

CLACKMANNANSHIRE COUNCIL

Report to: People Committee

Date of Meeting: 16 September 2021

**Subject: Driving Change in Mental Health for Children and Families
Transformation Project**

**Report by: Whitney Barrett, Principal Educational Psychologist and Lesley Taylor,
Educational Psychologist**

1.0 Purpose

This paper provides the People Committee with an overview of the Driving Change in Mental Health for Children and Families Transformation Project within Education.

2.0 Recommendations

It is recommended that the Committee note and comment on the overview of the Driving Change in Mental Health for Children and Families Transformation Project outlined in this paper and, in particular, the recommendations regarding how we can further develop the Project to improve outcomes and ensure cohesion and consistency of approach in this field by incorporating wider developments and initiatives that other partners and services are offering as part of the Be The Future Programme including the Family Wellbeing Partnership, Wellbeing Hub and STRIVE, and the Summer of Wellbeing and The Promise.

3.0 Considerations

3.1 *National Picture*

The Scottish Government's Mental Health Strategy 2017 – 27 is a 10 year vision to support the country's mental health and wellbeing. The Strategy contains 40 actions including those for Prevention and Early Intervention which focus specifically on children and young people. Evidence from a variety of sources such as The Children and Young People's Mental Health and Wellbeing Programme Board, The Youth Commission on Mental Health Services Report (2019) and The Rejected Referrals to Child and Adolescent Mental Health Services: Audit (2018) have provided clear evidence that the current systems to support children and young people's mental health are not effective. As a result, the Scottish Government have released a variety of funding streams to support the development of more effective support for children and young people's mental health and wellbeing including:

- *Counselling in Schools* – funding to support the provision of face to face counselling services for children aged 10 years and above with all secondary pupils to have access to a counsellor by October 2020. Funding is currently agreed to continue until August 2023.
- *Community Mental Health and Wellbeing Supports and Services* – funding to provide new and enhanced services for 5 - 24 year olds (26 years if care experienced) to address distress and promote positive mental health. Services

are to be preventative, well connected, co-produced, flexible, informed and accessible. Children's Services Partnerships or Community Planning Partnerships, education, health including CAMHS and primary care, wider children's services, youth work and the third sector are expected to work together taking a whole system approach to supporting children, young people and their families so that children and young people experience a seamless pathway through supports. Funding to be released annually and reporting cycle to be aligned with that for Counselling in Schools.

- *Staff Wellbeing* – Barnardo's Scotland and mental health charity Place2Be will offer new mental health support for staff from October 2021. Education Scotland and the General Teaching Council for Scotland will also offer new professional learning opportunities for post-probation teachers and develop a new coaching and mentoring offer for teachers who need it most. The funding package also includes the continuation of the Scottish Government's commitment, in partnership with the Hunter Foundation, to the values-based leadership programmes delivered by social enterprise and charity Columba 1400. The package of support for school staff has been developed in partnership with organisations represented on the Education Recovery Group.
- *The Young Person's Guarantee (YPG)* - funding is for 16 - 24 year olds only. All local authorities have been allocated this funding which can be used for a range of activities including mental health support. Provision of further funding is dependent on plans being approved and likely to be further restrictions on what the funds can be used for.

3.2 *Local Context*

Clackmannanshire Council is one of the original Scottish Attainment Challenge (SAC) Authorities. SAC funding has already allowed us to implement a range of supports for children and young people's mental health and wellbeing (please see, for example, Appendix 1 – *Keeping Clacks Connected: Approach to Mental Health and Wellbeing During COVID - 19*). As part of this approach, a mental health and wellbeing survey was carried out in June 2020 and again in June 2021, the results of which highlight the increased prevalence of mental health difficulties amongst our children and young people. A summary of these results can be found in Appendix 2.

As a result of these drivers and initiatives, we have developed a Transformation Project within Education to better support the mental health of children and families. We want to ensure that the recent funding streams from Scottish Government are well integrated into our existing support structures for mental health and wellbeing and provide added-value in terms of effectively targeting any existing gaps in services still required.

3.2 *Community Mental Health and Wellbeing Supports and Services*

Currently a one-off payment of £62,500 has been released to Education for the planning and preparation costs relating to the development of community mental health and wellbeing services for 5-24 year olds (26 if care experienced) and their families and carers. A further £34,750 was given on a pro rata basis for the provision of these community mental health and wellbeing services between 1st January and 31st March 2021 with a further £139,000 released in April 2021. It is likely that this funding will continue beyond March 2022 but has not been officially confirmed yet.

Preliminary needs-analysis within Education identified two main areas which this funding could target:

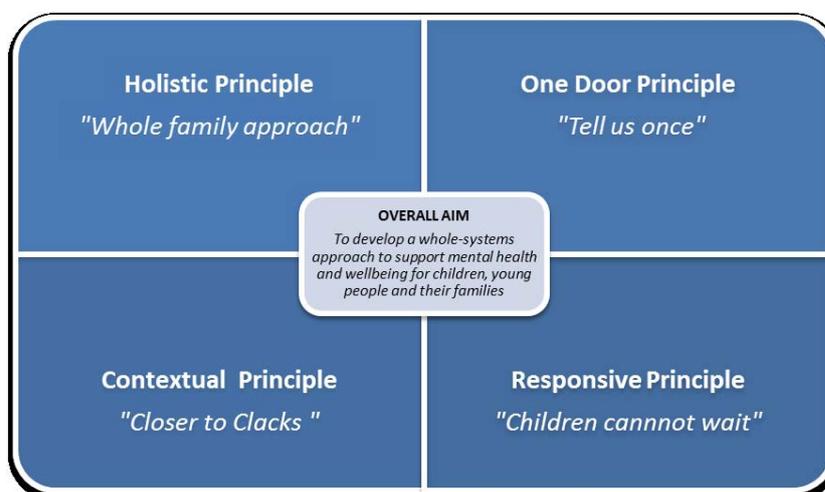
1) the creation of a developmentally-appropriate focused intervention (e.g. play therapy, music therapy, art therapy etc.) for children aged 5 – 9 years who do not have access to Counselling in Schools.

2) the development of community spaces to facilitate a ‘one-door’ approach to supporting children and families, including out-of-hours supports. Since April 2021, a number of services have been operationalised to meet these needs. A Creative Therapeutic Interventions for Children Service (CTiFC) has been established to provide music therapy and therapeutic art for 5 – 9 year olds, and the initial focus of the development of ‘one door’ community spaces has been centred around the commissioning of three new digital mental health services across the age ranges, two of which are available 24/7, 365 days a year. A fourth service for children and young people aged 10-18 will be launched on Tuesday 7th September to coincide with Youth Mental Health Day.

3.2 *Driving Change in Mental Health for Children, Young People and Their Families Transformation Project*

This project was developed in response to national drivers (see 3.1) and our local context and priorities (see 3.2) within Clackmannanshire. The overall aim of the project is to develop a whole systems approach to supporting children and families’ mental health and wellbeing within Clackmannanshire. The purpose of a whole systems approach is to create more efficient, effective and equitable systems to better promote prevention and early intervention within local communities.

Our whole systems approach is based on the following 4 core principles:



Currently the project approach has 3 over-arching themes:

1. Co-Production
2. Communication and Marketing
3. Quality Assurance and Evaluation

And 9 specific workstreams:

1. Referral Pathways and Directory of Supports

2. Multi-agency Forum
3. Counselling in Schools Service (CiSS) for 10-18 year olds
4. Creative Therapeutic Interventions for Children Service (CTIFC) for 5-9 year olds
5. Digital Mental Health Support for 16 – 26 year olds
6. Developing 'One Door' Community Spaces
7. Community ASD (Autism Spectrum Disorder) Assessment Pathway
8. Staff Health and Wellbeing
9. Workforce Development

See Appendix 3 for an overview of the Project and Appendix 4 for the most recent updates submitted to Pentana regarding progress across the different workstreams.

The Project reports to a Programme Board chaired by an elected member with membership from the Educational Psychology Service, CAMHS and the Third Sector.

3.3 *Communications and Marketing*

Following feedback from stakeholders, specifically children, young people and their parents/ carers, we are seeking to launch a re-branded public 'face' for the project with a more user-friendly title ('Mental Health and Wellbeing in Clacks') and logo. These changes will be put to the Programme Board on 28th August and, subject to their approval, launched thereafter to coincide with a range of activities planned around Youth Mental Health Day on 7th September and World Suicide Prevention Day on 10th September. The proposed new branding can be found in Appendix 5.

More generally, the communication and marketing work undertaken in this area to date has opened up a number of fruitful partnerships both across Council teams (e.g. Active Clacks team sharing photos/information regarding one of the digital mental health services – this has been picked up by our partner organisation and used as an example of good practice when speaking to other Local Authorities/Scottish Government) and more widely around the local area (e.g. local businesses such as Tesco/Alloa Athletic/Boots displaying information posters and asking staff to wear badges). These experiences have shown the powerful way in which a wide array of professionals, organisations and others can work together to improve outcomes.

3.4 *Recommendations*

In order to further develop the Transformation Project within Education and to successfully implement the various funding streams from Scottish Government, it is recommended that the Project continues be aligned with other initiatives within the Be The Future Programme and the Summer of Wellbeing and The Promise, and to keep developing the wide range of partnership opportunities that have already begun to be established across both the Council, multi-disciplinary teams including health, the third sector and the wider community in order that the biggest impact can be made in the lives of children, young people and their families.

Elected Members are asked to consider supporting the communication and marketing aspect of the Project through sharing information via their own networks, particularly in relation to the 'Let's start a conversation' message that will be the focus of activity during Youth Mental Health Day on the 7th September.

4.0 Appendices

Appendix 1 - *Keeping Clacks Connected: Approach to Mental Health and Wellbeing During COVID – 19*

Appendix 2 – *Mental Health and Wellbeing Survey Summary Results*

Appendix 3 - *Driving Change in Mental Health for Children, Young People and Their Families Transformation Project Overview*

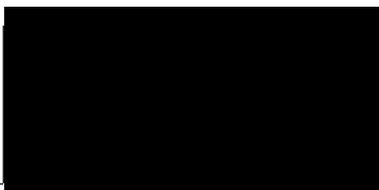
Appendix 4 - *Pentana Updates for the Actions for the EPS July 2021*

Appendix 5 – *Proposed new branding*

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Approved by

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Clackmannanshire Education Service

Keeping Clacks Connected: Approach to Mental Health and Wellbeing during COVID-19

Clackmannanshire Council have a range of supports in place to support all children and young people during COVID19 as part of Getting It Right for Every Child (GIRFEC). Supports are offered at the universal, targeted and intensive levels. We have several documents that support our response including Education Service's 'Information for Senior Managers: Supporting Vulnerable Children and Young People' and associated Appendices, together with the 'Intensive Support Service Guidelines', which outline our supports and processes in more detail.

Universal

- All establishments have been provided with a range of wellbeing supports for pupils and parents/carers via FLIPClacks.org and Google Classrooms including keeping children safe online, ways to manage stress and advice around supporting children who experience bereavement during COVID19 etc.
- Ongoing communication with children and families via Class DoJo.
- CLPL resources for staff on a variety of topics relating to health & wellbeing, Readiness for Learning and COVID19-specific topics
- The Educational Psychology Service (EPS) has extended its consultation phone line and text-back service to every morning for parents/carers and staff to provide advice and support.
- Keeping Clacks Connected strategy shared with children, parents/carers, staff and others in order to signpost them to a range of mental health & wellbeing supports.
- Happy Bags and Health Spot website offered by Youth Council

Targeted and Intensive Levels of Support for:

- children on the child protection register, those who are looked after, and those on the edge of care
- children and young people affected by poverty and deprivation
- children and young people who have complex needs

Targeted

- Tiered check-ins with families by key establishment staff signposting a range of wellbeing supports if required.
- Staff Wellbeing sessions provided by the EPS twice a week online - to help staff remain regulated when supporting children and families during this time.

Intensive

- Hub placement
- Intensive Support Service - comprising of individual, direct work with children and families who require intensive support delivered virtually or in person (while adhering to social distancing protocols) e.g. SEBN/ASD/Complex Needs Outreach, Wellbeing Worker Support, School Counselling, Community Learning and Development (CLD) support, Family Support (from a variety of partners), trauma therapy (EMDR).

"The most powerful buffer in times of stress and distress is our social connectedness; so let's all remember to stay physically distant but emotionally close."

Bruce D. Perry



Clackmannanshire
Council

www.clacks.gov.uk

Comhairle Siorrachd
Chlach Mhanann

KEEPING

Clacks

CONNECTED

powered by

PIKTOCHART

Appendix Two – Mental Health and Wellbeing Survey Summary Results

An online mental health and wellbeing survey was conducted in June 2020 and again in June 2021. While the results this year are not significantly different from last year there continues to be a significant difference between the national norms and the Clackmannanshire population with 61% of our school aged population scoring 'high' or 'very high' on the total difficulties scale. For primary aged pupils, the number of children reported by their parents / carers as restless and overactive has more than **doubled**; **twice** as many children are reported to be having "temper tantrums"; **three times** as many children are reported as having more worries, and **four times** more children are reported as having lots of fears. For secondary pupils, their parents told us that **81%** felt their child has poor attention; **72%** report levels of distractibility and having many worries; **57%** report physical symptoms such as headaches and stomach pains, and **50%** as reported as having lots of fears. In addition, **47%** report ongoing "temper tantrums" from their child and **31%** of parents report that their child has experienced challenges with peer relationships. The responses from young people told us that **67%** feel restless; **55%** said they worried a lot; **65%** felt nervous or easily lost confidence; **36%** said they were anxious every day; **39%** reported being unhappy, and **37%** reported physical symptoms such as headaches and stomach pains. Finally, **31%** of young people reported challenges with peer relationships which is consistent with what the parents / carers reported. In our Early Years population, the results are generally more stable with similar reporting of difficulties as last year. However, the results continue to be much higher than national norms. The significant difference from last June has been **a four fold increase** in reports of children with "temper tantrums" and a **four fold increase** in children reported as restless or overactive.

Responses from the survey this year indicate that children and young people in Clackmannanshire continue to have a significant level of mental health and wellbeing difficulties compared to national norms. There has been a significant increase in reports of anxiety in young people by their parents / carers and by

the young people themselves, and parents / carers are concerned about the mental health of their children. A fifth of our community has experienced the loss of someone close during the pandemic and a third report poor interpersonal relationships. However, for the majority, schools are seen as safe places to be and children have generally re-engaged with in-school learning. Attention needs to be devoted to the minority of pupils (a quarter of this sample of secondary school pupils) who still needing ongoing support with this.

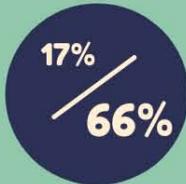


MENTAL HEALTH & WELLBEING OF NURSERY PUPILS JUNE 2020 - JUNE 2021

Jun '20
/
Jun '21



Are restless & over-active



Have 'temper tantrums'



Are easily distracted



Find turn-taking hard



Can't sit still



Can't calm down



Struggle with reprimands

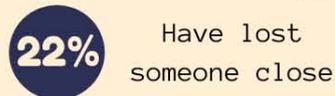


Get frustrated easily

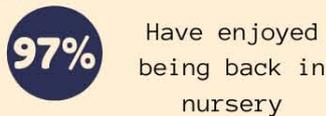


Interrupt inappropriately

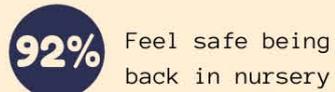
June 2021



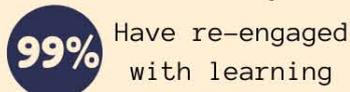
Have lost someone close



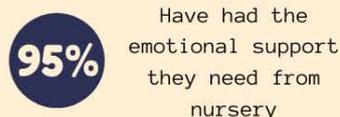
Have enjoyed being back in nursery



Feel safe being back in nursery



Have re-engaged with learning



Have had the emotional support they need from nursery



Have stayed connected with friends & family



MENTAL HEALTH & WELLBEING OF PRIMARY PUPILS JUNE 2020 - JUNE 2021

Jun '20
/
Jun '21



Are restless & over-active



Have 'temper tantrums'



Struggle to be obedient



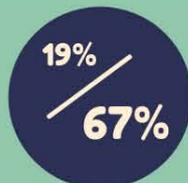
Have many worries



Constantly fidgeting



Easily distracted



Nervous or clingy



Have lots of fears



Do not have good attention

June 2021



Have lost someone close



Have enjoyed being back in school



Feel safe being back in school



Have re-engaged with learning



Have had the emotional support they need from school



Have stayed connected with friends & family



MENTAL HEALTH & WELLBEING OF SECONDARY PUPILS - PARENT REPORT JUNE 2021

37%

Are
restless &
over-active

47%

Have 'temper
tantrums'

52%

Struggle to
be obedient

72%

Have many
worries

45%

Constantly
fidgeting

72%

Easily
distracted

64%

Nervous or
clingy

50%

Have lots
of fears

81%

Do not have
good attention
span

23%

Have lost
someone close

65%

Child has
enjoyed being
back in school

84%

Child has felt
safe at school

74%

Have re-engaged
with learning

74%

Child has received
emotional support
from school

88%

Stayed connected
with friends &
family

DRIVING CHANGE IN MENTAL HEALTH FOR CHILDREN, YOUNG PEOPLE AND FAMILIES TRANSFORMATION PROJECT OVERVIEW

We want to do things differently to improve mental health & wellbeing for our children, young people and their families.

There are 9 workstreams in the project, all designed to add to or improve existing services within Clackmannanshire, with three themes which run through all the workstreams.

Themes

CO-PRODUCTION



Making sure children & young people's voices are central to the development of new or improved services and supports

COMMUNICATIONS & MARKETING



Getting information and resources out to the people that need it, quickly and efficiently via a number of sources

RESEARCH & EVALUATION



Using data to make sure that the services we are designing are making a difference to our communities through improved outcomes

Workstreams

MULTI-AGENCY FORUM



A single point of access to allocate mental health supports & services following the principle of 'Tell Us Once'

REFERAL PATHWAYS & DIRECTORY OF SUPPORTS



To help know what's out there and how to access it

COUNSELLING IN SCHOOLS SERVICE FOR 10-18 YEAR OLDS



For longer term, direct support via 'talking' therapy

CREATIVE THERAPEUTIC INTERVENTIONS FOR CHILDREN SERVICE



For longer-term, direct support that is developmentally appropriate for 5 - 9 year olds

DIGITAL MENTAL HEALTH SELF-MANAGEMENT SUPPORT FOR 16-26 YEAR OLDS



To make sure our most vulnerable young people get the support they need

DEVELOPING 'ONE DOOR' COMMUNITY SPACES



To provide support in the heart of our communities both face-to-face and online

COMMUNITY ASD (AUTISM SPECTRUM DISORDER) ASSESSMENT PATHWAY



For diagnostic assessments that are timely and happen in the context of the child/young person

STAFF HEALTH & WELLBEING



Looking after our biggest asset - our staff

WORKFORCE DEVELOPMENT



Providing training and support across all sectors

**Pentana Updates for the Educational Psychology Service
National Improvement Framework Plan for 2020-21
July 2021**

NIF Key Priority - Improvement in Children and Young People's Health and Wellbeing			
NIF Key Driver - Assessment of Children's Progress			
Action 2	Intended Impact/Outcome	Evidence	Timescale
Adapt the Transformation Project to improve Mental Health for Children and Families to support COVID-19 recovery and align with other developments in this area across the Council	<ul style="list-style-type: none"> ● Improved access to services to support children's mental health and wellbeing ● Improved mental health and wellbeing of children and young people 	<ul style="list-style-type: none"> ● Referral rates ● Mental health and well-being measures 	June 2021
<p>Progress to date across all 9 workstreams within the Transformation Project includes:</p> <p>Co-Production A number of consultation activities have taken place seeking to engage with stakeholders about the transformation project both to gather views on activities already undertaken, and to develop a longer term, strategic group to help co-create the project going forward. These activities include focus groups with parents and young people, digital consultation around proposed logos/branding, and discussions with third sector partners.</p> <p>Referral Pathways A referral pathways workstream group has met on two occasions since January 2021. Uptake on a digital survey to establish what services are available in the local area did not receive as many responses as hoped. The workstream group is therefore looking at alternative ways to identify what supports are available in the local area to combine with nationally available services in order to produce clear pathways for sharing with all stakeholders.</p> <p>Getting It Right Forum (Mental Health and Wellbeing) Progress on this workstream has included consultation with establishments, planning meetings with health colleagues, writing clear guidelines and developing robust GDPR processes. The Forum is now ready for a September launch. It will meet on a bi-weekly basis and work to support a whole-systems approach to getting the right help, to the right people, at the right time and in the right place. Embodying the transformation project's overarching principles of one door, holistic, responsive</p>			

and closer to Clacks, it is an important time to continue the work to build effective services for our children, young people and their families.

The Counselling in Schools Service (CiSS) This Service for pupils aged 10 – 18 was fully launched in September 2020 and has received 210 referrals to date. Of these referrals, 64% were for females and 36% were for males. Pupils from all sectors (primary, secondary and specialist schools) accessed the Service, with the majority of referrals (71.5%) coming from secondary schools. Most pupils referred to the Service came from areas of multiple deprivation with 40.9% of pupils living in SIMD 1 and 2 and 65.7%, living in SIMD 1-4, which suggests a potential impact of deprivation on mental health and wellbeing. 16% referrals were for care experienced pupils. Pupils were referred to the CiSS for a variety of reasons including: emotional regulation issues, behavioural difficulties (such as hyperactivity and attention issues), peer and family relationship issues, and mental health difficulties such as anxiety, depression, self-harm and trauma. Pupils also report struggling with transitions, bereavements, family change and the impact of COVID and lockdown. In terms of improvements in wellbeing, 62 pupils have pre and post YP-CORE data to date. Of these, 61 (98%) have shown significant improvements (i.e. not by chance) on their YP-CORE scores ($p < 0.01$). A subset of pupils was also assessed using pre and post Strengths and Difficulties Questionnaires (SDQ) and Behaviour Rating Index of Executive Function (BRIEF2). Not enough have finished their sessions so far to be able to provide post test data. Finally, case study data for a further subset of 6 pupils was also collected and it was found that self-reported wellbeing scores (as measured by the SHANARRI wellbeing web) showed a significant improvement (i.e. not by chance) at the level of $p < 0.05$.

Creative Therapeutic Interventions for Children Service (CTIfCS) This Service was established in March 2021 to complement the Counselling in Schools Service (CiSS) provided for 10 – 18 years olds. The high rates of referral for the CiSS shown above suggests that there is a need for this type of focused, therapeutic support for younger children as well. However, ‘talking’ therapy such as counselling is not developmentally appropriate for children younger than 10, so the CTIfCS was established to offer therapeutic support in a more developmentally-appropriate format such as through music, play, art or family learning. So far 87% referrals were male and 17% were female. The current sample size (which was being run as a pilot study over a short period from April) is too small to calculate overall significant differences in pre and post wellbeing scores. However, data from a subset of 5 case studies shows that after engaging with CTIfCS: 100% of pupils were reported to have increased engagement and focus in sessions by their therapist; 80% showed increase in joint attention during therapy sessions, and 40% showed an increase in confidence and positive self-talk. There was also an observed improvement in self reported mood within the case studies with 100% of pupils reported that they were “Never” or “Sometimes” anxious in the past week as compared to 60% when first asked; 67% reported they were “Always” able to stay calm when angry or upset compared to 20% when first asked; 67% felt they “Always” had someone to talk to as opposed to 40% when first asked; 100% said they “Never” wanted to hurt themselves as opposed to 60% when first asked. Finally, feedback from schools for all pupils accessing the CTIfCS service includes the following themes: engagement in sessions increased once they were delivered face to face following initial remote delivery during lockdown; pupils enjoying the sessions and asking for them; an increase in engagement and concentration in the activities and increased regulation during the sessions, and some evidence that skills in supporting regulation are being transferred to home.

Digital Mental Health Services

Three new digital services were launched on the 1st April 2021 to improve the continuum of supports available to support the mental health and wellbeing of children, young people and their families. i) Mind Moose is a targeted intervention for primary age pupils which will be offered through the Staged Intervention process in schools. ii) Togetherall is a safe, secure online platform for anyone aged 16-24 (26 if care experienced) to access at any time ongoing support for mild to moderate mental health difficulties such as anxiety. iii) A keyword partnership was commissioned with Shout, a text-based crisis service that is available for all aged 5-26 by texting 'Clacks' to 85258. We have developed a communication and marketing plan in collaboration with partners which utilises a mixed methods approach, and have re-allocated time and resources to facilitate this. Through this work we have engaged with a number of colleagues from the local authority, health and third sector, as well as local businesses, to share information about the new digital services. We will receive data and updates from all three of these services as our contracts progress that allow us to better understand the mental health and wellbeing needs of our population, leading to the development of more relevant and targeted services in the future.

Community Autistic Spectrum Disorder (ASD) Assessment Pathway

Planning is underway with partners in CAMHS to pilot a new community-based ASD assessment pathway, where CAMHS would join the existing Education staged intervention process, to provide ASD assessment and diagnosis through consultation with the Team Around the Child (TAC), without the need for onward referral to CAMHS. It is intended to pilot this pathway in the new academic year. Further planning around frameworks, assessment tools and processes will take place over the summer and potential children and young people will be identified to take part. In addition, an ASD Mobilisation Team continue to meet to review post-diagnostic supports. Resources for the community have been identified and will be reviewed and up-dated regularly. A peer support network has been created to share good practice for supporting children and young people within mainstream and specialist provision and to discuss new resources as they arise.

Staff Health and Wellbeing

Staff Health and Wellbeing Guidance for Education has now been finalised and is easily available online. Togetherall is also available at any time for Education Service staff to access online, safe, secure and ongoing support for mild to moderate mental health difficulties. The Educational Psychology Service link with the Council's Healthy Working Lives Group and contribute to education-specific and council-wide delivery of staff development sessions on a variety of mental health and wellbeing topics. Most recently this has included wellbeing webinars which were offered as part of the nation's "Stress Awareness Month" in April and May 2021 to all council staff and were attended by staff from IT, Housing, Health and Safety and HR as well as Education and are now permanently available on the Clacks Academy.

Appendix 5 – Proposed New Branding/Title



Feedback from stakeholders, specifically children, young people and their families, was that the name of the project needed to ‘do what it said on the tin’. This title (and logo) were chosen during an online consultation process with stakeholders as the one that best fitted what they feel the project should be about.

The logo has been designed to suggest key elements of the project – namely that the work is about working alongside children, young people and their families, not doing things to them, and the importance of conversations. The colours of the logo have been chosen as they sit between the colour palettes of our digital service providers, who share a lot of digital assets/materials with us so using similar colourways offers visual cohesion to those viewing materials about the project.

The logo/branding work has been possible due to the support of the Council Communications Team and Council Designer in particular.