



Engagement with schools/colleges, young people and their families

Engagement with partner's children young people and families is fundamental to Oxfordshire's collaborative approach to service development, evaluation and continual service redesign.

In Oxfordshire we have held a number of engagement events over the past few years with all the stakeholders including schools and colleges. This started in earnest with the joint¹ review of Oxfordshire CAMHS in 2014/15, designing the new model and the procurement in 2016/17. We have held various engagement events with schools and colleges around the Local CAMHS Transformation Plan and latterly specifically around the Green Paper. As well as surveys, workshops and events we also regularly post update briefings through our School News Letter that reaches all primary and secondary schools across Oxfordshire. Through the learning gained from this process the new CAHMS model was implemented.

We have continued to engage with partners through implementation of the new service to ensure that learning and evaluation continues to inform service delivery and in 2019/20 as part of this process alongside our refresh of the LTP. We started to consult around the green paper and how these proposals might enhance the new service and add further delivery capacity to provide services to children and young people experiencing social and emotional difficulties. Autumn 2017 we held a workshop with schools, colleges and local authority education leads to refresh our LTP and to start our conversation about the then forthcoming Green Paper. There was attendance from 31 schools covering primary, secondary and colleges. Key areas of discussions were around the new model and our ambition to support schools and work in collaboration. We discussed how we can develop the school in-reach model and feedback on if there were specific needs/gaps that we need to consider.

Through all the engagement with schools, there have been consistent messages in terms of the needs of Children and Young people with social and emotional difficulties, and the support required for these young people from services, and directly from staff within the school.

¹ The CAMHS Review was a jointly led review between Oxford Health NHS Foundation Trust, Local Authority Children's Services and the CCG.

The Schools are very positive about the new model to date. They particularly like the new Single Point of Access which allows them direct access to make referrals ask advise or book a telephone consultation; due to heavy teaching commitments they like the extended hours enabling them to discuss concerns promptly; they like the collaborative joint working model between CAMHS/LCSS/SHN and schools, so addressing their previous concerns that families were passed from one service to another because they now have named workers across CAMHS/LCSS/SHN who are working collaboratively, they can get prompt access to the right service; they have also told us they like the new training model from Oxfordshire youth and in relation to the specific training for specialist illnesses via PPEP allowing them to feel more confident to hold conversations with children and young people who present with emerging needs; they also like services being delivered by third sector partners as these services are not stigmatising, and this increases access to hard to reach young people (e.g. those not in education). In summary, staff are telling us they generally now feel more confident to address any concerns or emerging issues and are more supported in their school environments.

In conjunction with the new model in place already, and joint work completed to achieve the current successes, we reviewed with schools the capacity for the Green Paper funding. We discussed how we can develop the school in-reach model and if there were specific needs/gaps that funding from the green paper could help address. We specifically asked two questions to help answer this:

- 1 Who are the vulnerable learners you are most worried about? What can you do and what should CAMHS do to support you?
- 2 What competencies/skills does your staff need from CAMHS to help you manage the emotional well-being of young people in schools?

Schools acknowledged that the changes to CAMHS service delivery have gone a long way to meet some of the need (especially in relation to managing mental illness) however, there are continued concerns about the increasing numbers and levels of complexity that schools are dealing with in relation to emerging social and emotional need. Schools would like enhanced support to help them be more confident and competent at identifying that emerging need at the earliest opportunity, preventing unnecessary deterioration. They specifically made reference to vulnerable children and young people who due to poor emotional/ mental health particularly relating to anxiety/stress/low mood are unable to access education fully.

School Health Nurses have told us that 20% of young people who present to them have emotional worries or mental health concerns and they find this demands a great deal of their time (Data given July 2018)

Teachers have told us they are finding it increasingly difficult to manage the level of emotional and mental distress that directly presents to them at school, and this can impact on their ability to deliver their education curriculum.

We have held an additional workshop specifically around the Green Paper in July 2018 and have attended locality breakfast meetings with Heads of schools led by the Director of Children's Services throughout June. There is strategic sign up to the Green Paper and the need to collaboratively improve on supporting the emotional and mental wellbeing of children and young people as a whole system. In order to further support Schools to identify at the earliest opportunity children & young people with Social and Emotional health needs, Schools have told us what would help:

- Support to promote whole school approaches, resilience and inclusion
- Support needs to think 'Whole Family' and extend beyond school into local communities
- Need to develop more support for parents
- More supervision to school staff including more specialist supervision
- More access to all levels of training including more specialist and bespoke training as need arises)
- Further advanced clinical training following the PPEP (Psychological Perspectives in Education) model
- Bespoke model of support (for example where a tragic incident has occurred, including supervision for staff, support for pupils, ongoing family therapy approaches and restorative supervision as required, lead professional link to CAMHS, community based events to support parents, developing a Community Around the School Offer (CASO)
- Further enhance School Health Improvement Plans - SHIP (lead by the School Health Nurse in each Secondary school, one SHIP per school including section on Mental Health completed collaboratively by CAMHS in Reach Locality Community Support Service, School In Reach (CAMHS), School Health Nursing and the School lead by week 6 of term1)) to ensure coordination of services
- Offer of advice around evidence based interventions for whole school working, supporting work directly with young people, teachers or parents and the wider community

Schools told us they were enthusiastic about the proposed green paper plans and how it could enhance service delivery for vulnerable children and families. In addition, there is strategic sign up across all partners to the Green Paper, as evidenced in the 2018 Oxfordshire Children's and Young People's Plan where a key ambition and priority area for partnership work this year is *'to promote the importance of good mental health for all children and ensure speedy access to appropriate help and support'*. This further supports a second priority area identified in the plan to *'Strengthen support for schools and other settings so they can provide full time high quality learning for their young people'*. This includes a focus on children missing out on education which will look at how services supporting children with Social and emotional health needs can increase school attendance of this

vulnerable group. All partners recognise that the proposals put forward in the green paper will support this.

Engagement with young people

A similar programme of engagement has taken place with young people around review, design, procurement of CAMHS and Service development. Key feedback, which mirrors national feedback from the Green Paper consultation², has been as follows:

- Emotional and mental wellbeing is a key priority for young people
- Need to raise awareness and break down stigma
- Need to improve information about where to access help when needed
- When young people need help they need it now not in six months' time
- Young people should be involved in service developments and their own care
- Mental health services should be 'youth friendly'
- Teachers need to understand emotional and mental wellbeing better and not interpret mental distress as bad behaviour
- Confidentiality is key
- Young people need to be taken seriously
- Young people tell us that they mostly get their advice from peers so therefore everybody need to be well-informed

The CAMHS Participation Lead is overseeing the programme of engagement with young people in educations and examples of current work are:

- Developing satisfaction surveys
- Web design for CAMHS website
- Making videos for website
- Influencing priorities for our Local CAMHS Transformation Plan
- Work on Transition Processes
- Testing of new Apps
- Setting up Peer Support in schools
- Consultation workshops in schools so young people who are not known to CAMHS can influence service development
- Setting up links on schools websites and internal portals so pupils can access CAMHS website and self -help tools confidentially

Specific work in schools by the CAMHS Participation Lead:

In Oxfordshire CAMHS we have been focusing on working in collaboration with our in-reach workers and school health nurses (SHN) with in schools. The idea is to offer

² https://www.gov.uk/government/publications/children-and-young-peoples-mental-health-focus-group-research?utm_source=1e4d2be0-3a08-405c-ab5c-7c35644e4cf7&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

the opportunity for young people to attend focus groups to talk about mental health and how we breakdown the stigma and create resources and solutions to help pupils. Young people have also been giving us ideas on how we as a service can help them within their school environment and how we can improve as a service. The focus groups are mixed by age and gender to get a broad range of opinions and ideas.

As a result of some of the groups that took place, we ran an exam stress group for the students that were going to be taking exams. This was in conjunction with the school in-reach worker, SHN and assistant head-teacher. We held groups that rotated around 3 stations:

- 1: In-reach and SHN, focus on mindfulness and calming techniques
- 2: Assistant Head Teacher, focus on exam and revision techniques
- 3: Participation Lead, big doodle and emotions

We have also since met further schools to set up focus groups. The idea of the focus groups is something we would like young people in schools to take ownership of. So we are putting together a package that schools can use to help their young people put together their own focus groups to help them run independently. This will help provide other skills which is crucial to the development of our young people. An example of these skills will be time management, project planning and meeting chairing. These are all transferable and many more will come through these groups. The MH Education Support Worker will be able to support schools and young people in facilitating and managing groups, giving confidence in their abilities.

Our next steps are to meet with some primary schools and develop a package and practical sessions that will suitable be for primary school children.

In this coming school year, September 2019, we really want to help push forward the idea of creating resilience, creating resource in collaboration with our young people, schools and partners. (Louis Headley, CAMHS Engagement Worker).

Engagement with Parents

Again a similar programme of engagement has taken place with parents and key feedback has been:

- Need better join up between Local Authority Children's Services, schools and CAMHS
- Like the new CAMHS model and the SPA which includes self-referrals
- Parent would like more support and information when they have concerns about their child
- Children with emotional or mental health problems should not lose out on education. This is some parents experience now.

- Parents often experience being seen as 'bad parents' when their child has emotional and/or mental health problems. Most parents want to be the best parents they can be for their children and would like support with this.
- Support for the whole family is important not just the child with the identified emotional/mental health need.
- Schools need to understand emotional/mental health better. Too often does the child get labelled as being difficult and interpreted as bad behaviour resulting in punishment.

Future Plans

We are currently in discussion with Oxfordshire Healthwatch to develop a survey for young people about what they would like to see in place in schools that will support their emotional and mental wellbeing. A similar survey was undertaken by Healthwatch Suffolk, My Health, Our Future. If this is agreed then we will be planning for this to take place next calendar year, 2019.