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**Aim**

The aim of the service is to work within school clusters to strengthen and improve the emotional and mental health support arrangements for children and young people in universal school settings.

**Objectives**

- The service will be overseen by the CAMHS Executive and delivered in partnership by City of York Council (CYC), Child and Adolescent Mental Health Services (CAMHS) and School Clusters.
- The service will be implemented across School settings within the City of York based on the learning and evidence from The CAMHS Cluster Pilot (2015-2016)
- The Health Clinical Commissioning Group (CCG) and CYC will fund six new School Wellbeing Workers to be based in each of the six geographical school clusters across York.
- The School Wellbeing Worker role will focus on; a. training, b. consultation, c. facilitating pathways and d. direct work
- The service will be evaluated to provide evidence of impact and added value, in order to inform decisions about the future direction, funding and sustainability of the service

**Principles**

- Children and young people's social, emotional and mental health is everyone's responsibility
- Capacity building and the up-skilling of staff, within existing school pastoral systems and structures, will enable more effective support and evidence based interventions to take place
- Support needs to be responsive, flexible and child centred and will attempt to provide the right help when children and young people need it.
- Services and support needs to be informed by the voice and experience of children and young people
- Different agencies, professionals and support staff will work as an integrated team around the child and their family, within the school setting to order to coordinate and maximise the care and support provided
- Early identification and support will secure, for many children and young people, the best future outcomes and reduce the likelihood of future emotional and mental health issues
- Where possible support for children and young people will be provided by known and trusted adults
- Where possible services will be delivered as close to the local community as possible, involving the school cluster model
- Health and social care pathways for children and young people are integrated and take account of each 'child's journey' through services

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- A confident, committed and knowledgeable children’s workforce ensures that only those children and young people who are in need of CAMHS intervention progress to the specialist providers

### **Outcomes**

1. School staff will have increased knowledge and confidence in supporting children and young people with emotional and mental health issues.
2. Children and young people are identified early and supported effectively within school to prevent needs increasing and the requirement for specialist intervention where appropriate
3. Increasing number of children and young people feel more able to cope with emotional and mental health issues within a school setting

### **Areas of work for School Wellbeing Workers**

The work of the School Wellbeing workers will be focused on 4 areas; training, consultation, facilitating pathways and direct work. Their Input, interventions and direct work will be:

- Targeted at early intervention of Social, Emotional and Mental Health (SEMH) need
- Evidence based
- Informed by the following approaches; Dyadic Developmental Psychotherapy, Brief therapy, Family therapy and Solution focused work
- In line with the principles agreed for the service

#### *1. Training and Continued Professional Development*

The School Wellbeing Workers will:

- a. Develop training needs analysis informed by school profiles and staff questionnaire
- b. Work with schools to develop SEMH training plan
- c. Contribute to the development, delivery and sourcing of awareness raising, specialist and locally defined bespoke SEMH training

#### *2. Consultation, advice and support*

The Wellbeing Workers will offer:

- a. Planned and structured *consultation, advice and support* conversations with senior leaders and pastoral staff
- b. Planned and structured *advice and support* conversations with parents
- c. Informal individual and / or group supervision with pastoral staff

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- d. Networking and signposting to other sources of help and support – in school and external agencies

### 3. *Facilitating pathways to different care and support - including specialist services*

The Wellbeing Workers will:

- a. Attend school (termly) planning meeting with the Educational Psychologist (EP), Primary Mental Health Worker (PMHW), Emotional Literacy Support Assistant (ELSA), SENCO, School Nurse and relevant pastoral staff
- b. Attend existing regular pastoral meetings within schools
- c. Contribute to the development of care and support plans for children and young people

### 4. *Working in partnership to deliver evidenced based direct work to children, young people and parents*

The Wellbeing Workers will:

- a. Co work with school staff to design, deliver and evaluate 121 work with children and young people
- b. Co work with school staff to design, deliver and evaluate group work with children and young people
- c. Co work with school staff to design, deliver and evaluate consultation and advice sessions with parents, with a view to signpost to parenting groups
- d. Build capacity and develop expertise in schools to sustain and continue direct work

### **Baseline allocation of time per school**

- One agreed half day session per school to take place on a regular basis (weekly or fortnightly)
- Some limited capacity to respond flexibly to emerging issues / need
- Delivery and activity against baseline allocation will be reviewed each term at a School, Cluster and Project Board level

### **Recording**

- Information and recording about the support and intervention that the School Wellbeing Workers are involved with directly, indirectly and in partnership with existing school support staff will be recorded on the individual school filing and recording system.
- Head Teachers / Schools will be responsible for providing parents with information about the work of the service and specifically the role of the School Wellbeing worker as part of their existing pastoral support system
- Head Teachers / Schools will be responsible for making decisions when specific parental consent is required for the involvement of the School Wellbeing Worker with either individual or groups of children and young people

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- CYC will only hold and record non identifying evaluation and monitoring information relating to the work of the pilot project
- CAMHS will only hold and record children and young people’s information relating to the service when a referral is made to specialist CAMHS services and provision

### **Reporting**

- Information on activity, impact and outcomes will be collated each month by School Wellbeing Workers
- Termly reports on performance and outcomes will be presented to Clusters and the Project Board. These reports will provide additional information on achievements, issues, risks and any proposed new developments to the service delivery.

### **Evaluation**

There are three key performance / evaluation measures which directly relate to the three intended outcomes of the service

1. Number of School staff reporting increased knowledge and confidence in supporting children and young people with emotional and mental health issues.
  2. Number of children and young people discussed in consultations and receiving 1:1 and group work support
  3. Number of children and young people who feel more able to cope with emotional and mental health issues within a school setting
- The service will measure and evaluate activity and outcomes against each of the three performance / evaluation measures above.
  - Additional data will be collated around referrals to specialist provision, school attendance and more longer term outcomes through case studies

### **Expectations, Roles and Responsibilities**

#### **1. The PCU will:**

- 1.1 Contribute to and review the development of the Service Specification and Key Performance Indicators
- 1.2 Take responsibility for updating the Vale of York CCG
- 1.3 Co-Chair the School Wellbeing Project Board meetings
- 1.4 Monitor the performance of the project against the agreed Performance Indicators and evaluation framework
- 1.5 Share evaluation of the project with the Vale of York CCG

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**2. CYC will :**

- 2.1 Provide direction on the requirements of the School Wellbeing Service and specify models, approaches and pathways, evaluation requirements, and potential future development of the service in line with the ambition and programmes set out in the *Future in Mind* Transformation Plan
- 2.2 Provide appropriate project management and senior strategic leadership of the service for the period stated within the Memorandum of Understanding
- 2.3 Recruit six grade 8 School Wellbeing Workers aligned to each of the six School Clusters
- 2.4 Provide an appropriate induction programme, IT and phone equipment for the School Wellbeing Workers
- 2.5 Provide line management of the School Wellbeing Workers, including direction as to working arrangements in individual schools.
- 2.6 Ensure School Wellbeing Workers are able to meet regularly as a city wide service team
- 2.7 Collate monthly evaluation and performance data and produce termly management reports for Project Board and CAMHS Executive
- 2.8 Devise and implement a Service communication plan jointly with CCG communication lead.
- 2.9 Identify, fund and enable access to training and continued professional development opportunities.
- 2.10 Provide leave, sickness and expenses arrangements for School Wellbeing Workers.

**3. CAMHS will:**

- 3.1 Provide monthly clinical supervision via geographically linked CAMHS Practitioners to the School Wellbeing Workers for the duration of the service
- 3.2 Provide adhoc and ongoing clinical guidance and advice on an 'as and when' basis when required by School Wellbeing Workers
- 3.3 Support and advise on the management of individual and group work
- 3.4 Provide an appropriate CAMHS induction to all School Wellbeing Workers ensuring that they are integrated as part of the overall CAMHS team
- 3.5 Lead on necessary decision making on individual cases.
- 3.6 Ensure the work undertaken by School Wellbeing Workers is therapeutically appropriate in line with the evidence base and clinical, professional judgement.
- 3.7 Advise on specialist aspects of the project e.g. intervention spaces
- 3.8 Provide a pathway for School Wellbeing Workers regarding referrals to specialist CAMHS via the Single point of Access (SPA)
- 3.9 Manage signposting of referrals from SPA to School Wellbeing Workers in line with principles and process agreed by the Project Board
- 3.10 Liaise with School Wellbeing Service manager regarding service delivery and clinical supervision of CAMHS input.
- 3.11 Attend and provide the appropriate level of representation at Project Board meetings.
- 3.12 Identify, fund and enable access to training and continued professional development opportunities for School Wellbeing Workers .
- 3.13 Provide Specialist trainers to deliver training to School staff as part of the service offer
- 3.14 Raise awareness with Primary Care Services and Providers of the service and inform them of the agreed pathway via SPA for referral

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3.15 Measure the impact of the service on the quality and number of referrals to specialist CAMHS

**4. Schools will:**

- 4.1 Provide cluster representation on the Project Board
- 4.2 Provide a designated lead person in each school to be the main communication link for the School Wellbeing Worker.
- 4.3 Provide a confidential, quiet, safe space in schools for direct work with children and young people
- 4.4 Provide access to office and meeting space, including use of photocopier where required.
- 4.5 Provide access to school wifi to enable School Wellbeing Worker to log onto CYC IT system.
- 4.6 Identify children and young people in line with the project aims, objectives and criteria
- 4.7 Ensure all direct work is preceded by a documented consultation discussion in line with the agreed process and format
- 4.8 Share relevant and appropriate anonymized information to support effective consultation discussions
- 4.9 Hold and provide access for School Wellbeing Workers to regular pastoral planning meetings that discuss the needs of staff, children and young people targeted by the service
- 4.10 Plan in advance and prioritise the School Wellbeing Workers weekly session in order to maximise the benefit of the agreed allocated time
- 4.11 Ensure ELSA / pastoral support worker time is made available to support the agreed co working with the School Wellbeing Worker
- 4.12 Record information where appropriate about the support and interventions provided by the School Wellbeing Worker to children and young people on the schools filing / recording system
- 4.13 Ensure that School Wellbeing Workers are appropriately inducted into the school pastoral structures, systems and people
- 4.14 Provide information to all parents / carers about the service and seek individual and specific consent from parents / carers for their children and young people's involvement where appropriate and required
- 4.15 Complete SEB measurement questionnaires for all direct work and encourage parents to complete a questionnaire
- 4.16 Ensure all school staff with pastoral responsibility complete the yearly pre and post staff questionnaire / survey
- 4.17 Enable staff with pastoral responsibility to attend the SEMH training agreed within the School Wellbeing Service training offer
- 4.18 Ensure the voice and experience of children and young people informs how the service develops by completing the York Youth Council Minding Minds School Award.
- 4.19 Adopt a whole school approach to children and young people's emotional and mental health, with recognition that this will maximise the impact and value of the School Wellbeing Service in each school

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**Issue resolution process**

- Emerging issues or concerns about the roles and responsibilities of different parties including the practice and performance of School Wellbeing Workers should be communicated to School Wellbeing Project Manager in the first instance and the Senior lead in their absence.
- These issues will be addressed, managed and resolved via communication and meetings where appropriate with all involved parties, schools and workers.
- Issues that are either unresolved or presenting a potential or actual risk to delivery or implementation of the service will be reported to the Project Board and CAMHS Executive where appropriate.

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