutiny which is included in Appendix A.

Trauma Informed Practice in Schools
- Attachment Aware and Trauma Informed Practice has been promoted in Enfield by a variety of services over many years such as through Nurture Groups, Primary Behaviour Support Service, Virtual School for Looked After Children and the Educational Psychology Service.
- To follow up on a key recommendation in the Enfield Poverty and Inequality Commission Report (2020) and the emerging needs arsing from the pandemic, an interest group was formed across the partnership. One of the initial outcomes of this partnership was to offer an introduction to Trauma Informed Practice delivered by an independent trainer. Over 180 partners (including school and parent/carer reps) attended this training with overwhelmingly positive feedback.
- The aim is to implement Enfield Trauma Informed Practice in Schools – a whole system training and implementation programme that has cross partner involvement with a school focus.
- Plans are underway to seek funding for this.

7. What support has there been from government or national bodies?

In August, the Department for Education provided each LA with funding via the Wellbeing for Education Return Grant, to equip schools to support the mental health and wellbeing of pupils and families. In Enfield this was £37,356 and was used to fund a co-ordinator of the programme and the services as detailed on page 9 of this report.

There is a wide range of national and regional organisations/consortiums that have developed resources that have been shared through the Enfield Thrives Together network – examples below:

- Grief Encounter
- Winstons Wish
- Place 2 Be
- Mind
- Young Minds
- Anna Freud
- Healthy London Partnerships

Authors:
Dr Emma Gore Langton, Senior Specialist Educational Psychologist for SEMH, Educational Psychology Service
Suzy Francis, Principal Educational Psychologist and Strategic Lead for Children and Young People's Mental Health

Additional information provided by:
Nick Clarke, Clinical Lead, CAMHS
Gray Panton, Area Manager, Kooth
Nigel Ellerby-Jones, Primary Behaviour Support Service

Appendix A

Kooth (Enfield) www.kooth.com

Enfield COVID-19 Data
15th January 2021

Children and Young people's infographics have been released over the COVID-19 lockdown period, 2020 depicting trends seen in the access of Kooth online nationally.
The interactive graphics can be found at www.kooth.com and clicking on the COVID-19 dropdown menu.

This report provides local insight on the presenting factors of Kooth users in Enfield observed during the lockdown period from week 15 (April 2020) to week 52 (December 2020). This report is due to exceptional circumstances and will not replace the Quarterly reporting or become a standard within the contract. We hope this can support in preparing for your scrutiny meeting, allowing you to best meet the needs of the young people within the area.

1. Methodology and Terminology
The Logins are based on distinct individual users logging into the Kooth online service.

Children & Young people are classed as individual users who are up to 18 years old accessing Kooth

The Presenting Issues are assigned to a service user through any interaction that presents the issue. This would mainly be through counselling, but could be other interactions, such as forum comments in the Kooth & Qwell platforms. Given there is some overlap with the issues, the clinical team have grouped them into key themes for ease of reference.

The presenting issues under the 2020 columns show counts of unique users presenting with a particular issue. A unique user can present with multiple issues over the period.

The user percentage is the proportion of unique users presenting that issue of total unique users that presented, within the given time period.

2. Enfield Data Comparison

The following is a breakdown of the presenting issues recorded from Enfield young people accessing Kooth online, aged up to the age of **18**. The data is taken from the final 3 Quarters of 2020 as the contract was not live during this period in 2019.

Presenting Issue		2020	User %
Anger	Total	1	1.4
Anxiety/Stress	Total	24	33.3
Aspirations/ Motivation	Total	5	6.9
Bereavement/ Loss	Total	4	5.6
Body Image/ Weight Issues	Total	4	5.6
Confidence	Total	6	8.3
Eating Difficulties	Total	4	5.6
Exam stress	Total	1	1.4
Growing Up/Independence	Total	3	4.2
Health/Illness (Own/Other)	Total	2	2.8
Home Environment	Absent Parents	1	
	Alcohol (parent/other)		
	Child Abuse	2	
	CSE	1	
	Domestic Abuse	4	
	Emotional Abuse	1	
	Neglect		
	Physical Abuse	2	
	Safe & Healthy Environment	1	
	Sexual Abuse		
	Total	9	12.5

Gender Identity / Sexuality	Total	6	8.3
Loneliness/ Isolation	Total	9	12.5
Mental Health	Autism/Aspergers		
	Borderline Process		
	Psychotic Episodes		
	Trauma	3	
	Total	3	4.2
Relationship issues	Boyfriend/ Girlfriend	6	
	Family Relationships	20	
	Friendships	12	
	Parental Breakdown	2	
	Total	30	41.7
Sadness/ Depression	Total	21	29.2
Self-Harm/ Suicidal Thoughts	Total	21	29.2
Sleep Difficulties	Total	7	9.7
Victimisation (Bullying/Discrimination/ VoC)	Total	3	4.2
Other	Mood Swings	1	
	Online Safety		
	Problems at Work		
	School/college issues	10	
	Sexual Behaviour	1	
	Trust Issues	3	
	Other	8	
	Total	19	26.4
Total Unique Users		72	100%