

Subject:	Mental Health update report: School Wellbeing Service Trailblazer		
Date of Meeting:	16 September 2019		
Report of:	Executive Director for Families, Children & Learning		
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Ward(s) affected:	(All Wards);		

FOR GENERAL RELEASE/ NOT FOR PUBLICATION**1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 The purpose of this report is to update the committee on the successful outcome of the Schools Trailblazer submission (Mental Health Support Team in Schools).

2. RECOMMENDATIONS:

- 2.1 That the Committee note implications of the implementation of the Trailblazer (Mental Health Support Team in schools) in Brighton and Hove.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 In 2016, the Brighton & Hove Inclusion Support Service Schools Wellbeing Service pilot was established and then rolled out to all Secondary Schools in 2017 following a positive evaluation by University of Sussex.
- 3.2 With additional funding from Brighton & Hove City Council's Families Children & Learning Directorate (FCL), Public Health (PH) and Brighton & Hove's Clinical Commissioning Group (CCG); the service has 10 FTE Primary Mental Health Workers (PMHW) embedded within Secondary Schools and Colleges and linked to Primary Schools, providing mild to moderate mental health interventions (1:1 and groups) as well as a Whole School Approach to pupils, staff and parents.
- 3.3 The service works as part of a system of support for children and young people in Brighton and Hove; this includes Specialist Child & Adolescent Mental Health Services (CAMHS) and Community Wellbeing Service (CWS) as outlined in the vision in the Local Transformation Plan. The plan outlines the vision and strategy for children's mental health and wellbeing within the City, developed

collaboratively with all stakeholders including children, young people and families, following the publication of Future in Mind in 2015¹.

- 3.4 Annually updated, the 2018 plan is in the link below.
<https://www.brightonandhoveccg.nhs.uk/children-and-young-people%E2%80%99s-mental-health-and-wellbeing-transformation-planning>
- 3.5 The 2019 refresh, due to be published by the end October 2019 will include achievements such as the Trailblazer, work with unaccompanied asylum seeking children and improving access to services, as well as challenges such as waiting times. There are also opportunities to improve mental health crisis response and neuro-developmental pathway. The plan will reference the NHS Long Term Plan² as well as the Sussex Review of emotional health and wellbeing support for children and young people.
- 3.6 A Sussex wide review of mental health and wellbeing services is currently taking place. This is being coordinated by the Sussex CCGs but is being done in partnership with the three Local Authorities and with local providers. The review is independently chaired and is taking a collective look at demand, capacity, outcomes and experiences of children's mental health services and wellbeing support across Sussex. The final report will be available in early 2020 and will be presented at the Health and Wellbeing Board and the Children, Young People and Skills Committee.
- 3.7 *Transforming Children and Young People's Mental Health Provision: A Green Paper* (2017) focusses on improving mental health interventions within education environments so that awareness of mental health/ emotional wellbeing issues are recognised and identified early so that pupils receive help quickly and in a targeted way. It also recognises that staff and parents/ carers also need support – a whole school approach to mental health.

Emotional Mental Health & Well-being (EMHWP) partnership with schools

- 3.8 The Partnership Adviser Team Partnership Adviser: Health & Wellbeing, Public Health Schools Programme and Brighton & Hove Inclusion Support Service (BHISS) work in partnership with our city's schools to continue to support the improvement of mental health for our city's children and young people.
- 3.9 BHCC Partnership Advisers continue to promote services to schools which support the development of best practice related to e-safety and cyberbullying. Many schools do ban use of mobile phones in the classroom, although in some classes students will be encouraged to use them responsibly to do research or in PSHE for example to look at positive social media campaigns including those related to mental health and wellbeing. There is a balance between discouraging constant attachment to phones/social media etc. and how phones can be used to support learning.

¹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf

²<https://www.longtermplan.nhs.uk/>

- 3.10 Supporting work on e-safety and cyberbullying currently needs to be bought in by schools through the ICT service (e-safety and workshops for parents and carers) and through the Equality and Anti-Bullying Service.
- 3.11 Public Health Schools Programme, PSHE Service and Brighton & Hove Inclusion Support Service (BHISS): Educational Psychologists, Specialist Teachers & Practitioners for SEMH and Primary Mental Health Workers all work together with schools, families and children and young people to deliver a comprehensive Social Emotional and Mental Health offer to ensure school staff can access training and support to respond to the needs of children and young people's social emotional and mental health (SEMH) needs.
- 3.12 There is a comprehensive menu of training available to schools teams that equip them to respond directly to poor mental health and low self-esteem. This includes: Mental Health First Aid, Attachment Aware and Emotion Coaching, Self-Harm including suicidal ideation, bereavement support and trauma informed practice.
- 3.13 In September 2018 the FCL Directorate published the city-wide 'Developing an Attachment Aware Behaviour Regulation Policy Guidance' for our schools.
https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%2018_1.pdf
- 3.14 To specifically address the emotional mental health and well-being needs of our children & young people and their families through our schools, we are able to provide specialist support for the following types of issues:
- anxiety
 - conduct behaviour
 - life event
 - bereavement
 - depression / low mood
 - self-harm
 - suicidal ideation
 - Autism Spectrum Condition (ASC)
 - Attention Deficit Hyperactivity Disorder (ADHD)
- 3.15 The team adopts a 50:50 delivery model to divide their time between direct evidence-based interventions for individual and small groups of young people and systemic whole-school/college work to improve staff resilience and deliver training and workshops for staff and parents/carers.
- 3.16 The systemic work includes:
- school-based triage
 - staff reflective space
 - staff consultation
 - staff training / workshops
 - parent consultation
 - parent training / workshops
 - assemblies / year group work
- 3.17 With additional Council funding received in 2018 support was extended to Post 16 education provisions (6th form and FE Colleges) in Brighton & Hove City. Each school based 6th form has an increased allocation of half day a week

additional PMHW time. Each stand-alone 6th form college has an allocated one and a half days per week PMHW time plus half day per week Educational Psychologist (EP) time.

- 3.18 All colleges have been visited and PMHW role set up; EMHWB evaluation undertaken and action plans produced. EPs have sent out staff and student questionnaires and interviewed Post-16 Mental Health leads in settings. PMHWs are offering a menu of staff consultation, training, reflective practice and student group work. EPs are evaluating the project and offering co-delivered training.
- 3.19 We carefully utilise joint funding from the Council (FCL and PH) and CCG to provide a consistent offer across all our local primary schools. Primary schools are allocated 3 days per year (half-day per half term) and are utilising their PMHW allocated time well and employing a mix of staff consultation, reflective practice, parent consultation and training. There is also some direct work with primary-aged children and their families. Schools prefer to work individually with their link PMHW and are also encouraged to collaborate across their partnerships with staff training.
- 3.20 There is a variety of other provision in schools which has been individually provided by a school through direct employment of staff or commissioned from local providers to deliver counselling or other therapeutic support for children or supervision and support for staff. BHISS-SWS provide a city-wide offer.
- 3.21 We are also developing our offer during school holiday periods of two weeks or more to have PMHW provision including telephone support, group and 1:1 support for parents/carers.
- 3.22 Central to the work across schools is participation. Increasing numbers of schools are developing Mental Health Champions who provide a wide range of support to challenge stigma and support peers to be confident to access services. These secondary school young people are also linked with primary feeder schools to support transition.
- 3.23 There is growing evidence that directs emotional health and wellbeing improvement to consider the wider determinants of health. In secondary schools PE staff have been trained to deliver yoga as part of the sports curriculum and schools provide taster yoga sessions to improve exam stress. Schools have also began to link children and young people who present with low level emotional health issues to sports and physical activities available within the school and communities.
- 3.24 In primary schools there is growing use of theatre productions that provide children, staff and parents with increased understanding and a joint language to talk about parental depression. This has also been linked with Healthy Choice award that links physical activity and breakfast clubs. There are pathways being developed from universal and targeted health messaging in school and specialist support attached to healthy weight offer.
- 3.25 School Nursing services provide direct on-site health drop-ins and a texting service, CHATHEALTH. This service is beginning to see links developed with the

texting response and school nursing service being able to provide one-to-one support.

Mental Health Support Team: Trailblazer Bid 2019

- 3.26 A Mental Health Support Team Trailblazer bid was jointly submitted by FCL, PH and CCG in April 2019 for National Funding towards Mental Health Support in Schools (MHST).
- 3.27 Brighton and Hove has been successful in its application to be a Trailblazer to implement a Mental Health Support Team, which is a national model. This additional team will enhance the current support for schools, in particular the support available for primary schools as well as pupils who are not attending school and those who are vulnerable.
- 3.28 Implementing a MHST will enable the service to address gaps identified:
- a) Insufficient mental health and emotional wellbeing resource and support in primary schools, so not providing a universal offer;
 - b) Insufficient capacity within the service to provide assessment and treatment within people's home, especially for those pupils on roll and not attending school, so providing a flexible offer; and
 - c) Being able to address specific needs to more vulnerable pupils such as Black and Minority Ethnic, Lesbian Gay Bisexual Transgender Queer or Questioning and deprivation.
- 3.29 The MHST will create a second team within the BHISS School Wellbeing Service. This will consist of four Education Mental Health Practitioner trainees (to be trained via the University of Sussex) and will be commencing training from September 2019, plus two supervisors and one highly specialist therapist. It is the intention that the whole team will be operational during the Autumn term.
- 3.30 The focus of the MHST will be on schools in areas of deprivation, learning from schools that are modelling good practice, improving persistent school non-attendance, reducing exclusion and a focus on 'Hidden Children' and enhancing our current offer to primary schools.
- 3.31 The partnerships to be involved in the Trailblazer include: The Brighton City Partnership for Education' & 'Deans Partnership, The Central Hub (Social, Emotional and Mental Health Special School and PRU) and St. Luke's Primary School.
- 3.32 The expected outcomes and benefits are:
- a) A reduction in referrals to Specialist CAMHS (earlier intervention; improving outcomes);
 - b) An integrated triage with shared risk management, decision-making tools and pathways across a Thrive-informed system;
 - c) An increase in direct interventions in education environments (from 1,000 interventions to 1,200 in 2019/20 and 1,500 in 2020/21); and
 - d) An increase in direct work with vulnerable pupils allowing interventions to take place outside education settings.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 The Clinical Commissioning Group (CCG) and the Local Authority (FCL & PH) agreed to submit a joint application to become a Trailblazer, as this is an opportunity to increase the capacity of the BHISS-SWS and address the needs and gaps identified above. It also aligns with the NHS Long Term Plan (2018).

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 During the pilot, establishment of the BHISS-SWS and the application for the Trailblazer, engagement and consultation has been extremely important in ensuring success and improved outcomes. This has included engagement and consultation with schools, with pupils and with the wider stakeholders.
- 5.2 Engagement with schools has included presenting a summary of the Trailblazer Bid at Headteacher and Special Educational Needs Co-ordinator (SENCo) Meetings, to gauge initial expression of interest. Schools are now due to receive individual communications about the arrangements we will be working to have in place in time for welcoming the Education Mental Health Practitioner Trainees.
- 5.3 Engagement with pupils has included the introduction of IAMWHOLE School Champions to strengthen the student voice and ensure pupils are part of improvements to the service.
- 5.4 Engagement with wider stakeholders has also been important in the design of the model as Schools wellbeing Service fits within a wider children and young people's mental health system.

6. CONCLUSION

- 6.1 That the Committee note the update on the Schools Wellbeing Service and the Schools Trailblazer developments.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 Brighton and Hove CCG, Families, Children and Learning Directorate and Public Health within the Local Authority jointly fund the Schools Wellbeing Service. The Trailblazer will provide additional funding to the Service. The table below outlines the financial arrangements.

B&H Schools Wellbeing Service & Trailblazer Finances				
Year	2019/20	2020/21	2021/22	2022/23
B&H CCG	212,000	212,000	212,000	212,000
BHCC FCL & Public Health	358,000	358,000	358,000	358,000
Health Education England	90,546	67,626	-	-
Trailblazer funding via CCG*	138,014	303,084	357,000	357,000
Total	798,560	940,710	927,000	927,000

*Includes £20k non-recurrent project support in 19/20.

- 7.2 Both the CCG and the Local Authority understand that ongoing funding for this (from September 2020) will be the responsibility of local commissioners. The CCG has agreed to fund this from September 2020. If a further MHST was implemented in August/ September 2020; further funding would have to be found from September 2021.

Finance Officer Consulted: Steve Williams

Date: 22/08/19

Legal Implications:

There are no legal implications arising from this report.

Lawyer Consulted: Serena Kynaston

Date: 13/08/2019

Equalities Implications:

- 7.3 This development will provide an enhanced offer; therefore children and young people, families and children's workforce will receive an increase in service access and delivery.

Sustainability Implications:

- 7.4 This development is funded through the NHS Health Education England and will be funded and commissioned locally through the Clinical Commissioning Group and delivered through Families Children & Learning Directorate's Schools Wellbeing Service (SWS) in Brighton & Hove Inclusion Support Service (BHISS).

Any Other Significant Implications:

- 7.5 None known at this time.

