



WOKINGHAM BOROUGH  
COUNCIL'S EMOTIONAL  
WELLBEING STRATEGY  
2018-2021

Universal and Early Help

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## Strategy Overview

### Our Vision

Wokingham Borough Council and the wider partners are committed to supporting every child and young person with their emotional and mental health needs at the right time and place. The Borough will work towards the belief that every child and young person has the right to good mental and emotional wellbeing and support them to achieve this.

Priority theme – Better intelligence to aid our decision making

Priority theme – Support for schools and additional early help settings

Priority theme – Early identification and self-help

Priority theme – Improving access

Priority 1-  
Improve our understanding of the needs and impact of children's emotional and mental health in order to help the commissioning process and service improvement

Priority 2-  
Create an environment in schools that promotes good emotional and mental health leading to a system that supports children at the earliest opportunity, in the most appropriate setting

Priority 3-  
Provide and coordinate training for front line workers within the community, schools and Local Authority in order to increase understanding which in turn can help to improve early identification and appropriate referrals to services

Priority 4-  
Empower children, young people and families to support their emotional and mental health leading to greater self-help within the Borough

Priority 5-  
Improve and better coordinate the offer of services within the community in order to help identify and support emotional and mental health in the right place and at the earliest opportunity

Priority 6-  
Work to improve joint working between schools, the voluntary sector, the Local Authority and CAMHs allowing a comprehensive step-up and step-down offer

Priority 7-  
Better integrate SEND and Mental Health support to in order to coordinate resources

Priority 8-  
Continually review and improve pathways for children and young people's emotional and mental health in order to provide the best outcomes possible

## Executive Summary

Our vision is that Wokingham Borough Council and partners are committed to supporting every child and young person with their emotional and mental health needs at the right time and place.

This strategy sets out how Wokingham Borough Council, alongside health and the voluntary sector, will improve early help for children and young people's emotional and mental health. This strategy sits alongside the Local Transformation Plan for Berkshire West and the wider agenda of transforming mental health services. We have taken into consideration both national and local strategies.

The data in relation to children's mental health requires significant investment and improvement both nationally and locally. Data estimates that Wokingham has a lower prevalence of children aged 5-16 with a mental health disorder (7.3%), compared with the national (9.2%) and regional (8.5%) estimates. When analysing data from the Primary CAMHs service it shows the greatest presenting need is anxiety followed by issues relating to ASD and ADHD.

This strategy has set out the following priorities to be achieved by 2021/22.

- Better intelligence to aid and improve decision making
  - Improve our understanding of the needs and impact of children's emotional and mental health in order to help the commissioning process and service improvement
- Support for schools and additional universal settings
  - Create an environment in schools that promotes good emotional and mental health leading to a system that supports children at the earliest opportunity, in the most appropriate setting
  - Provide and coordinate training for front line workers within the community, schools and Local Authority in order to increase understanding which in turn can help to improve early identification and appropriate referrals to services
- Early identification and self-help
  - Empower children, young people and families to support their emotional and mental health leading to greater self-help within the Borough
  - Improve and better coordinate the offer of services within the community in order to help identify and support emotional and mental health in the right place and at the earliest opportunity
- Improving Access
  - Work to improve joint working between schools, the voluntary sector, the Local Authority and CAMHs allowing a comprehensive step-up and step-down offer
  - Better integrate SEND and Mental Health support to in order to coordinate resources
  - Continually review and improve pathways for children and young people's emotional and mental health in order to provide the best outcomes possible

## Why have a Children and Young People Mental and Emotional Health Strategy?

Children and young people's mental and physical health are intertwined and require an integrated and holistic approach that supports the need and helps to build the ability to cope. There is a continuum of need within mental health and emotional wellbeing and whilst this strategy recognises the importance of the entire continuum this strategy has prioritised the lower levels of need, and chooses to focus on prevention, resilience and early help.

This strategy draws attention to the importance of emotional wellbeing and mental health and highlights how this can help children realise their dreams and aspirations, providing them with the best foundation on which to progress and grow.

The Borough is choosing to invest, protect and promote mental health and emotional wellbeing because:

- Half of all mental health problems manifest by the age of 14, with 75% by age 24 (Kessler et al., 2005)
- Almost 1 in 4 children and young people show some evidence of mental ill health (including anxiety and depression) (ONS, 2016)
- Suicide is the most common cause of death for boys aged between 5-19 years, and the second most common for girls of this age (Wolfe et al., 2014)

## Vision and Aims

### Our vision

Wokingham Borough Council and our wider partners are committed to supporting every child and young person with their emotional and mental health needs at the right time and place. The Borough believes that every child and young person has the right to good mental and emotional wellbeing and support them to achieve this.

The local authority recognises that this cannot be achieved in isolation, this vision can only be achieved by working in partnership across the Borough. This strategy recognises that partnership working with both schools and health partners is essential to achieving this vision. Schools and educational settings are an essential part of a child's development, they hold an enormous responsibility juggling competing priorities and external pressures.

### What are we going to do?

Taking into account the vision for children's emotional and mental health and current national guidance Wokingham Borough aims to:

- Better understand the emotional and mental health needs within the Borough
- Identify need and promote good emotional health, wellbeing and resilience from the earliest opportunity
- Work to change the culture around emotional and mental health
- Help schools support children and young people's emotional and mental health

- Work towards providing a service that is evidenced based and gives children and young people what they need when they need it in a coordinated manner that is easy to access
- Build stronger links and communication between health, voluntary sector, the local authority and schools

In order to achieve this, the Local Authority, schools, CAMHs, the CCG, and the voluntary sector will need to work towards a shared goal. This will need to be done using and building upon the existing assets and examples of good work that already exists within the Borough and nationally. The ambition to improve and provide the best possible support for children and young people needs to be realised within the confines of a restricted and shrinking resource pool. The partnership will need to work smarter and work together. No one service, partner or agency can solve this and provide the answers that are being asked both nationally and locally.

## Who are the Children and Young People with Emotional and Mental Health needs?

Nationally there are two main terms that are often used interchangeably, mental health and emotional wellbeing. This strategy uses both terms and aims to distinguish between the two.

### 1. Emotional Health/Wellbeing

Emotional wellbeing has been defined by the World Health Organisation (WHO) as:

‘a positive state of mind and body, feeling safe and able to cope, with a sense of connection with people, communities and the wider environment’

This term is increasingly risen in popularity and is often used alongside mental health. Schools and those whose main contribution is around prevention tend to favour this term. It helps to remove some of the stigma barriers associated with the term mental health.

### 2. Mental Health

Mental health was defined by WHO as:

‘a state of wellbeing in which the individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community’ (WHO, 2014)

## National and Local Context

### National Context

The government with the NHS have set out some key strategies and reports that are leading and shaping the future of how the country supports and responds to children and young people's mental and emotional health.

The direction set by the national strategy and reports includes;

- Bringing parity between mental and physical health
- Developing a tier-less service that is quick and easy to access
- Building a more resilient community
- Helping families to understand what support and services are available
- Reducing stigma attached to mental health
- Ensuring that those who are vulnerable and need further support can access services in a timely manner

The key strategies are set out below.

#### **Future in Mind**

In March 2015 '[Future in mind – promoting, protecting and improving our children and young people's mental health and wellbeing](#)' made a number of proposals for 2020. These included:

- Tackling stigma and improving attitudes to mental illness
- Introducing more access and waiting time standards for services
- Establishing 'one stop shop' support services in the community
- Improving access for children and young people who are particularly vulnerable

The report sets out that much of this can be achieved through improved partnership working between the NHS, local authorities, voluntary organisations, schools and other local services.

#### **Five Year Forward View for Mental Health**

In February 2016 the Five Year Forward View for Mental Health was published by the Independent Mental Health Taskforce to the NHS. This strategy took a life course approach to mental health. This forward view signified the first time that there was a strategic approach to improving mental health outcomes across the health and care system in partnership with other bodies. This strategy calls to create parity between physical and mental health, facilitate 24 hour 7 days a week access to support via the NHS, promote and prevent good mental health, create mental healthy communities and build a better future.

A copy of this report can be found here - <https://www.england.nhs.uk/wp-content/uploads/2016/02/Mental-Health-Taskforce-FYFV-final.pdf>

### **An example of the response to national direction**

THRIVE – The AFC-Tavistock model for CAMHS

The THRIVE document was developed by the Anna Freud National centre for children and families and the Tavistock and Portman and released in November 2015. The document proposed a model for the delivery of child and adolescent mental health services to be delivered under, it moved away from the traditional tiered system into a needs based model that was organised around the needs and strengths of children and their parents.

### **Children and Families Act 2014 – SEND reforms**

In 2014 the government passed the Children and Families Act that offered new legislation that aimed to transform provision and support for children and young people with SEND, which includes social, emotional and mental health. The legislation made the following changes from the 1<sup>st</sup> of September 2014;

- Look to include the views and thoughts of children, young people and their families in the decision making
- Replace the Statements of Special Educational Needs with the more joined up Education, Health and Care (EHC) plans
- The EHC plan can continue until a young person is 25 years
- Prepare children and young people better of adulthood
- Start planning for transition between children and adult services from the age of 14 years
- Local authorities must publish a 'local offer' that provides information about the support available for SEN in their area

### **Government Green Paper – Transforming Children and Young People's Mental Health Provision**

A green paper has been released by the Government outlining its future plans and legislation around children's mental health. In this paper three core principles are detailed, these are;

- Designated senior lead for mental health within schools – these roles will have oversight of a whole schools approach to mental health and wellbeing, provide clear links into children and young people's mental health services, coordination of the mental health needs of young people in the school/college, support staff and oversee the outcomes of interventions on children and young people's education and wellbeing
- Mental health support teams – these teams will provide specific extra capacity for early interventions and ongoing self-help for mild to moderate mental health issues
- Reduce specialist support waiting times

This document can be found here -

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664855/Transforming\\_children\\_and\\_young\\_people\\_s\\_mental\\_health\\_provision.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664855/Transforming_children_and_young_people_s_mental_health_provision.pdf)

The response of the green paper can be found here –

<https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper>

### **Local context**

Locally, there has been an increased focus on mental and emotional health. There is a commitment from the local authority and partners to support children's mental health and emotional wellbeing. This commitment has been laid out in a number of different local strategies.



The local priorities and strategies support one another and ensure that mental and emotional wellbeing and health is driven forward across the Borough through partnership working. This strategy will bring together many of the priorities and aims set out below. However some of the priorities described will relate to the higher levels of need for mental health which this strategy will support but does not focus upon.

### **Health and Wellbeing Board Strategy**

The health and wellbeing strategy for the Borough has four main priority areas, one of these priorities is focused on promoting and supporting good mental health. The strategy takes a life course approach and so views mental health in the same vein.

The strategy calls for improved access to services and increased provision for prevention and early intervention. The strategy looks to help to increase community resilience, as well as help deliver on the national 5 year forward view.

### **Children and Young People's Partnership Priorities**

The children and young people's partnership priorities includes a focus on children and young people's emotional wellbeing. The priorities call for the following outcomes;

- Every one of the services in Wokingham Borough promotes good mental health and emotional wellbeing for all children and young people
- High quality early help services respond effectively to children and young people with emerging emotional or mental health difficulties
- Wokingham Borough offer more effective and responsive specialise care for children and young people with complex mental health problems.

### **Local Transformation Plan**

The local transformation plan (LTP) provides an update on the local systems for children's mental and emotional health and set out how the Borough intends to transform support for children and young people. Wokingham is part of the Berkshire West LTP alongside Reading and West Berkshire. The LTP calls for all tiers and agencies supporting children and young people's mental health work together to identify early and support them. The LTP looks to drive improvements in services such as reducing waiting times, improving information available, increasing provision in schools, improving crisis and post diagnostic support.

## Growing up with Emotional and Mental Health Needs in Wokingham Borough

### Emotional and Mental Health Need

Both locally and nationally there is an incomplete picture of the emotional and mental health needs of children and young people. This strategy aims to address this issue and look to build a more complete profile of the level of need within the Borough.

### Emotional Wellbeing

Nationally, in addition to estimates children's and young people's wellbeing has been measured by the ONS. A report released in March 2016 found that 80.2% of children and young people had high or very high levels of satisfaction with their lives overall.

Table 1 shows prevalence data relating to emotional wellbeing. The colours indicate the statistical significance of the data compared with the England average. Amber indicates that statistically there is no significant difference and green indicates that it is statically significantly better.

Table 1 - Wokingham measures of emotional wellbeing

Source	Indicator	Period	Wokingham
What about YOUth (WAY) survey 2014/15	Percentage who think they're the right size	2014/15	53
What about YOUth (WAY) survey 2014/16	Mean score (14-70) of the 14 WEMWBS statements	2014/15	47.6
What about YOUth (WAY) survey 2014/17	Percentage reporting low life satisfaction	2014/15	10.5
What about YOUth (WAY) survey 2014/18	Percentage who were bullied in the past couple of months	2014/15	49.9
What about YOUth (WAY) survey 2014/19	Percentage who had bullied others in the past couple of months	2014/15	9.2

### Mental Health

As is common with many Local Areas across the country there is a lack of reliable and good quality data that provides a clear understanding of mental health within the Borough. Prevalence estimates for mental health disorders are estimated using data that was collected in 2004 and has since been manipulated to account for changes in the population and services.

Nationally this found that prevalence varied by both ages and sex, with boys more likely to have experienced or be experiencing a mental health problem when compared with girls (11.4% and 7.8%

respectively). The most common age group to experience a mental health problem are children aged 11 to 16 years (11.5%) when compared with 5 to 10 year olds (7.7%).

Locally this data estimates that Wokingham has a lower prevalence of children aged 5-16 with a mental health disorder (7.3%), compared with the national (9.2%) and region (8.5%) estimates.

Whilst there is no clear understanding of children and young people’s mental health within the Borough it is very clear that the impact of mental health is significant and can begin to have a significant burden on children as young as 5 years old.

Table 2 below provides the prevalence of children and young people’s mental health I Wokingham Borough.

**Table 2 - Prevalence of children and young people’s mental health**

	Wokingham	South East	England	
Estimated prevalence of mental health disorders in children and young people (aged 5-16)	7.3%	8.5	9.2	2015
Estimated prevalence of emotional disorders (aged 5-16)	2.9%	3.3	3.6	2015
Estimated prevalence of conduct disorders (aged 5-16)	4.1%	5.0	5.6	2015
Estimated prevalence of hyperkinetic disorders (aged 5-16)	1.1%	1.4	1.5	2015
Pupils with social, emotional and mental health needs (primary school age)	1.63%	2.20	2.19	2018
Pupils with social, emotional and mental health needs (secondary school age)	1.57%	2.31	2.31	2018

Source: Public Health England (Fingertips - <https://fingertips.phe.org.uk/profile-group/child-health/profile/cypmh>)

In addition to prevalence estimates treatment data also provides an insight into the mental health needs of children and young people in the Borough. Table 3 provides a breakdown of the reasons for referral to Primary CAMHs (Tier 2). It shows that the greatest reason for referral is for issues

relating to anxiety (including OCD), with issues relating to ADHD and ASD being the second largest reason for referral.

Table 3 - Reason for referral to Tier 2 in 2017/18

Reason for Referral	Total
Low Mood	33
Anxiety inc OCD	61
Phobias	*
Emotional Dysregulation inc Anger	27
Issues related to ADHD /ASD	38
Other	*
Systemic Difficulties	12

\*Number suppressed

### Where we are locally

Within Wokingham there are a number of services that support children and young people's emotional and mental health across the community, however partnership and pathways between service could be stronger and waiting times continue to be long.

A breakdown of the current provision can be found in Appendix 1.

## Our Priorities

Wokingham Borough Council will achieve this vision by focusing on a number of specific priorities. These priorities will help maintain the focus of Wokingham Borough Council for universal and low to moderate level emotional and mental health difficulties and disorders.

The priority areas that this strategy will focus on have been grouped together under themes.

- Better intelligence to aid and improve decision making
  - Improve our understanding of the needs and impact of children's emotional and mental health in order to help the commissioning process and service improvement
- Support for schools and additional universal settings
  - Create an environment in schools that promotes good emotional and mental health leading to a system that supports children at the earliest opportunity, in the most appropriate setting
  - Provide and coordinate training for front line workers within the community, schools and Local Authority in order to increase understanding which in turn can help to improve early identification and appropriate referrals to services
- Early identification and self-help
  - Empower children, young people and families to support their emotional and mental health leading to greater self-help within the Borough
  - Improve and better coordinate the offer of services within the community in order to help identify and support emotional and mental health in the right place and at the earliest opportunity
- Improving Access
  - Work to improve joint working between schools, the voluntary sector, the Local Authority and CAMHs allowing a comprehensive step-up and step-down offer
  - Better integrate SEND and Mental Health support in order to coordinate resources
  - Continually review and improve pathways for children and young people's emotional and mental health in order to provide the best outcomes possible

### Better Intelligence to aid and improve decision making

In order to better meet the needs of the children and young people within the Borough there has to be a clear understanding of what those needs are. Currently this is not the case. Both nationally and locally there is an incomplete picture of the coverage of services and of those that are not receiving the help and support they need.

#### What we want to achieve:

- Improve our understanding of the needs and impact of children's emotional and mental health in order to help the commissioning process and service improvement

**Priority 1:** Improve our understanding of the needs and impact of children's emotional and mental health in order to help the commissioning process and service improvement

**Why is this a priority?** In order to improve the intelligence both the data of children and young people receiving treatment/support and those not receiving any support need to be greatly improved. Currently there is a wide range of data collected for those children and young people receiving support however, the sharing of that data between stakeholders is inconsistent. In addition

to this, the data for children and young people not currently receiving support/treatment is very limited.

We recognise the importance of bringing key partners and stakeholders together to share intelligence and create a better picture of children and young people’s emotional and mental health across the Borough. After which gaps in intelligence can be identified and ways in which to fill these can be explored.

If the Local Authority is to be successful the resource allocation and governance for children and young people’s mental health needs to be reviewed.

<b>Better Intelligence to aid and improve decision making</b>	
<b>Key Outcomes</b>	<b>How will we know we have made a difference?</b>
Commissioning and service improvement decisions are based on relevant and up-to-date data and local intelligence	Development of a needs assessment and a JSNA that reflects the needs within the Borough
<b>Key Actions</b>	
<ul style="list-style-type: none"> <li>• The Local Authority will work to improve its sharing of treatment/ support data between key stakeholders to create a greater understand of those within services</li> <li>• The Local Authority will identify the gaps in the data around children’s emotional and mental health and work to fill these</li> <li>• Collate all available data and explore gaps and areas for targeted intervention</li> <li>• Develop a needs assessment for children and young people’s emotional and mental health</li> <li>• Review the allocated resources and spend within the Local Authority for children and young people’s emotional and mental health</li> <li>• Assess and identify the value for money provided by the services within the Borough</li> </ul>	

### Support for Schools and Additional Universal Settings

To make a lasting and sustainable impact on children and young people’s emotional and mental health requires an approach that looks wider than the traditional CAMHS treatment providers and clinical services to that of the community and schools. Schools have a responsibility to support their children and young people and with support need to build capacity and capability to support emotional and mental health. Future in Mind recognises the importance that schools have when promoting, identifying and supporting children or young people’s emotional and mental health and the report calls for local areas to fill the gaps in the fragmented mental health system.

#### What we want to achieve:

- Create an environment in schools that promotes good emotional and mental health leading to a system that supports children at the earliest opportunity, in the most appropriate setting
- Provide and coordinate training for front line workers within the community, schools and Local Authority in order to increase understanding which in turn can help to improve early identification and appropriate referrals to services

**Priority 2:** Create an environment in schools that promotes good emotional and mental health leading to a system that supports children at the earliest opportunity, in the most appropriate setting

**Why is this a priority?** For children and young people to achieve and thrive in schools they need to be both physically and mentally able to take on information and learn. In order for this to happen there needs to be parity of provision between both physical and emotional support. As a Local Authority we recognise the burden and increasingly difficult times facing schools where resources are limited and time is precious, however if we do not act now there cannot be an improvement, and without this improvement it will likely lead to further pressures on schools and their resources.

Schools need to be supported to create an environment and culture where both staff, children and young people feel comfortable talking about their emotional and mental health. Where children and young people understand where they can go for help and feel able to do this without fear of stigmatisation and where staff feel confident that they have an important role in supporting emotional and mental health and that they can safely execute that role.

An important resource that is available across all schools is the school nursing service. Whilst their resources are limited they are a skilled and valuable team that help support the emotional and mental health of children and young people. The service is going through a redesign in 2018 and we will help build the school nursing service into the pathway for emotional and mental health support.

Currently across the Borough we are piloting a School Link Project in 5 Secondary Schools which has four main aims; to create stepped care approach within the school setting, train school staff around mental health, create key link staff between CAMHs and the schools and provide schools with clinical consultations from Mental Health clinicians. This project is looking how best to support schools and will measure which aspects of the pilot are having the greatest impact on the children and young people within the school. The learning from this project will feed into the development of recommended practice for schools.

In addition to the school link pilot, many schools have implemented support for children and young people, however this support is inconsistent across the Borough. For example some schools pay for in-house counselling services which are open to the children and young people, others have very established peer mentoring and pastoral support. Whilst this is extremely positive, this is leading to inequalities between schools and disadvantaging some children and young people within the Borough. In light of this we will establish a clear baseline of emotional and mental health support that should be offered at all schools. This will be developed in partnership with schools. We will also explore how this could be rolled out to the wider early help settings.

Once the recommended practice for schools has been developed the local authority and partnership will explore ways in which schools can be encouraged to take up the offer and in turn be recognised for their efforts.

**Priority 3:** Provide and coordinate training for front line workers within the community, schools and Local Authority in order to increase understanding, which in turn can help to improve early identification and appropriate referrals to services

**Why is this a priority?** We want to help widen the response to emotional and mental health and ask the community, schools and health sector to help identify children and young people's emotional and mental health needs and problems, as early as possible. In order to achieve this we need to support partners to do this.

We need to shift from being a reactive system to a proactive system. By utilising and providing training we can increase professional’s understanding and ultimately confidence to identify and support, where appropriate, children and young people who may be struggling and need extra help.

Currently within the Local Authority there is a number of different training options available and utilised. These include Psychological Perspectives in Education and Primary Care (PPEP care) training, Nurture Assistant training, Exam Stress, Anxiety workshops for parents and Mental Health First Aid. These training offers have been commissioned and delivered by a variety of partners within the Borough. For example, PPEP care has been commissioned by the Berkshire West and East CCGs to be delivered across the whole of Berkshire, and is the training that is currently used in the School Link project. Whilst having a range of training on offer is positive, without proper coordination it has the potential to cause a lot of confusion and mixed skills levels and understanding. It will be the intention of this strategy to formalise and coordinate the training on offer and ensure there is a clear and consistent message communicated across the Borough.

It is not enough to provide training and expect things to improve. There needs to be a clear and robust structure and pathways for children and young people’s emotional and mental health both within the school and out into the community. This will allow schools to support those that they can and escalate those children and young people that require further support. This will be discussed in further detail in priority 8.

<b>Support for schools and Additional Universal Settings</b>	
<b>Key Outcomes</b>	<b>How will we know we have made a difference?</b>
Schools are supported to develop a positive culture around emotional and mental health through signposting and utilising best practice	A jointly agreed set of resources is developed and provided to schools
Schools and Universal settings have access to high quality and actionable training around emotional and mental health	Create an annual programme of training on offer to the Borough on mental and emotional health
Children and young people within the Borough have access to a consistent level of support for their emotional and mental health	Wokingham Borough Council in partnership with schools develop a recommended criteria for support in education settings which is shared with schools
<b>Key Actions</b>	
<ul style="list-style-type: none"> <li>• Review and analyse the outcomes from the School Link Project</li> <li>• Review national and neighbouring authority findings from School Link projects</li> <li>• Work in partnership with schools to develop a baseline for emotional and mental health support through the development of a working group with teachers</li> <li>• Trial support to with schools as part of the wider emotional and mental health service</li> <li>• Develop a status/recognition that can be awarded to schools to demonstrate their commitment to emotional and mental health</li> <li>• With key partners review and map the emotional and mental health training provided to professionals within the Borough with a view to better coordinate this offer</li> <li>• Identify key professionals within the Borough to target with emotional and mental health training</li> <li>• Support the redesign of the school nursing service</li> <li>• Work with school nurses and health visitors to increase resilience and training</li> </ul>	



## Early identification and Self-help

It is widely recognised that with many health factors the earlier you receive support/treatment the better the outcome. This is the same for children's mental health. The earlier we can support children and young people with their emotional and mental health needs the greater the chance to prevent that child or young person escalating and maybe eventually requiring crisis support. In addition to this there is also the opportunity to prevent children and young people carrying their mental health needs into adulthood. As already highlighted half of all mental health problems manifest by the age of 14, with 75% by age 24.

### What we want to achieve:

- Empower children, young people and families to support their emotional and mental health
- Improve and better coordinate the offer of services within the community in order to help identify and support emotional and mental health in the right place and at the earliest opportunity

**Priority 4:** Empower children, young people and families to support their emotional and mental health

**Why is this a priority?** As a community we should recognise our emotional and mental health needs and look after them as we do our physical needs. Support for children and young people's emotional and mental health should not rest solely with professionals, it should continually be supported and cared for in the home by the family and the child and or young person.

In order to empower families, children and young people we need to address the stigma attached to mental health. Nationally a lot of effort is being put into this and mental health has increasingly come under the national spot light. As a Borough we need to ensure we are supporting these messages and delivering them locally.

We also need to create a structure within the community to help empowered individuals access the right support or information when they need it. It is important that the community know where to go. If possible families should look for self-help resources initially.

Work has begun on this across the West of Berkshire with the development on an online resource that has been developed with the help of CAMHs service users. This needs to be widely publicised and communicated to the community and professionals.

It is important to highlight that it is not only the children and young people that may need support with their emotional and mental health, parents and carers may also need support with their mental health, their parenting and how to support their family. With this in mind it is important that parenting support is built into the offer to support children and young people's emotional and mental health. Currently there are a number of evidenced based parenting programmes on offer and we will be working to build these into the emotional and mental health pathways. One such offer is the Webster Stratton Incredible Years programme, this is a research-based programme for reducing children's aggression and behaviour problems as well as increasing social competence at home and school. The objectives of the intervention is to help parents and teachers provide young children (0-12) with a strong emotional, academic and social foundation so as to achieve the longer term goal of reducing the development of depression, school dropout, violence, drug abuse and delinquency in later years.

**Priority 5:** Improve and better coordinate the offer of services within the community in order to help identify and support emotional and mental health in the right place and at the earliest opportunity

**Why is this a priority?** In addition to supporting children and young people within schools there needs to be a wider community based system that provides evidenced based stepped care support at the right time. This structure needs to link seamlessly with the schools and should include a wide range of professionals from the Local Authority, the Voluntary Sector and Health. A clear stepped care pathway (alongside training) will help provide clarity about what support is available, helping professionals to identify children and young people earlier.

Currently within the Borough there are a number of different services and a mixed understanding of what is available and who delivers what. The services are delivered by a wide range of services from Health, the local authority and the voluntary sectors. We will bring these services together to provide a stepped care approach to delivering emotional and mental health support through a multi-agency triage system. This will be done by expanding the current Early Help Hub and using this forum to discuss and allocate support for emotional and mental health. This is a forum which brings together a range of partners that allocate support based on the expressed needs and families and young people. This model is similar to models within Berkshire in which BHFT currently operate. This process will enable children and young people to voice what support they want and for professionals to provide a whole family approach.

For those services that are not in the multi-agency triage (e.g. school nurses, health visitors etc) we will look to improve the communication and understanding of what the multi-agency triage can deliver and how they can work towards supporting children and young people emotional and mental health.

To support the multi-agency triage we will co-locate the Primary Mental Health workers in the Local Authority Early Help services. This will foster closer working relationships between the local authority and health. It will enable the Mental Health workers to provide essential training and consultations to other Early Help professionals, and deliver support outside of a hospital setting within the community.

Our aims is to provide proactive support to children and young people with and without a diagnosable mental health condition. The support will be needs lead and will be modelled on the THRIVE framework developed by Wolpert et al in the Anna Freud Centre (AFC) and Tavistock & Portman NHS Trust. The multi-agency triage will be focused around the ‘getting advice’ and getting help’ sections of the framework.

<b>Early Identification and self-help</b>	
<b>Key Outcomes</b>	<b>How will we know we have made a difference?</b>
Increase Young People’s ability and willingness to talk about emotional and mental health	Surveys completed by pupils
Children and young people receive evidenced based emotional and mental health support at the earliest opportunity	Redesign the current universal and tier 2 mental health support offer providing a clear emotional and mental health evidenced based stepped care support structure within the community
Children, young people and families can access support and information easily	Feedback from children and families using the redesigned early help services
Parents feel supported to support their child’s emotional and mental health needs	Feedback from children and families using the redesigned early help services

### Key Actions

- Work with partners to map the current emotional and mental health offer within the Borough and ensure there are robust pathways between services
- Consult with young people about how best to communicate what support and services there are
- Ensure the Local Offer accurately reflects the emotional and mental health support available
- Communicate the emotional and mental health offer to the community and professionals
- Review current self-help advice available, including the BHFT online resource with a view to address any gaps
- Re-design the tier two CAMHs support to create a stepped care approach to supporting emotional wellbeing providing advice and early help
- Review the Webster Stratton research project parenting programme and look to integrate it into the redesign of emotional and mental health services along with other existing parenting support
- Rename the tiers 1 and 2 CAMHs to better reflect the emotional and mental health offer
- Re-write the specification for tier 2 CAMHs to co-locate the primary mental wellbeing workers into the Local Authority Early Help Services
- Expand the remit of the Early Health Hub to become the main place in which traditional tier 1 and 2 CAMHs referrals are discussed
- Review national anti-stigma campaigns and agree with partners which to promote within the Borough

### Improving Access

Children and young people need to be able to access new arrangements with ease without being bounced around the system. This will require strong partnership working that puts the family and child/young person at the centre of decisions and continually works to improve the offer and outcomes for children, young people and families within the Borough.

#### What we want to achieve:

- Work to improve joint working between schools, the voluntary sector, the Local Authority and CAMHs
- Better integrate SEND and Mental Health support in order to coordinate resources
- Continually review and improve pathways for children and young people's emotional and mental health in order to provide the best outcomes possible

**Priority 6:** Work to improve joint working between schools, the voluntary sector, the Local Authority and CAMHs

**Why is this a priority?** Schools, the Voluntary Sector, the Local Authority and Health all have a vital role to play in supporting emotional and mental health and need to work together to do so. With extremely limited resources and finances it is important to ensure services are not duplicating one another. We need to work together as a Borough so we can appropriately allocate resources, providing step up and down pathways, which will lead to the best outcomes for children and young people.

Currently within the Borough the Youth Counselling Service run through a voluntary organisation isn't delivered as part of a joined up provision with other mental health support services and the current grant arrangement is due to expire in March 2018. The Local Authority intends to bring together the youth counselling service into the multi-agency triage system ensuring that children

and young people can benefit from this service, helping to create a more robust step up and down provision for children and young people. It is also important that the any arrangements the Local Authority make regarding youth counselling align with those of Berkshire West CCG.

It is important that our emotional and mental health support isn't there just to support those children and young people that need early help, but also to support those that are stepping down from getting more help or risk support. Through strong multi-agency working we can support families whose needs were initially outside the scope of early help. It would be the aim to prevent these children, young people and families from relapsing and requiring more intensive support.

Across the West of Berkshire, Berkshire Healthcare Trust's Young SHaRON online platform has been developed and is now operational for a wider range of service users including those experiencing perinatal mental health issues, families who are waiting for or have undertaken an autism assessment, advice and consultation for professionals who are worried about children and young people and adults with eating disorders and advice and support to trainers delivering the PPEP Care programme. A new network which will provide on-line access to advice and consultation for workers on CAMHS and children's health care issues is currently in the piloting phase. Feedback about the service so far has been incredibly positive and as a local authority we need to ensure that we embrace these improvements and link in with them.

**Priority 7:** Better integrate SEND and Mental Health support in order to coordinate resources

**Why is this a priority?** In 2014 the SEND code of practice replaced the term 'Behavioural, Emotional and Social difficulties' with 'Social, Emotional and Mental Health', this reflects the growing importance being placed on support for children with emotional and mental health needs. In addition to this the SEND code of practice places a clear responsibility on Schools to support children and young people, which includes managing the effect of any behaviour that may adversely affect other pupils. Given the strong connection and links between SEND and emotional and mental health support there needs to be strong communication, joint working and clarity between services and so that children and young people aren't supported in isolation.

Currently, children and young people with issues relating to ASD/ADHD are the second largest cohort of referrals to PCAMHs. Whilst not all these young people will have EHC plans, for those that do it is important for mental health workers to link in with other lead professionals, in particular any educational psychologists providing social and emotional support. This will ensure their support compliments the wider help received by the child/young person and family.

As well as supporting children and young people with a mental health difficulty and additional needs the multi-agency triage can work to prevent children and young people with additional needs developing a mental health issue or difficulty. For example, we know that 71% of children or young people with ASD will develop a mental health condition. This is recognised in the SEND strategy which calls to review the early help provision for children and young people with additional needs but are below statutory services, this will include support for social and emotional needs. We can use this intelligence to further improve our offer and ensure that children and young people with additional needs are fully supported.

We will also work to ensure that support available to mainstream schools should also be available to special schools and support the linking of SEND data sets work detailed within the LTP. We can then take forward the learning from this and use it to inform decisions regarding the offer moving forward.

**Priority 8:** Continually review and improve pathways for children and young people’s emotional and mental health in order to provide the best outcomes possible

**Why is this a priority?** As time passes needs change and evolve, national guidance/policies are published and new evidence released. It is important that services keep up to date with this and that we offer support that will have an impact on the children and young people who use it. Therefore it is important to continually review and work to improve pathways for children and young people’s emotional and mental health. The Local Authority and wider partnership need to stay on top of national and local learning and best practice. We need to review evidence and policies, review the data relating to the current services and also listen to the children and young people within the Borough to help inform these service and pathway developments. One such policy document that will have a significant impact is the government’s green paper and impending white paper that is moving towards evidenced based support and learning from best practice.

Across the West of Berkshire the Local Transformation Plan (LTP) will also have an influence on the local support available. This plan is led on by the CCG and sets out the area’s plans to transform children and young people’s mental health services. As a Local Authority we have a duty to feed into this and support the transformation of services.

<b>Improving Access</b>	
<b>Key Outcomes</b>	<b>How will we know we have made a difference?</b>
Bring the Youth Counselling service into the multi-agency triage system	Youth Counselling start receiving referrals through the multi-agency triage
Children, young people and families experience a joined up approach across all agencies to support emotional and mental health	Feedback from children and young people
SEND and wider mental health support work together in partnership	Feedback from children, young people and professionals
Work to continually improve the emotional and mental health service and offer within the Borough	Contract monitoring meetings are undertaken quarterly and the service is has clear governance that receives regular updates
<b>Key Actions</b>	
<ul style="list-style-type: none"> <li>• Support the delivery of the SEND strategy in particular the review of early help provision of emotional and mental health for children and young people with additional needs but below statutory services</li> <li>• Support the ongoing work to link SEND datasets and implement a data dashboard for children with SEND</li> <li>• Review SEND support for children and young people with social, emotional and mental health needs</li> <li>• Link with the CCG regarding the ongoing work around SEND datasets Recommission the Youth Counselling service with a view to bring it into the multi-agency triage system</li> <li>• Support the development and implementation of the LTP</li> <li>• Review the Government’s green paper due to be published in early 2018</li> <li>• Take young people’s thoughts and feedback into consideration when reviewing the service</li> <li>• Continuously monitor the redesigned service through contract monitoring meetings and data analysis</li> <li>• Develop robust governance arrangements for emotional and mental health within the Local Authority</li> </ul>	

## Action Plan – year 2018/19

<b>Action</b>
The Local Authority will work to improve its sharing of treatment/ support data between key stakeholders to create a greater understand of those within services
The Local Authority will identify the gaps in the data around children’s emotional and mental health and work to fill these
Collate all available data and explore gaps and areas for targeted intervention
Develop a needs assessment for children and young people’s emotional and mental health
Review the allocated resources and spend within the Local Authority for children and young people’s emotional and mental health
Assess and identify the value for money provided by the services within the Borough
Review and analyse the outcomes from the School Link Project
Review national and neighbouring authority findings from School Link projects
Work in partnership with schools to develop a baseline for emotional and mental health support through the development of a working group with teachers
Trial support to with schools as part of the wider emotional and mental health service
Develop a status/recognition that can be awarded to schools to demonstrate their commitment to emotional and mental health
With key partners review and map the emotional and mental health training provided to professionals within the Borough with a view to better coordinate this offer
Identify key professionals within the Borough to target with emotional and mental health training
Support the redesign of the school nursing service
Work with school nurses and health visitors to increase resilience and training
Work with partners to map the current emotional and mental health offer within the Borough and ensure there are robust pathways between services
Consult with young people about how best to communicate what support and services there are
Ensure the Local Offer accurately reflects the emotional and mental health support available
Communicate the emotional and mental health offer to the community and professionals
Review current self-help advice available, including the BHFT online resource with a view to address any gaps
Re-design the tier two CAMHs support to create a stepped care approach to supporting emotional wellbeing providing advice and early help
Review the Webster Stratton research project parenting programme and look to integrate it into the redesign of emotional and mental health services along with other existing parenting support
Rename the tiers 1 and 2 CAMHs to better reflect the emotional and mental health offer
Re-write the specification for tier 2 CAMHs to co-locate the primary mental wellbeing workers into the Local Authority Early Help Services
Expand the remit of the Early Health Hub to become the main place in which traditional tier 1 and 2 CAMHs referrals are discussed
Review national anti-stigma campaigns and agree with partners which to promote within the Borough
Support the delivery of the SEND strategy in particular the review of early help provision of emotional and mental health for children and young people with additional needs but below statutory services
Support the ongoing work to link SEND datasets and implement a data dashboard for children with SEND
Review SEND support for children and young people with social, emotional and mental health needs
Link with the CCG regarding the ongoing work around SEND datasets Recommission the Youth Counselling service with a view to bring it into the multi-agency triage system
Support the development and implementation of the LTP

Review the Government's green paper due to be published in early 2018
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Take young people's thoughts and feedback into consideration when reviewing the service
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Continuously monitor the redesigned service through contract monitoring meetings and data analysis
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Develop robust governance arrangements for emotional and mental health within the Local Authority
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A SMARTER action plan with timescales and accountable agencies and officers will be developed once this strategy has been signed off and will be monitored through the Local Authority.

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## Appendix

### Appendix 1 - Overview of Current System

The current provision for emotional and mental health in Wokingham Borough is one of tiers. There are four tiers that make up the support system with their own defined boundaries, budgets and accountability.

The first tier is the universal system that is available to all children and young people, it is very low level support for is aimed at prevention as well as low level support. This is the responsibility of the local authorities. Within Wokingham this level of support is offered through schools, GPs and services such as the children centres, health visitors and school nurses.

#### CAMHS

The local authority is also responsible for tier 2, this services is targeted towards mild to moderate mental health difficulties and disorders. Tier 2 support is more targeted and often requires a referral. In Wokingham this is an early intervention team delivered in the community for children and adolescents. The main services provided include the Primary CAMHs (PCAMHs) team and Counselling. The PCAMHs team provide individual assessments and therapeutic intervention, CBT, family therapy and group treatment for children, young people and parents.

Tier 3 is funded by the Berkshire West CCG and offers specialist treatment pathways, such as, eating disorders, autistic spectrum disorder diagnosis and the anxiety and depression pathway. This service covers Wokingham, Reading and West Berkshire.

Tier 4 services is funded by NHS England. Within Berkshire this is offered at the Berkshire Adolescent Unit (BAU). Tier 4 services include inpatient, outpatient and day support for eating disorders and psychotic symptoms.

#### School Link

In addition the tiered service further services and projects are being provided. These include; School Link Project – The School Link Project has been funded through Future in Mind. The project looks to support schools to identify and respond to emotional and mental health needs in a consistent manner. The main objectives of the project are to;

- Provide evidence based training to school staff in a mental health
- Identify, train and support a key person within a school setting to lead on emotional and mental health
- Develop a model of school based stepped care
- Provide regular consultation sessions to schools

#### Counselling

The local authority in partnership with the CCG fund a counselling service that provides a free and confidential service to children and young people under the age of 18. The service is currently provided by ARC. In addition to the funding received from the Local Authority ARC have a number of additional funding streams ranging from other voluntary organisations to schools that pay for in-house counselling.

#### Early Help Services

Wokingham Borough Council have a wealth of early help service who provide support for children, young people and families that do not reach the threshold for statutory intervention. These services range from youth clubs and social groups to parenting support and prevention of youth offending.

Currently the youth offending service has support to employ a CAMHs worker for one day a week. Whilst other teams do not have employed clinicians a great number of these early help services will support families and young people with their emotional and mental health and contribute towards building the resilience of the families.

### Educational Psychologists

The Educational Psychology service would cover both tier 2 and 3 support. This service is offered through the local authority and supports children and young people with special educational needs and disabilities within the school setting, including those with social and emotional needs. The educational psychologists also provide a number of training sessions throughout the years in schools and train school staff to become Nurture Assistants.

### Incredible years

The Incredible Years Programmes are research-based, effective programmes for reducing children's aggression and behaviour problems as well as increasing social competence at home and school. The objectives of these interventions are to help parents and teachers provide young children (0-12) with a strong emotional, academic and social foundation so as to achieve the longer term goal of reducing the development of depression, school dropout, violence, drug abuse and delinquency in later years. These programmes were developed by clinical psychologist Carolyn Webster Stratton and have been subject to numerous randomized control evaluations and evidenced excellent effectiveness and attained high overall ratings.

The Webster Stratton Research Project aims to develop personalised assessment and intervention packages for children with conduct problems. It involves working with parents to develop a new product that is personalised to the parents and their children's needs. The personalised approach will then be trialled by leading researchers and parenting practitioners in order to assess their impact.

### SENCOs

A Special Educational Needs Coordinator (SENCO) is a qualified teacher who is responsible for the schools Special Educational Needs policy within the school and coordinates the provision for children with special educational needs and or disabilities in schools. Depending on the school some SENCOs may also have teaching duties as well as those within their SENCO role.

### SEND 0-25

Wokingham Borough Council is the lead agency for all children and young people's services in Wokingham. This means that the Council brings together all local public services and other stakeholders and supports them in working together to help local children and young people achieve the best possible outcomes. The Council and its public sector partners are responsible for giving additional support to children and young people with SEND and their families.

### School Nurses

School nursing teams are made up of school nurses, staff nurses, nursery nurses, school health assistants and administrators. School nurses are qualified nurses that hold a post graduate qualification in public health, they are the senior members of the teams and supervise and oversee the work of the other members of the team.

The team undertake screening of children and young people such as, height, weight, hearing etc. The screening process includes sending parents a health questionnaire to be returned via their child's school. This provides parents with the opportunity to ask for support and indicate their child's needs, e.g. bed wetting. The staff nurses contact all parents who have indicated that they wish

support from the school nursing service, this may be concerns around their child's behaviour, sleeping, they may be a fussy eater or they may have a medical condition which may impact on their learning and school attendance.

### Schools

Some schools, at their own discretion, also fund extra support for emotional and mental wellbeing. For example Counselling, individual therapies, peer support and other voluntary bodies to come in and provide support to children, staff and management.

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