

Council Report

Health Select Commission – Thursday 13 April 2017

Title

Whole school approach to prevention and early intervention

Is this a Key Decision and has it been included on the Forward Plan?

No

Strategic Director Approving Submission of the Report

Shokat Lal, Assistant Chief Executive

Report Author(s)

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Ward(s) Affected

All wards

Executive Summary

One of the actions being implemented following the scrutiny review of Child and Adolescent Mental Health Services is a pilot initiative in six local schools to take a whole school approach to mental health. Each school has identified its own priorities following a self-assessment.

It was agreed in January that HSC members would participate in the monitoring visits to the schools to learn at first-hand about the work. Appendix 1 includes the priorities for each of the schools, together with the observations of the HSC member following their visit.

Recommendations

- That the progress by schools piloting a whole school approach to promoting mental health and wellbeing be noted and discussed.

List of Appendices Included

Appendix 1 – School priorities and HSC member feedback from monitoring visits
Appendix 2 – Feedback from Whole School Steering Group

Background Papers

Health Select Commission Scrutiny review of Child and Adolescent Mental Health Services – review report, response and subsequent monitoring reports

Briefing paper on whole school approach, HSC January 2017

Future in Mind Report, May 2015

Consideration by any other Council Committee, Scrutiny or Advisory Panel

No

Council Approval Required

No

Exempt from the Press and Public

No

Title: Whole school approach to prevention and early intervention

1. Recommendations

- 1.1 That the progress by schools piloting a whole school approach to promoting mental health and wellbeing be noted and discussed.

2. Background

- 2.1 A full scrutiny review of Rotherham, Doncaster and South Humber NHS Trust (RDaSH) Child and Adolescent Mental Health Services (CAMHS) was carried out by a sub-group comprising members of the Health Select Commission and the Improving Lives Select Commission during 2014-15.

- 2.2 One of the recommendations from the review was:

“In its leadership role with schools, RMBC should ensure schools link in with partner agencies to discharge their wider duties and responsibilities towards C&YP’s emotional wellbeing and mental health.”

- 2.3 In response to this recommendation a pilot whole school approach is running in six Rotherham schools during 2016-17. This specifically includes developing and implementing an Emotional Wellbeing and Mental Health Plan tailored to each individual school. Regular monitoring takes place each term and there will be a full evaluation in July 2017.

3. Key Issues

- 3.1 Each of the pilot schools carried out a mini needs analysis based on the eight principles from national guidance on taking a whole school approach to mental health. This process enabled them to identify the key emotional wellbeing and mental health priorities for their particular school, which they are now taking forward through a clear action plan.
- 3.2 It will be important to ensure that the six schools are able to sustain their progress once the pilot has ended and that wider learning is shared with other schools going forward.

4. Options considered and recommended proposal

- 4.1 Following an update on progress on the previous CAMHS review recommendations in October 2016, when the pilot was discussed at length, a further briefing was given at the meeting in January 2017. It was agreed that HSC members would participate in the monitoring visits to the pilot schools to learn first-hand about the work.
- 4.2 The priorities for each of the schools are included in Appendix 1, together with the observations of the Member who accompanied officers on the monitoring visit, where these have taken place to date. Further information from the recent steering group meeting is included in Appendix 2.

5. Consultation

5.1 Not applicable in relation to this report.

6. Timetable and Accountability for Implementing this Decision

6.1 Schools are working on their action plans in this academic year and full evaluation of the pilot will take place in July 2017.

6.2 HSC has previously agreed to scrutinise the evaluation and future plans to share learning as part of its work programme in 2017-18

7. Financial and Procurement Implications

7.1 Non recurrent funding from the CAMHS Transformation monies was designated to piloting a whole school approach in 2016-17.

8. Legal Implications

8.1 None from this report.

9. Human Resources Implications

9.1 None from this report.

10. Implications for Children and Young People and Vulnerable Adults

10.1 The intention of the pilot is to impact positively on children and young people's mental health and wellbeing, through building resilience and focusing on prevention and early intervention.

1.1 Equalities and Human Rights Implications

11. The initiative will bring about a positive contribution to promoting equality through the whole school approach to social and emotional mental health.

12. Implications for Partners and Other Directorates

12.1 Successful transformation of CAMHS requires a multi-agency approach involving Public Health, Children and Young People's Services, schools and health partners.

13. Risks and Mitigation

13.1 Access to high quality support and care for social and emotional mental health is essential for children and young people in all parts of the borough to achieve improved health outcomes and to reduce health inequalities for our community.

13.2 There has been a whole service reconfiguration of RDaSH CAMHS and there is now closer multi-agency working at both strategic and operational level, such

as the roll out of locality working; single point of access to Early Help and CAMHS; and better links with schools.

14. Accountable Officer(s)

James McLaughlin, Democratic Services Manager

Approvals Obtained from:-

Strategic Director of Finance and Corporate Services - not applicable

Director of Legal Services - not applicable

Head of Procurement - not applicable

This report is published on the Council's website or can be found at:-

<http://moderngov.rotherham.gov.uk/ieDocHome.aspx?Categories=>

Appendix 1

School priorities and HSC member feedback from monitoring visits

Cllr R Elliott - Wingfield Academy

1. Enable student voice to influence decisions: Redevelop Student led Voice and Influence activities from strategic to operational within the Academy - Student Ambassador Programme.
2. Targeted support and appropriate referral- Provision of support services for children and young people. To develop an enhanced Early Help offer to further support emotional wellbeing for students and parents / carers through a therapeutic offer that is not currently available through the Core Early Help offer.

1 Progress on the priorities

Two priorities - Student Voice and Community Approach

The Head Teacher was at pains to point out that the Academy was working on these priorities before the extra funding came in, so rather than a new initiative this was a continuation of what they were already doing.

2 Any early outcomes from the work to report yet

Student voice has been enhanced from basically talking about toilets and other minor complaints to involvement with the SLT team including 12 students attending a SLT team meeting at least once a term thus giving the team a real insight into student opinions. The Academy also have Wellbeing Ambassadors in every year group, these children are drawn from a variety of backgrounds and offer support and assistance to any student in their year who may have problems which they would not want to share with Academy staff.

Community Approach involves the Early Help team, which involves the Wingfield Community and the Wingfield cluster of Primary schools. This team has recently been expanded to nine workers and also features a mental health specialist attending the Academy once a week and an Art therapist who visits the cluster schools. 33 families are presently being assisted by the team. Positive results are being shown and open evenings for these families have been held.

3 Any difficulties or barriers the school is experiencing

Two of the schools in the cluster have the same Executive Head who is part of a cluster at the other side of Rotherham therefore those two schools do not attend meetings at Wingfield.

4 Work with other schools in the cluster

Apart from the difficulties listed at 3, the Early Help team do visit the other Primary schools at least once a week.

5 Plans to sustain progress after the pilot

As was mentioned earlier Wingfield Academy has been active in these priorities for some time and has invested heavily in them, the Head Teacher is adamant that this is the way forward and will continue into the future.

Cllr Short - Newman School

- 1 To review and improve staff resilience and emotional health and mental wellbeing needs in the workplace.
- 2 To review the impact of current emotional resilience interventions and develop the whole school Social and Emotional Mental Health offer.

1 Progress on the priorities

Newman School has implemented a great deal of work on this.

2 Any early outcomes from the work to report yet

A full report, which will be published, is due out.

3 Any difficulties or barriers the school is experiencing

None reported.

4 Work with other schools in the cluster

Newman is working with other schools.

5 Plans to sustain progress after the pilot

A full plan will be in place and they will continue to work on mental health – pupil needs, staff needs. School will implement a model. I am convinced this school will be on top of all the requirements.

Cllr J Elliot - Wales High School

1. To improve staff resilience and enable them to deal with students' emotional health and mental wellbeing needs.
2. To improve identification of students who require mental health support and design clear thresholds of targeted support and appropriate referral.

1. Progress on the priorities

I was very impressed with the hard work of the staff involved in the pilot. They came across with enthusiasm and motivation to improve the mental wellbeing of staff and students. The funding seems to have been spent well, including in-school councillor

for additional half day; cover for staff to attend training; donation to blind dogs charity; and investment in Wellbeing Wednesday.

The staff in conjunction with health professionals have developed a list of criteria, with Green Amber and Red thresholds, to assist in identifying students who may require mental health support. They hope to update this 3/4 times a year. Criteria include issues such as bereavement, family break up, student's health etc. There is now a clearer picture of mental health needs in school so that student support can be targeted.

Staff have attended a variety of courses including transgender, well-being, attachment, toxic trio and resistant families. Looking to incorporate training received into CPD and perhaps also include Mental Health for First Aid Training.

2 Any early outcomes from the work to report yet

The school has developed Wellbeing Wednesday, a lunch time focus, with a recent visit of a guide dog's socialisation day for staff and students to join in.

Mental health is now a priority at year team meetings. Pastoral teams and tutors are better trained on signs of mental health and where to signpost.

Mental health is a prominent feature of Wales High Twitter feed.

Reassessed marking policy to improve staff workload and rationalised meetings throughout the year so teachers have less to attend.

Established strong links with CAMHS locality worker.

3 Any difficulties or barriers the school is experiencing

None mentioned

4 Work with other schools in the cluster

Primaries had input on the list of criteria and asked to work with Year 6's. Wales High I looking to visit Meadowview Primary who have a Wellbeing Charter in place.

5 Plans to sustain progress after the pilot

The staff I spoke to are determined to carry on. They spoke about wanting to share what they had learnt and developed with other schools.

Cllr Cusworth - Oakwood High School

1. To develop information to baseline and assess for Social and Emotional Mental Health and resilience.
2. Build the skillset of staff to develop and build resilience in pupils.

1 Progress on the priorities

In order to develop a baseline the school looked at developing their own tool to assess pupil's current social and emotional health and resilience. This would make it possible to assess any improvements or deterioration in pupils. The idea was to RAG rate children, identifying ambers and prevent them from going into red and also to identify Greens and keep them there. The school considered developing its own tool but in the end opted for the Strengths & Difficulties Questionnaire (SDQ) which they uploaded to Survey Monkey. At Oakwood all children have access to an iPad and so children completed the survey this way. The results were then transferred onto a database and RAG rated. The targeted year was Year 9 as school felt this is a pivotal year as people approach linear exams (mock exams in old money).

The school has also launched "Motivational Monday's" and are trying to meet as a staff more regularly as the staff room in the new building is too small for everyone to comfortably meet in.

SENCO setting up a working party of 4/5 staff members – looking at how "small things can make a big difference".

2 Any early outcomes from the work to report yet

The school felt that the most positive result that was revealed was where pupils wrote in the any other comments box. This helped staff to identify issues affecting children and offer them support. The other positive the school saw was that the pupil's rated as RED were already known to the school team.

3 Any difficulties or barriers the school is experiencing

Following collation of data and interventions set up, the school's Special Educational Needs Coordinator (SENCO) had a period of absence. During this time there was a lack of steer regarding the interventions. Some went ahead and some did not. The staff responsible for delivering the interventions were tutors with some free time due to restructure of classes at Oakwood. On the SENCO's return it was apparent that a certain skill set is required to deliver emotional health and wellbeing interventions. It was clear that it is not as straight forward as delivering a maths or literacy intervention.

The SDQ was completed by pupils' on their school provided iPads during an English lesson. When pupils sat down with tutors to participate in the intervention staff asked them to expand on their questionnaire answers. Some pupils said they put anything down because they were in English and bored, others said it was before Christmas and they were stressed but they don't feel that way anymore.

4 Work with other schools in the cluster

The leads of each pilot scheme, including Oakwood's SENCO, meet regularly at the *Whole School Steering Group*. This meets at a different school involved in the pilot scheme each time. I attended one of these meetings on 28th March 2017 and it was great to see how schools were sharing information, templates and questionnaires.

Oakwood to consider linking with primary feeder schools Year 6's ahead of transition to Year 7.

5 Plans to sustain progress after the pilot

A plan is in place to continue the scheme and to improve on areas they found challenging by:

- Having an Emotional Health and Wellbeing Week – assembly, tutor-time activities and then completing the SDQ. This will hopefully help pupils take the questionnaire more seriously due to the preparatory work. Interventions will be on a whole school basis in tutor group time and will look for trends and promote themes for tutor group work. This approach will ensure an ethos of “all in this together” and that Oakwood deals with issues as a whole school.
- SENCO plans to speak to children who present as highly resilient to learn from them in the hope they can add value to children who are finding it difficult to cope.
- Using tutors to support other SEND work/interventions thereby freeing up SEND staff already skilled in emotional health and wellbeing skills to carry out the interventions.

Cllr Andrews - Maltby Academy

1. To work with senior leaders in MLT schools to ensure that mental health is given due priority and that mental health awareness among wider workforce is raised, thus enabling staff to identify and seek support for students and colleagues at earlier opportunity.
2. To raise awareness among the wider community by implementing workshops for parents/carers and by providing a half-day mental health raising event for the wider Maltby Community.
3. To ensure that Pastoral Managers, as Mental Health Champions for their schools, have the requisite skills, knowledge and support mechanisms embedded in order to meet the needs of rising numbers of children with complex mental health needs while also safeguarding their own mental health and well-being. This will be facilitated by implementing a clinical supervision model, local and pilot-wide networking and regular links to multi-agency partners e.g. Educational Psychologists, Early Help teams and CAMHS.

1 Progress on the priorities

2 Any early outcomes from the work to report yet

3 Any difficulties or barriers the school is experiencing

4 Work with other schools in the cluster

5 Plans to sustain progress after the pilot

Cllr Marriott - Rawmarsh Community School

Priorities

1. To build resilience with a targeted group of pupils at the earliest stage to enable them to deal with emotional health and mental wellbeing needs.
2. Deliver Social Studies lessons to Y7 and Y10 pupils, focusing on understanding how people behave, why people get angry or feel differently. Empathising with peers experiencing personal, social and emotional issues.
3. Engaging the hard to reach parents/carers.

Please note the visit has not yet taken place but feedback from the school at the steering group meeting attended by Cllr Cusworth has been included.

1 Progress on the priorities

Working party of 5 parents looking at engagement and typical behaviour of teenagers has been running for 3 weeks – SENCOs working with parents and young people.

Work is targeted and its aim is to promote resilience and self-reliance. SENCO working with some students to address small things around organisation and taking responsibility and this can reduce anxiety.

Behaviour specialist has observed lessons in Rawmarsh Community School and primaries within the Trust.

Packages encouraging positive behaviour being rolled out whole school and to primaries.

With regards to pupil voice the school plans to RAG rate before the summer break.

2 Any early outcomes from the work to report yet

Improvements have been noted between parents and young people in this short time and considering using anonymised anecdotes to encourage participation from other parents. Parent engagement is unique amongst the pilot.

3 Any difficulties or barriers the school is experiencing

4 Work with other schools in the cluster

Rawmarsh is working with primary schools who are part of the same Multi Academy Trust (MAT).

5 Plans to sustain progress after the pilot

Appendix 2

Feedback from Whole School Steering Group – Cllr Cusworth

Screening tools

- All schools now have screening tools from RDaSH and CAMHS – ASD and ADHD.

Workplace Wellbeing Charter

- Oakwood - SENCO to set a working party looking at the charter and to develop an action plan.
- Wales – already looking at Workplace Wellbeing Charter but concerned about cost (clarified at the meeting that there is no cost.)
- Rawmarsh – not yet looked at it but they have lead officer contact details in Public Health.
- In actual fact this should save money due to reduction in staff sickness and absence.

Updates from Schools – second term in

Updates were provided from Wales, Oakwood and Rawmarsh. Unfortunately no one attended from Newman, Wingfield or Maltby school.

Update from Public Health (Ruth Fletcher-Brown)

- At Wingfield School some pupil's sit on the SLT and have also spoken to governors – they have a strong student council.
- Schools encouraged to update their action plans – with particular reference to the differences they feel their actions have made.
- Ruth suggested anonymised case studies would be useful to share and will send a template to leads to help – would like to have these back by beginning of May.
- Plan to share good practice through an event possibly held at Wales school w/c 16th October 2017 13.15 to 15.30.
 - 6 Schools will do a presentation 10 minutes each
 - Wingfield will be given more time as they would like the students involved to be invited.
 - Followed by a marketplace where information can be given and discussions can take place and literature can be taken away.
 - Ruth to arrange poster template for the event.

Update from RDaSH/CAMHS (Ruth Fletcher Brown on behalf of Paul Theaker)

- Schools feel they have a strong relationship with their link worker – Wales meet with link worker monthly and Rawmarsh meet termly.
- However, it was raised that although referrals made are first checked with link worker they still bounce back as inappropriate and have to be resubmitted – this wastes time and delays any appointment.
- GPs have told schools they can no longer make referrals into CAMHS.
- There will be a single point of access (SPA) into Early Help and CAMHS by the end of May 2017 – it will be sited in Riverside and calls will be triaged.

- The CCG are reviewing the locality model – and what this looks like for Schools and GP practices,
- There is now a CAMHS screening tool for anyone working with children and young people – includes list of anxiety for example and signposts based on mild, moderate etc.
- There is an ambition for all staff within schools to be trained to an appropriate level, dependent on position, to enable them to recognise and signpost on if concerns re mental health and emotional wellbeing.
- Consistency across South Yorkshire and Humber is the goal and it is hoped this will begin to be implemented from September 2017.
- RMBC hope to roll this out to all people working with children and young people.

Any other business

- Ruth advised funding was available from NHS England but must be spent in next 6 weeks – Rotherham Suicide and Self-harm group want to do some more work – looking at z cards.
- As a result of Lifestyle Survey Rotherham will be looking at the “STILL” project – based on Time to Change which is aimed at both adults and children.
- Looking for a school to help launch this project and ties in with Oakwood’s Emotional Health and Wellbeing Week.