

London Borough of Enfield

CHILDREN, YOUNG PEOPLE & EDUCATION SCRUTINY PANEL

Meeting date: 14th December 2021

Subject: Mental Health Support in Schools

Cabinet Member: Cllr Mahtab Uddin

Executive Director: Tony Theodoulou

1. Purpose of Report

1.1 The purpose of report is to provide an update on what the Council are doing to help the young people who are affected by mental health issues.

1.2 The scope of this report is focussing on the remit of the Educational Psychology Service within the Education Services Department and will focus primarily on the work with schools and settings. However, it is acknowledged that promoting good mental health of all Enfield's children and young people (CYP) is the responsibility of the whole system which interfaces with schools and settings, i.e. it is everyone's business. This report will cover:

- The national, regional and local strategic context as detailed in the background sections to the report.
- Successes
- Challenges
- Conclusions and next steps

2. Relevance to the Council's Corporate Plan

2.1 CYP's Emotional Wellbeing and Mental Health relates primarily to '**Priority 2: Safe, Healthy and Confident Communities**' in the Enfield Council Plan 2020-2022: a lifetime of Opportunities. This has a direct relevance to the following areas:

- Keeping communities free from crime
- Inspiring and empower young Enfield to reach their full potential
- Delivering essential services to protect and support vulnerable residents

3. Background

Covid-19 Research and Data - There is considerable research being published and more research will emerge over the coming months and years in relation to the impact of the restrictions and traumatic events experienced by our children, young people and families as a result of Covid-19.

Children's Mental Health and the Covid 19 Pandemic (September 2021)

provided the latest understanding from research about the effects of CYP throughout the pandemic. The overall proposal was to '*strengthen the child mental health policy response so it matches the scale of child mental health need and children's own priorities; make child mental health a top cross-Government department and NHS focus, with ambitious, robust and integrated policies.*¹ Prevention was one of the priorities and included:

- Prioritise maintaining and improving children's access to educational, social and recreational activities.
- Implement a whole-school approach to address child wellbeing and invest in a comprehensive education recovery plan.
- Build on the cross-Government department approach by promoting child wellbeing and addressing wider determinants of poor child mental health in all aspects of policy.

3.1 Department of Education (DfE): Mental Health in Schools

Over the course of the Summer term 2021, there were several key announcements from the DfE in relation to promoting Mental Health and Wellbeing Support in Schools and Colleges. DfE announcements include:

- Whole School Approach to Mental Health and Wellbeing
- Senior Mental Health Leads Training
- Wellbeing for Education Recovery
- The Link Programme
- Relationships, Health and Sex Education (RHSE) Training
- Mental Health Support Teams (MHSTS)
- Psychological First Aid Training
- Mental Health and Wellbeing Resources

Enfield EPS produced a **Mental Health in Schools Briefing (July 2021)** for schools providing an overview of the DfE announcements and how the Enfield partnership plans to positively support these DfE initiatives.

3.2 Local Data

Enfield Schools Health & Wellbeing Survey was developed by the EPS with key partners and was sent out to schools in the Summer term 2021. Over a third of schools have responded so far. Below are the arising themes that highlight the main challenges for schools in meeting the general wellbeing and mental health needs of CYP, Parents/Carers and School Staff:

¹ [Children's Mental Health and the Covid-19 Pandemic \(September 2021\)](#)

Enfield school's views on their challenges in meeting the general wellbeing and mental health needs of children and young people (CYP):



Enfield school's views on their challenges in meeting the general wellbeing and mental health needs of school staff



Enfield school's views on their challenges in meeting the general wellbeing and mental health needs of parents/carers



3.3 The Thrive Framework

Together, we want to continue to reduce the stigma about mental health so that mental health and wellbeing is everyone's business. The Enfield partnership is actively developing a new approach to emotional health and wellbeing services for children and young people in Enfield. It is called Thrive and focusses on prevention and early intervention.

The Thrive Framework (Wolpert et al, 2019)² is a way of organising mental health support for all children and young people aged 0-25 (and their families) and is a whole system approach across the local community.

It is about 'mental health' and 'mental health help' being talked about using a 'common language' that everyone understands.

It ensures that children, young people and their families are informed to contribute to 'shared decision making' about the support they need.

It involves thinking about 'the needs' of the child or young person rather than focusing on a diagnosis and is organised into five groups:

- Thriving
- Getting Advice
- Getting Help
- Getting More Help
- Getting Risk Support

3.4 Enfield Trauma Informed Practice in Schools (E-TIPS)

The E-TIPS programme is now well underway in Enfield. It is a partnership led by the EPS where a whole system change is being implemented across our schools and partnership services. E-TIPS focusses on prevention and early intervention. The aim is to ensure our whole system provides a good environment to support all CYP in our schools and settings to feel (1) psychologically safe and learn to (2) identify, understand and (3) regulate their emotions so that they are (4) capable of functioning in school and life, i.e. learn, have positive relationships, enjoy school and have good life chances. A key module is care-giver affect management, which means that we need to ensure our adults (parents/cares and our school staff) are well supported so that they are emotionally available, able to attune to and effectively respond to children/young people when they are struggling with life and need our help.

We have commissioned Kati Taunt as the TIPS consultant to work with the EPS to provide initial training for schools and partners and to support implementation of the ARC (Attachment Regulation and Competency) framework in Enfield. See Appendix A for a conceptual model of the ARC Framework.

We have commitment from over 20 partners across Education and Health Services to become E-TIPS champions across the local area to sustain the model. As part of the E-TIPS champions training they have been provided with in depth training and monthly reflective practice forums.

Some representational comments from participants of the training evaluations:

"A fresh way to think about behaviour."

"I learnt to move away from children's behaviour and realise it's the nervous system!"

"I discovered that trauma can be multi layered and I need to look beyond the behaviour and be curious about the cause."

² [Thrive Framework \(2019\)](#)

"I learnt that curiosity is key as opposed to labelling the child."

"Understanding that the child must feel safe in order for us to really have any impact."

"We all know about self-care, but co-care is just as important."

"I think the ARC framework is really useful and links well to other theories and frameworks."

"Was very interesting learning about the learning brain vs the survival brain - links nicely to the work we have already done in our school about developing a growth mindset and talking to children about how our brains work. Also very interesting to know more about how our nervous system impacts on our behaviours."

"I have done some trauma informed training before but learned so much from today."

"Helpful language to use when talking about trauma informed practice."

"How much this is starting to be recognised across services/education, good to see it's growing in context."

Over the course of the academic year, the E-TIPS partnership will be working to deliver on the following overarching outcomes:

- **TIPS is visible in our strategies, policies and developments** (e.g. Inclusion Charter, SEND Strategy, Neglect Strategy etc).
- **TIPS is practised and is observable and experienced** (by our children, young people, families and staff).
- **TIPS is making a difference to the people of Enfield** (e.g. reduced exclusions, restraint practices, isolation rooms and youth violence).

3.5 Whole School Wellbeing Approach

The whole school wellbeing approach is a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leading to improved pupil and student emotional health and wellbeing which can help readiness to learn.

Enfield EPS developed a local version of the **Sandwell Whole-School Wellbeing Chartermark**, which has now been adapted to roll out as a whole-school wellbeing audit and implementation support through the Mental Health Support Teams and is fully aligned to the 8 pillars as identified in the '*Promoting children and young people's mental health and wellbeing: A whole school or college approach*' (Public Health England)³.

3.6 Senior Mental Health Leads Development

The DfE aim is for all senior mental health leads in schools to receive DfE approved training by 2025. Training will be accessed via the DfE 'Training Provider Market Place'. Each school can apply for a grant which will be approximately £1,200 per school to purchase training and provide backfill. This training can be integrated with existing training and resources. Over 60 courses are now available to schools.

³ [Promoting children and young people's mental health and wellbeing: A whole school or college approach \(Public Health England\)](#)

A **Mental Health Leads Network** launched in November 2021 to support all Enfield schools in developing their mental health provision. This is co-ordinated by the EPS and delivered by Enfield mental health partners. It will be offered on a half termly basis with the following aims:

- To support development of the senior mental health lead role
- To increase knowledge and confidence of the local offer of support (aligned with Thrive)
- To provide a reflective space to share good practice across schools.

This whole Enfield network builds on the Mental Health Leads network that has been previously organised by the EPs in the MHST and has been, so far, accessible by the schools linked to the Mental Health Support Teams.

3.7 Mental Health Support Teams in Schools Expansion

The **Mental Health Support Teams** are funded by NHS England and Health Education England. BEHMHT CAMHS is the main provider with a modest involvement from Enfield Council's EPS.

Enfield currently has the equivalent of two MHSTs and the team is known locally as '*My Young Mind Enfield*'. They are currently funded to reach 37 educational settings and are part of the broader offer of support in schools and work in partnership with partner services to complement the 'team around the school' or 'team around the child/young person and family'. MHSTs are commissioned to deliver three core functions:

- Deliver evidence-based interventions for mild to moderate mental health and emotional wellbeing needs
- Support senior mental health leads in education settings to develop and introduce their whole-school or whole college approach to mental health and emotional wellbeing
- Providing timely advice to staff and liaising with external specialist services so that children and young people can get the right support and remain in education.

Enfield has been funded to develop a further MHST which will include expanding the current team and training a further 4 EMHPs.

3.8 Educational Psychology Service in Schools

Enfield Educational Psychology Service is the main provider of psychological services to Enfield schools and early years settings. The service has direct links to services in education, health and social care to promote a coordinated approach for individual children and the educational setting.

The EPS works at a statutory level to support the Council to discharge its statutory responsibilities in relation to EHCPs. It is a traded service to schools with over 80% of Enfield Schools trading with Enfield EPS to work with children who do not have an EHCP.

Enfield EPS is also commissioned to support other priority areas and the work of other teams, e.g. *Virtual School for LAC, Mental Health Support Teams, Youth Offending, Enfield Advisory Service for Autism, Behaviour Support Services*. The service is funded to lead E-TIPS.

At an individual level, the table below provides a summary of the EPS input for children and proportion who present with a primary need of Social Emotional and Mental Health Needs, although children do have SEMH needs who present with a primary area of need in another SEND category of need, i.e. Cognition and Learning, Communication and Interaction and Physical and Sensory needs.

Year	Number of children supported by the EPS	Percentage with a primary need of SEMH	
1/4/2020 to 31/3/2021	1520	24%	
		SEN Category	%
		Cognition & Learning	19%
		Communications & Interaction	53%
		SEMH	24%
		Sensory and/or physical	4%
1/4/2021 to present (29/11/21)	1196	28%	
		SEN Category	%
		Cognition & Learning	21%
		Communications & Interaction	48%
		SEMH	28%
		Sensory and/or physical	3%

4. Main Considerations for the Panel

4.1 Successes

At a system level the local area was involved in a successful Covid 19 SEND review, which included supporting emotional wellbeing and mental health. Enfield was considered a “well-oiled machine”.

The other successes are organised under the Thrive Framework’s Needs Based Groupings:

- Thriving
- Getting Advice
- Getting Help
- Getting More Help
- Getting Risk Support

4.1.1 ‘Thriving’

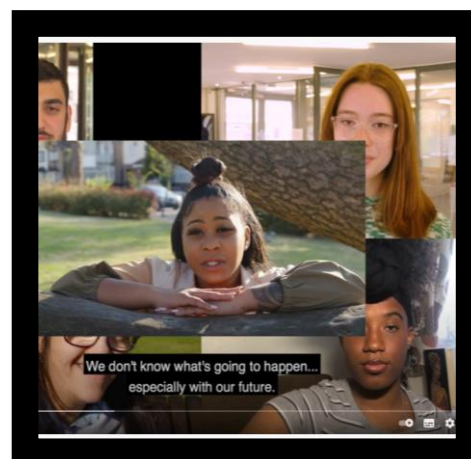
Enfield Thrives Together Network Meeting was established in March 2020 to support the broader understanding of iThrive and improve knowledge of adapted services and ensure the community needs were being responded to. Statutory and Voluntary Sectors attended.

Enfield Thrives Together programme extended to babies and toddlers with a separate partnership group being established as a call to action. Services rapidly adapted to reach families during the pandemic. This was led by the EPS and involved midwives, health visiting, paediatrics, commissioning, parent-infant mental health, children's centres and early years providers and specialist services (e.g. joint service for disabled children). Focus was on promoting wellbeing and mental health. Information was provided with leaflets printed and made widely available.

School Headteachers and Senior Leaders were offered evidenced informed recovery-based support (individually and in groups) from April 2020 to March 2021 as part of the Wellbeing for Education Return programme.

How Are You? – Film developed and launched in Mental Health Awareness Week in May 2021. This was developed by the Young Mayor with involvement from young people from Kratos and Our Voice (with support from the EPS, Strategy Team, Libraries Service and Youth Development Services)

Enfield Youth Parliament, The Youth Leadership Academy and KRATOS are some of the participation groups where the Council already engages with young people to ensure their views are at the heart of our decision making.



<https://www.youtube.com/watch?v=C4GSeQvPFww>

Our Voice Parent/Carer Forum representatives remain key partners and are on steering groups, works streams and leading key developments, e.g. Enfield Thrives Together, Mental Health Support Teams, Restraint Reduction workstream, Autism Partnership Group, Inclusion Charter etc. In 2021, Our Voice carried out a survey with parents/carers – the outcomes of this are helping us to plan services. Key Services took part and provided updates as part of the Our Voice Conference.

16 Schools were awarded the Sandwell Charter Mark and were involved in a celebration online event in March 2021. All schools linked to the MHSTs are now supported in undertaking a whole school audit and implementation process following an adapted framework. Children, young people and parent focus groups are central to this programme.

Wellbeing for Education Recovery programme was successfully delivered providing:

- Professional Learning and support sessions were provided to schools so that they could support their school communities, e.g. 15 bite sized sessions delivered by 24 different professionals across the mental health partnership. This included speakers from CAMHS, Royal Free Eating Disorders Service, Educational Psychology Service, PHSE Lead, Behaviour Support Service, Youth Development Service etc
- EPS support for parents/carers (via telephone support line), Headteachers and senior leadership teams
- Development of information and resources

- Work with young people to develop Enfield How Are You Film for Mental Health Awareness Week.

Enfield Trauma Informed Practice in schools (E-TIPS) is a partnership initiative and began in July 2020 with a training to 180 professionals across the Enfield partnership. The full programme now starting strongly with schools and professionals across the Enfield partnership accessing a trauma informed practice training and implementation programme.

Emotional Literacy Support Assistant (ELSA) training is well underway across Enfield schools with network meetings in place. Enfield now has 48 ELSAs working in schools delivering SEMH interventions with CYP.

4.1.2 'Getting Advice'

The Mental Health Support Teams (MHSTs) launched in 2019, following on from the SEMH School Hub model. All 3 key functions are being delivered on.

Mental Health Lead Network Meetings have been run by the MHSTs since 2019 with these now being offered widely to all schools as a partnership initiative.

Virtual panel events held with Healthwatch and Our Voice to provide CYP mental health advice to the Enfield community during lockdown.

Children's Wellbeing Practitioners complemented the MHST offer by working with non-MHST schools and widely available sessions through libraries and the Enfield network.

Enfield Thrives Together Bulletin provided further information to schools on service offers.

Children's portal and **SEMH Local Offer** in place.

EPS Telephone Support Lines in place providing parents/carers easy access to advice and guidance throughout the pandemic. Calls responded within 3 days.

4.1.3 'Getting Help'

Rollout of MHST to 37 schools in the borough, providing all 3 core functions. CWP offer complemented the programme offering individual and group interventions through non-MHTS schools.

Kooth launched in Enfield in April 2020 offering a digital mental health offer to all Enfield CYP aged 11-19 years.

Enfield's Advisory Service for Autism (EASA) and a new development of an **Enfield Communication Advisory Support Service (ECASS)** was funded by LBE, providing preventative/early intervention support through schools.

Evidence Informed Parenting offer has continued to be offered through Primary Behaviour Support Service (Incredible Years Parenting Course), Early Help (Parenting support), Our Voice Parent/Carer Forum (PBS, Tree of Life)

Nexus is a community project run by the Secondary Behaviour Support Service in the Local Authority and has continued to develop. Nexus works in partnership with external services/organisations & delivers interventions, e.g. the Butterfly

Project to build self-esteem, confidence and resilience of girls and young women through coaching and mentoring.

The Youth Offer in Enfield includes the Council's dedicated youth service provision, grant funded targeted youth support provision in partnership with third sector providers and community groups, (with external grants applied for and distributed by the Council) and wider youth offer delivered independently by third sector and community groups. This includes targeted youth support to vulnerable groups (CYP known to Early Help, Youth Offending, social care services).

Health and Wellbeing Youth Worker developed by Public Health and located with the Youth Development Service providing a social prescribing offer.

4.1.4 'Getting More help'

Monthly multi-agency decision making panel to support children with mental health needs to access to education (led by Enfield Admission Service).

Emotional Based School Avoidance (EBSA) Partnership Group established in January 2021, with the proposed development of a multi-agency specialist intervention linked to a special school.

Positive Behaviour Support training has been provided to special schools and partners. Staff are trained to coaches level in Autism Special Schools, key specialist services and Our Voice Parent/Carer Forum.

Physical Intervention training has been reviewed and PRICE (Protecting Rights in a Caring Environment) has been selected to work with Enfield. PRICE is a BILD Act accredited training provider has provided 'train the trainer' courses for all special schools and the Joint Service for Disabled Children and the Integrated Learning Disability Service (adults). Physical intervention training for mainstream schools is delivered through SWERRL who are also trained by PRICE. This approach is underpinned by trauma informed care and positive behaviour support.

4.1.5 'Getting Risk Support'

North Central London 24/7 Crisis Support Line has been in place and well-advertised across the local area and through schools.

Multi-agency Dynamic Risk register in place to prevent admission to residential settings and ensure that CYP with LD, Autism and Challenging Behaviour are supported (led by Disability Services)

Permanent exclusions of primary school aged children has been at 0% since 2018. For Secondary aged pupils this dropped from 17 to 15 CYP in 2020-21. Primary Behaviour Support Service is a trauma informed service providing a multi-agency response when schools raise concerns.

Critical Incident Response - EPS continues to provide swift help to school following a tragic or sad event to provide stability and emotional support to the school system.

1/4/18 to 31/3/19:	12
1/4/19 to 31/3/20:	9
1/4/20 to 31/3/21:	9

4.2 Challenges

Recruitment of Educational Psychologists remains a local and national challenge.

Leadership capacity in the EPS is stretched to lead and co-ordinate the mental health agenda as a rapidly expanding area for Enfield.

5. Conclusions

Enfield mental health partners have worked together well over the course of the pandemic and continue to work as a partnership with the aim of providing coherent advice, guidance and support for school communities in the context of national developments. Next steps are detailed below.

Review and refresh Enfield's Local Transformation Plan for CYP Mental Health with the local area partnership and educational settings.

Embedding the Thrive Framework: a whole system response through:

- School Mental Health Leads Network Meeting
- Enfield Thrives Together Network
- Updating the Local Offer
- Implementing Thrive through developments, e.g. Youth Violence Reduction, Whole School Wellbeing Partnership group etc.

EPS and Youth Parliament are developing and launching **CYP digital information resource** about self-care and how to access mental health help and advice. Poster campaign is in development in partnership with CYP through our schools.

Roll out of E-TIPS programme and promote strategic alignment with other key areas of development, e.g. *Inclusion Charter, SEND Strategy, Autism Strategy, Neglect Strategy, Anti-racist Practice, Reducing Exclusions, Restorative Justice, Youth Violence Reduction, Early Help, EBSA, Restraint Reduction, Nurture Groups, School reflective practice and supervision etc.*

Establish a Whole School Wellbeing Partnership Group, chaired by the Director of Public Health and the Principal Educational Psychologist. This aims to bring together key services who collectively work to promote whole school wellbeing through schools and settings. This will be supported by Enfield's involvement with the Anna Freud Link Programme, starting in January 2022.

Successfully **expand the Mental Health Support** Teams across Enfield schools.

Continue to **roll out the ELSAs training** and network to provide sustainable support in schools through the Teaching Assistant workforce.

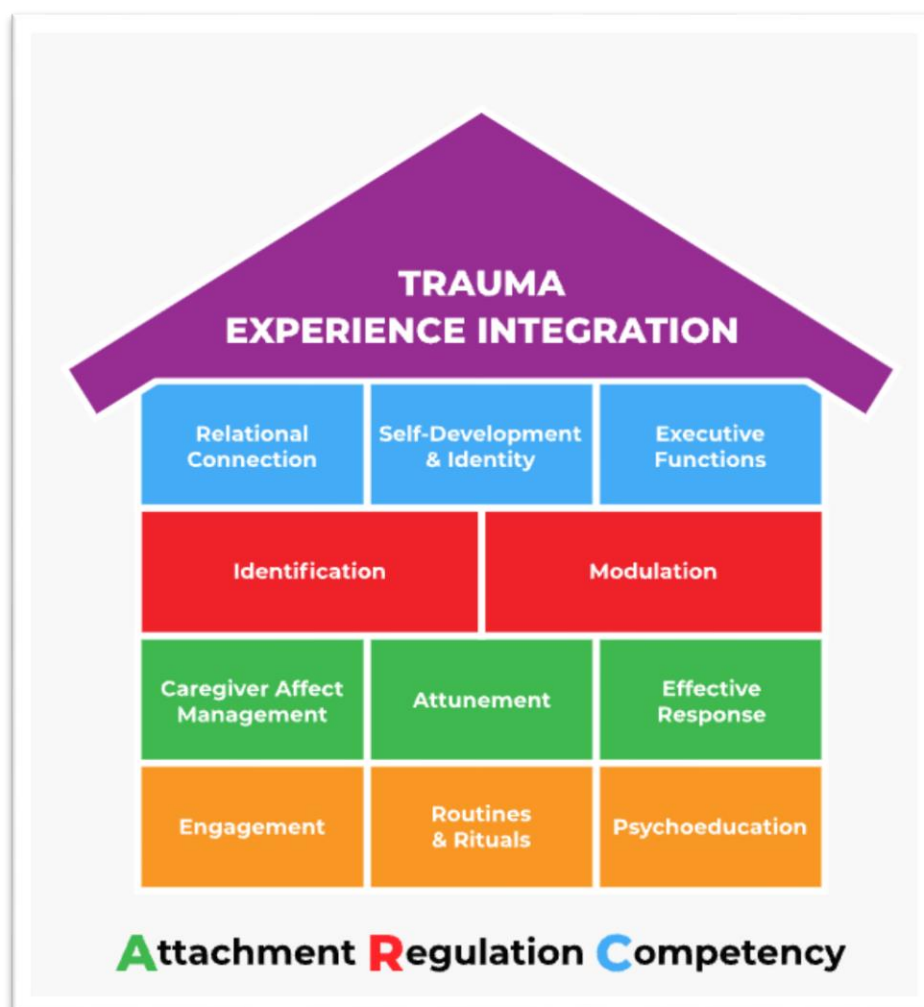
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Date of report: 1/12/21

Appendix A

The ARC framework provides an accessible modular framework for implementing trauma informed practice (Attachment, Regulation and Competency):



Margaret Blaustein and Kristine Kinniburgh (2019)