

Subject:	Improving Mental Health provision in Secondary Schools – Evaluation of a Pilot in three Secondary Schools 2015-2016
Date of Meeting:	21 November 2016
Report of:	Pinaki Ghoshal, Executive Director, Families, Children & Learning
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Wards affected:	All

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to inform the Committee about the evaluation by the University of Sussex and the Educational Psychology Service of the jointly commissioned Emotional Health and Wellbeing pilot project in schools.
- 1.2 Joint commissioners of the pilot project are the Council’s Families, Children & Learning Directorate and Public Health with the Clinical Commissioning Group (CCG).

2. RECOMMENDATIONS:

2.1 Decisions, recommendations and any options

- 2.2 The Committee is asked to note the impact from the joint work on:
 - improving the emotional health and wellbeing of children and young people;
 - promoting early identification and providing effective interventions;

- reducing the need for referrals to the Child and Adolescent Mental Health Service (CAMHS).

2.3 To approve the extension of the pilot offer to all secondary schools in the city by April 2017.

3 BACKGROUND

3.1 Relevant information

3.2 The Families, Children & Learning Directorate, Public Health and the Clinical Commissioning Group (CCG) worked in collaboration with schools and key stakeholders to identify a model for a health and wellbeing project in schools that would improve emotional health and wellbeing, prevent the escalation of mental health problems and reduce referrals to the Child and Adolescent Mental Health Service (CAMHS).

3.3 The model places a primary mental health worker from the tier 2 community CAMHS team up to half the week in each pilot secondary school to work with the school pastoral team directly. As part of the requirements of the pilot, the school has to identify a mental health lead from within the school to act as the main liaison point for the primary mental health worker and to coordinate the support for emotional and mental health across the school.

3.4 A range of intended outcomes were identified for the pilot and the University of Sussex was engaged to evaluate the pilot against these outcomes with support from in the council's Educational Psychology Service. The evaluation report is attached.

3.5 Three secondary schools were selected to join the pilot: Cardinal Newman Catholic School, Dorothy Stringer High School and Patcham High School. In addition, Cardinal Newman added funding to increase an element of the offer for their school.

3.6 The first phase took place from September 2015 to July 2016. The pilot was led by a senior primary mental health worker with support from Public Health and the Educational Psychology Service.

3.7 Primary Mental Health Workers from the tier 2 Community CAMHS service supported the pilot schools to:

- engage and listen to the views and needs of pupils
- improve work with parents / carers
- develop staff skills in the area of emotional/ mental health
- provide targeted support for pupils

3.8 Through this pilot the following was achieved in each school:

- the development of an internal 'triage' system to provide support and guidance to staff and agree priorities for primary mental health worker involvement
- provision of training, workshops, drop-ins, consultations for students, parents and school staff

- targeted support for identified individual pupils
- 3.9 The Educational Psychology Service coordinated the new support arrangement in each school by:
- mapping the support available for mental health and well-being;
 - training and consulting with school leaders.
- 3.10 The findings of the pilot identify a number of significant strengths in how the three schools implemented and embedded a primary mental health worker as part of their support for pupils' emotional/ mental health.
- 3.11 The importance of having a school lead who co-ordinates and champions the work of the primary mental health worker and the wider programme of work on mental health and well-being at all three schools was identified as key.
- 3.12 Compared to the other secondary schools in the city, the evaluation report states the number of referrals to the Child and Adolescent Mental Health Service at tiers 2 and 3 was reduced over the period of the pilot.
- 3.13 The evaluation report also notes progress made towards developing a whole-school approach to emotional health and wellbeing that engages all stakeholders.
- 3.14 The Educational Psychology Service provided a valuable forum for reflecting on practice, exploring progress and resolving challenges faced in the work on emotional health and wellbeing.
- 3.15 Next steps in terms of widening the pilot will involve sharing the learning from the evaluation and implementing recommendations for further improvement of the model.
- 3.16 From November 2016 there will be opportunity for all secondary schools to be involved in the next phase of the pilot:

From 1st November 2016, Longhill High School and Blatchington Mill School.

From 1st January 2017, Hove Park School and Varndean School.

From April 2017, Brighton Aldridge Community Academy, Kings School and Portslade Aldridge Community Academy will have the opportunity to be involved

- 3.17 A key challenge in terms of capacity and resource will be to extend this offer to primary schools, special schools and colleges.

4. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

Finance:

- 4.1 The pilot is jointly funded by CCG, Public Health and Families, Children & Learning Directorate.

Finance Officer consulted: Steve Williams

Date: 31.10.2016

Legal Implications:

Legal:

- 4.2 There are no direct legal implications from this report.

Lawyer consulted: Serena Kynaston

Date: 31.10.2016

Equalities Implications:

Equalities:

- 4.3 Making appropriate support and provision for children and young people with mental health needs is key to enabling them to achieve their potential and improving life outcomes.

Sustainability Implications:

Sustainability:

- 4.4 Improving provision for mental health provision in schools will boost health and wellbeing amongst children and young people and their families. Parent/carers who are more aware of services on offer, can play a role in their development and review, and can ensure that their children access the services that they need.
- 4.5 Budget pressures create challenges, but the objective of the ongoing priority to improve support and provision for children and young people is to ensure that services provided are effective, offer value for money and are sustainable into the future.
- 4.6 Families, Children and Learning Directorate, Public Health and Clinical Commissioning Group (CCG) worked together throughout the pilot and will continue to deliver, evaluate and monitor progress against the relevant actions.

SUPPORTING DOCUMENTATION

Documents in Members' Rooms

1. Evaluation from University of Sussex and Educational Psychology Service - Brighton and Hove CAMHS and Schools Link Scheme – Whole School Emotional Health and Well-Being Pilot (2015-2016). (Please note there is a summary of this document from page 23 of the evaluation report).