

## **Enfield CAMHS & Mental Health Support Team in Schools Service Report**

### **London Borough of Enfield Children, Young People & Education Scrutiny Panel 14.12.21**

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#### **1. Introduction and Overview**

1.1. Enfield CAMHS comprises of five core teams, each supporting different client needs. These teams, and their remits are:

- Mental Health Support Team in Schools (MHST), providing school-based support
- Generic and Neurodevelopment, common mental health concerns including emotional difficulties (e.g. anxiety, depression) and neurodevelopment (e.g. Autism and ADHD)
- SAFE, providing crisis intervention and risk support for adolescents
- HEART, mental health support for Enfield Looked After Children
- SCAN, mental health support for children with learning disabilities in Enfield special schools

1.2. A central principle in all our work with children and families is the importance of systems around the child to their well-being, such as school, family, peers and community. As such, all our clinicians consider school contexts in their work with young people, and will work in partnership with schools to support treatment where needed.

1.3. In October 2019, we started to develop the new MHST service, as part of a wider national programme to improve access to help for young people, by providing dedicated mental health support to school communities.

1.4. This report will focus on the implementation of the MHST in Enfield, covering some of the background behind this national initiative, and an overview of the team's composition and activity. We will highlight some of the achievements and challenges faced, and set out the plans for further implementation.

#### **2. Background Context**

2.1. Enfield MHST is an NHS funded service, set up as a pilot in October 2019. It is a partnership project between the lead provider BEH Mental Health NHS Trust (Enfield

CAMHS) and the Enfield Educational Psychology Service, with oversight from the North Central London Clinical Commissioning Group.

- 2.2. MHSTs are a national initiative, funded by NHS England and Health Education England under the *Trailblazer Programme*, linked to the 2017 Green Paper and 2019 NHS Long Term Plan ambitions to transform CYP mental health support in England. MHSTs seek to increase access to mental health provision, by offering early intervention and prevention, embedded in school communities.
- 2.3. MHSTs deliver three core functions:
  - **Providing evidence-based interventions** for mild to moderate mental health and emotional wellbeing concerns (e.g. anxiety and low mood)
  - **Support to senior mental health leads in schools** to develop a whole-school approach to mental health and wellbeing.
  - **Timely advice and signposting** to schools, to ensure children and young people receive the right support at the right time, and to support effective collaboration between education, specialist CAMHS, and other agencies.
- 2.4. MHSTs work alongside the existing mental health and wellbeing provision in schools. The Department of Education periodically reviews this to get a better understanding of how MHSTs can complement what exists locally. NHS England is also interested in how MHSTs may contribute to addressing health inequalities.
- 2.5. A secondary aim of MHSTs is to develop a new workforce of Education and Mental Health Practitioners (EMHPS), who are specifically trained to deliver evidence-based interventions for children, young people and parents presenting with mild-moderate mental health and wellbeing concerns.
- 2.6. MHSTs will roll out in stages. In Enfield, we currently have the equivalent of two MHSTs, meeting approximately one third of Enfield schools (this includes primaries, secondaries, HE college, alternative provision and special schools). The team will expand in 2022, and again in 2023/2024. By 2025, it's anticipated that all schools will have access to some level of MHST support.

**Please note that the Enfield CAMHS MHST is known locally as 'My Young Mind Enfield' (MYME), following a co-production project with children and young people. For the purpose of this report, and to be consistent with the rest of NCL and nationally, the team will be referred to as the Enfield CAMHS MHST.**

### 3. Enfield CAMHS MHST

#### 3.1. Staffing

- 3.1.1. Enfield CAMHS MHST is a multi-professional team comprised of:

- Education Mental Health Practitioners (EMHPs) and Children's Wellbeing Practitioners (CWPs)
- CAMHS clinical professionals from a range of disciplines (including Clinical Psychologists, Child and Adolescent Psychotherapists, CAMHS Nurse Specialist) who also supervise and oversee the work of the EMHPs/CWPs.
- Educational psychologists
- CAMHS Clinical Team Lead

3.1.2. The next wave of funding from January 2022 will enable the MHST to expand from approximately 16 to 23wte staff.

3.1.3. Local and national learning from MHSTs nationally has highlighted the importance of having experienced and qualified clinicians who can supervise the work of EMHPs and support the strategic development of MHSTs. In 2022, the MHST hopes to develop Assistant Psychologist roles to support with data collection/audit, and a Peer Worker role (a young adult, or parent with lived experience of mental health, and who is integrated into supporting aspects of service development, service delivery and co-production).

## 3.2. **Activities and Interventions**

3.2.1. Like MHSTs in North Central London and nationally, Enfield CAMHS MHST meets the three primary functions in a variety of ways. This includes direct work with children, families and staff in schools, co-production and participation work, working with other stakeholders across the system to support CYP mental health and well-being, and research and development activities.

### 3.2.2. **Direct work with CYP/schools**

- Offering interventions with children young people and their parents (1:1 support following a referral to the team, or targeted and universal groups and workshops on a range of mental health and wellbeing topics primarily ran in schools).
- Offering consultation to schools around children and young people/pupils presenting with emerging mental health or emotional wellbeing concerns, and staff wellbeing.
- Developing tailored resources, and workshops around emerging themes or issues raised by schools, young people or parents.
- Offering training to schools on mental health topics, e.g. during INSET days.
- Working closely with senior mental health leads around developing their whole school approaches to mental health; for example, supporting schools to audit and evaluate the needs of their school community (parents/pupils/staff) and

developing action plans to promote mental health and wellbeing based on public health principles.

- Supporting school mental health leads to keep mental health on the agenda. This might include thinking about ways to make mental health more visible, to reduce stigma, increase access, adapt resources and policies.
- Developing a network for senior mental health leads to promote knowledge of mental health (e.g. CBT-based ideas for schools around children presenting with anxiety experiences), updates about other services and support in Enfield (e.g. with presentations from SWERRL, Family Based Solutions, Wellbeing Connect), and reflective practice for schools to share their ideas and learning.
- Supporting the development of Education Mental Health Practitioners in Enfield - in addition to the university training, the MHST has been committed to offering practitioners additional support (including regular supervision, additional training and reflective practice) by senior CAMHS/educational staff around gaps in training and to meet further training needs.

### **3.2.3. Co-production/participation**

- Co-production and participation are embedded in the development of the Enfield MHST in line with national policy and the local team vision and values.
- Co-production has been embedded in the work of the MHST from the outset. For example, the team facilitated focus groups with children and parents from a range of education settings (primary, secondary, mainstream and special schools) to consult on the development of the team during its initial implementation. This contributed to the team changing its name locally to 'My Young Mind Enfield', as all groups expressed concern that the word mental health was a potential barrier to accessing support.
- Young people in schools voted on the new name and helped develop the new team logo. Adaptions where also made to leaflets and pathways to access support.
- During summer term of 2020 and the past academic year 2020-2021 the team has worked closely with young people and parent peer representatives in other aspects of service delivery and decision-making, including recruitment/interviews for new staff, and the development of psycho-education resources and workshops incorporating young people and parent views on helpful topics.
- The team retains an ongoing commitment to participation in the next phase of expansion. Pupil and parent views will feed into the project implementation and steering group, as well as contribute to the range of support offered by the MHST in the future.

#### 3.2.4. Enfield services/community engagement and support

- Collaborating with other specialist CAMHS teams or external agencies, for example, around the development of trauma-informed practice in schools in Enfield (E-TIPs). The MHST Clinical lead sits on the E-TIPs steering group and is supporting MHST staff to access training around this.
- Developing relationships with public/third sector agencies. Wellbeing Connect collaborated with Enfield CAMHS MHST to promote 'school debates', which were offered to a number of schools, to support young people to talk about mental health topics that were relevant to them. Wellbeing Connect is a local service that provides advocacy and support for CYP/families around issues that impact on mental health, to reduce health inequalities and barriers to support, with a focus on supporting families from BAME backgrounds.
- Contributing to the local Area Community Support during the pandemic by working with the EPS and Our Voice Parent/Carer Forum. This included creating short videos and creative resources to support children, for schools to embed on their websites and share directly with families. Transcripts were available in English, Turkish and Somali to increase the reach to Enfield parents/carers. The MHST contributed to other resources for example around bereavement, supporting anxiety, wellbeing activities for CYP, and staff wellbeing.
- MHSTs were integrated into the Wellbeing for Education Return Offer for schools, co-ordinated by the Enfield Educational Psychology Service and Professional Learning, where the MHST Clinical lead co-facilitated a session on staff wellbeing, and leading a session on Mindfulness.

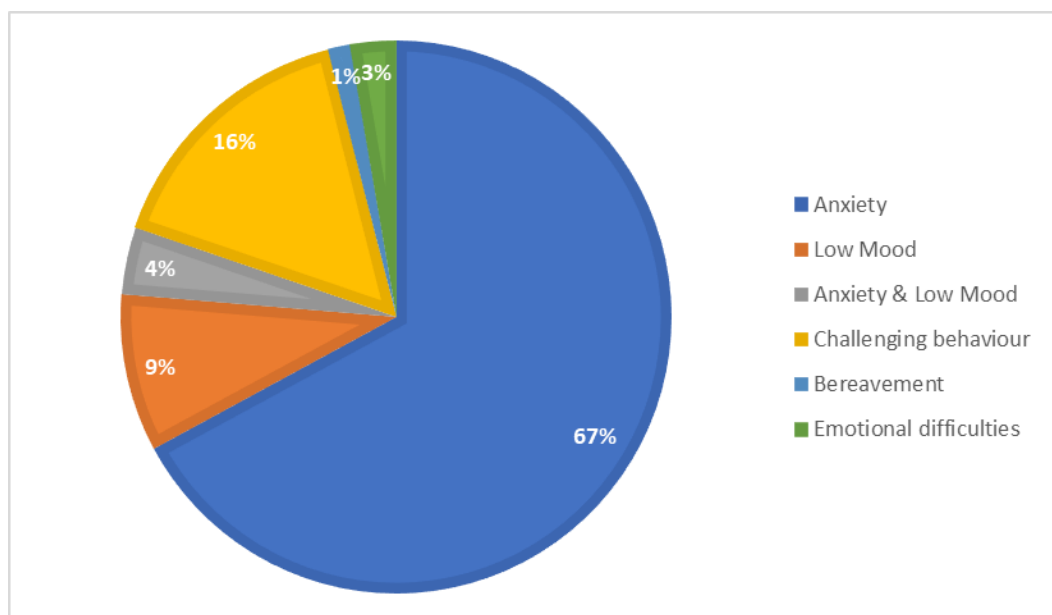
#### 3.2.5. Research

- The Enfield MHST is committed to the future development of mental health and wellbeing support for CYP/families in schools. The team is currently taking part in a national randomised control trial, the DISCOVER Project, led by Kings College London and South London and Maudsley NHS Trust, to offer psycho-education workshops on general mental health topics to pupils in Years 12 and 13. This will contribute to the wider development of mental health interventions in schools, future training of EMHPs, and the Enfield MHST offer.

#### 3.2.6. Activity data overview

- As described above, MHSTs offer a range of interventions, consultation, training and system level work with other agencies. One-to-one treatment interventions, groups and workshops contribute to only some of the work that the MHST provides.
- During last academic year, **September 2020- July 2021**, the MHST received approximately 160 referrals, receiving advice, signposting and/or a treatment intervention.

- The MHST offered a range of psycho-education groups and workshops to CYP and parents reaching over 750 CYP.
- Most referrals to the MHST receive some input. This could be triage and signposting to more appropriate support; further consultation or support to the school around the presenting concerns; offering a direct intervention using CBT-based guided self-help; or offering a psycho-education group/workshop. Exceptions to this are when a CYP/parent needs a more specialist / alternative intervention or service, or the presenting concerns have reduced, and they no longer want/ support. Following intervention, some CYP may be referred onto further NHS support, or within their school or community.
- A review of referrals between September 2020-July 2021, suggest the reasons for referral are as follows:



- Goal-based outcome measures and qualitative feedback suggest there was improvement for many CYP/parents following successful completion of an intervention.
- For groups and workshops, pre and post intervention measures demonstrated an overall increase in students' understanding of psychological concepts and basic support strategies.
- For the whole school wellbeing audit facilitated by the EPs in the team, the majority of schools who started their wellbeing journey and attended training (8 schools) reported that they had gained skills and knowledge about the audit process, and what to do next. All schools would recommend the training to others.

## **4. Achievements**

- 4.1. From January 2022, Enfield has secured further HEE and NHSE investment for the MHST, enabling the MHST to support more CYP/families and schools across Enfield. A further wave of additional investment is then planned for 2023/24.
- 4.2. The team has successfully supported the first cohort of EMHP trainees in Enfield to meet their competencies and to qualify. This supports the national development of the new workforce, and across Enfield.
- 4.3. It is important to highlight that this new and innovative team has successfully implemented from scratch, during a period of unprecedented disruption to education and health services. The team was building up to full implementation over it's first year, and the pandemic hit less than six months into this journey.
- 4.4. The success of piloting the Senior Mental Health Lead network, led by the MHST between January 2020-July 2021, has contributed to the development of the Enfield-wide Senior Mental Health Lead network starting in November 2021. This network will be led by Enfield Educational Psychology Service in partnership with the Enfield CAMHS MHST, and other Enfield school facing services/lead professionals within the local authority, including SWERRL, the SENCo Lead, and the Enfield PHSE Lead.
- 4.5. The disruption caused by the pandemic, has contributed to creative and innovative ways to reach CYP and a blended offer of support. This includes, offering a mixture of in person (within schools / community settings), and online interventions to CYP/families. The MHST has also developed resources and wellbeing videos for CYP, with contributions from schools and the Enfield CAMHS young people participation group: <https://www.youtube.com/playlist?list=PL8-AZ6Buz4d14sUb6YNbhJOPbCiQ1fANU>
- 4.6. The team managed to retain most of its existing staff during the pilot, and some practitioners successfully moved onto promotions, further CYPIAPT training, or doctoral level training.

## **5. Challenges**

- 5.1. One of the major challenges has been setting up a new school-based service during the pandemic. This caused disruption to establishing new relationships with schools and delivering some of the key functions of the MHST. As described above, the team found some creative ways to support CYP/parents by developing resources, collaborating with other services, and contributing to a Enfield community-wide response for CYP/families/school during the pandemic. Like the rest of CAMHS, referral numbers significantly reduced during the pandemic with school closures, particularly during the first lockdown when the team was at the very early stages of development.
- 5.2. We have had a small number of staff vacancies in the team throughout. This has had some impact on service development and delivery in terms of its reach. Like the rest of CAMHS, recruitment has also been impacted by the pandemic. It is hoped that with the new investment and changes to our team structure bringing opportunities



for more career progression within the team, will help improve staffing/recruitment issues in the future.

- 5.3. There have been previous issues with securing enough office space for the team. The space currently is workable with a mixture of office/home/in the community. Enfield CAMHS Senior Service Leads are currently working to address the room space in order to support the future expansion of the MHST.

## **6. Next steps**

- 6.1. From January 2022, the MHST will expand. This will support the team to further embed within schools, and increase its reach to CYP/parents.
- 6.2. Trauma-Informed Practice in Schools (E-TIPS) led by EPS and School Improvement Service. Some of the MHST have been trained as E-TIPS Champions and all members of the MHST will receive some level of training.
- 6.3. We have a strong commitment to address some of the health inequalities impacting CYP and families in the borough. By providing services in quite a different way to traditional clinic-based care, the MHST is well placed to reach CYP who may not access clinic services. For example:
- Offering psycho-education workshops and groups that are open to all, rather than referral based, and therefore more accessible
  - Supporting schools with developing their whole school approach, and offering offering consultation to schools and wellbeing services increases the capacity in wider systems to support emotional health and well-being for all
  - Supporting the implementation of Enfield Trauma-Informed Practice in Schools (ETIPS)
  - Collaboration with other organisations in the community supporting disadvantaged groups, and holding a strong participation and co-production ethos
- 6.4. This is a developing service within Enfield, and there is a strong commitment to learning from feedback from CYP/parents and schools, and other services, to think about how we continue to develop the service in order to meet the needs of CYP within the local community. The Enfield CAMHS MHST regularly obtains feedback to evaluate the service (see below).
- 6.5. The running of participation groups for CYP and parents was largely disrupted during the pandemic. The MHST plans to start running these with a cross-section of schools to ensure the voices of CYP/parents as well as schools are integrated into service development and delivery.

## **7. Children, young people and parent/carers feedback**



The team has had great success building relationships with schools and working alongside school mental health leads. **Here are what schools have said about the support from the Enfield CAMHS MHST:**

*"Our school has been really happy with the level of commitment of the team and how much they have contributed to our school, they have taught students strategies that have had a positive impact on their resilience throughout a difficult year. The one to one work with students has been vital and having the opportunity to refer students without long waiting lists has been invaluable."*

*"The supervisor role and it being helpful to have a consistent point of contact to discuss potential referrals, regular meetings for feedback etc".*

*"The consultation / supervisor model, whole school approach and involvement with our team has made us re-think our internal processes, and what we can put in place as first steps and to re-think their approach to well-being support to pupils in their school."*

*"I have enjoyed working in partnership with MYME and having them assist the school community. It's nice to have an additional layer of support to aid our community."*

*"I think that we are lucky to have this service. Thank you for all your support. MYME is of great benefit to our school and pupils."*

*"The whole school wellbeing audit support helped us to reflect on where we are and focus on our priorities going forward, and to feel more confident that we are on the right path".*

*"Having the support of mental health professionals in our school community. Wellbeing Practitioners pupil workshops & 1:1 support."*

**The team has received positive feedback from young people and families:**

*"Our practitioner and her team has transformed our little girl from anxious back to happy, and our family is back on the right track. With our practitioner's help we were*

*educated in how to better help our daughter with her specific worries and anxious behaviour, we were pointed in the direction of excellent resources which we used additionally to support the strategies we implemented with her guidance weekly. The turnaround was not only quick but hugely effective. We were also able to gain help and expertise in other areas of her life that were causing her worries, like school, and now together and with ongoing advice we are working as a team with our daughter at the centre of it. When we first met our practitioner and trailblazers I felt utterly hopeless as a parent. I felt that I was failing and I worried for the future. Now I know that I have strategies that will a. not let us get 'back' to that place, but b. if we did that we would be equipped with strategies and knowledge to make changes quickly. I am so pleased that we got to work with our practitioners and Trailblazers, they have put us back together and on the path for the best outcomes for our little one. I would recommend them in a heartbeat to any family with a child or children struggling with worries and anxiety. “ (Parent)*

*“They spent plenty of time to get to know the family to think what would work. It was such a collaborative approach. As it was bespoke, our practitioner never made us feel like we might fail as the intervention wasn’t just a series of tasks to be completed, this made it easy to engage with. It was so helpful that our practitioner included a one to one session with our daughter. This made a lot of difference in her attitude towards the intervention, her understanding and engagement. Maybe this could have been done nearer the beginning? We are so grateful. It was amazing to have been referred by the school into something that has worked so well and helped us. It is also good that it is such a joined up service with the school, so having the meeting between our practitioner, us and the school staff at the end was also very helpful.” (Parent)*

*“Thank you so much for helping my son. I had mental health difficulties from a young age and I wish your service had been available to me. Could have saved me a lot of pain over the years. I really noticed the change in him.” (Parent)*

*“I found it very helpful and supportive. I liked that my mum was welcome to join in for some sessions. My practitioner helped me think of ideas and solutions I wouldn’t have done on my own. I feel more confident. I really liked attend anywhere. It worked so well for me. I didn’t have to try and travel and park so it was easy to fit in around school times.” (Young Person)*

*“I felt so listened to, I feel my teachers have been dismissing me for so long. I don’t feel like such a freak.” (Young Person)*

*“Very helpful and I feel like they pushed me. I was very closed, and they made me open up more. The sessions made me open up more. I feel like I still have things to work on. I think you guys did good.” (Young Person)*

**Many CYP and parents who attended workshops said they found them to be:**

