

Emotional Well-being and Mental Health Support

For Children & Young People in Schools



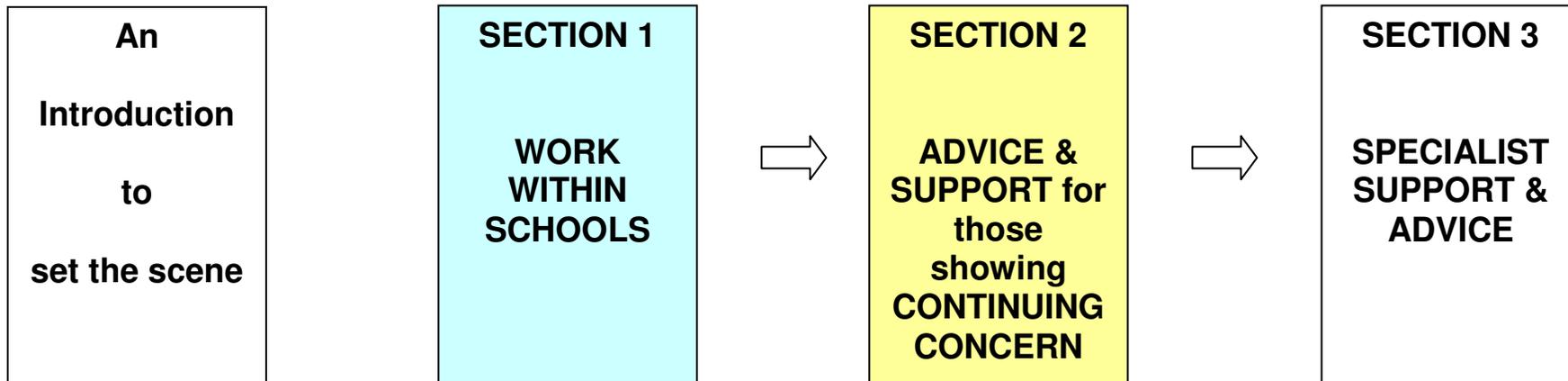
"All of us matter in Rotherham"



THE TOOLKIT

This **CARE PATHWAY** is a toolkit to support schools to do the right thing at the right time to produce the best outcomes for children and young people with mental health difficulties. It should also support the general emotional health of all children.

It has 4 elements:



PATHWAY AND REFERRAL ROUTES

It aims to be a readily available quick reference and by the nature of its subject matter cannot be totally definitive.

Introduction

In recent years schools have reported much higher levels of challenging behaviour from children and young people, as well as a marked increase of stress, depression, anxiety, and self harm. With the 'Every Child Matters' agenda now firmly in place and the additional responsibilities that this places on schools, there is often from them a cry for help, advice and support. Schools do feel themselves in the front line of tackling the demands of the emotional well-being and mental health of the young. It is hoped that this toolkit will be one part of the support needed.

As research* shows that at least 10% of all children in schools will have at some stage in their schooling a diagnosable mental health disorder, it is crucial to provide appropriate support. At the same time at least as many young people will have lesser emotional difficulties which require intervention and care. The mental health of children and young people depends on a wide group of professionals successfully working together and it is hoped that this toolkit provides some strategies to assist with this process.

The toolkit is in several sections:

Section One describes the work that can be developed in schools to support the general well-being of all children and it provides links and references to help develop an emotionally strong school and meet the general needs of children and the relatively small scale concerns that occur from time to time.

Section Two should enable schools to seek help for pupils who are showing higher levels of concern or those for whom early intervention has not succeeded. While it is not a definitive list of supporting bodies and agencies, it should enable the school to seek advice and act quickly.

Section Three describes the specialist Child and Adolescent Mental Health Service in Rotherham and how referral can be made when the problems are severe and ongoing and earlier actions have not been able resolve them.

The toolkit is further developed by a series of **annexes** which provide additional information and may be useful background reading. Its main purpose however is not to produce a lengthy tome but to signpost support and help give schools confidence in the very good work that they do to support the emotional health of their students.

Our aim will be to regularly update the toolkit and constantly evaluate its usefulness as a working document so please provide us with feedback.

* *NSF Standard 9 on Children's Mental Health, Page 6, Item 2:2. Audit Commission Report on CAMHS, Research by Target & Fonagy 'What Works for Whom'*

CARE PATHWAY FOR CHILDREN & YOUNG PEOPLE NEEDING SUPPORT

SECTION 1 – Work Within Schools

SERVICES TO SUPPORT THE MENTAL HEALTH / EMOTIONAL WELL-BEING of ALL CHILDREN & YOUNG PEOPLE

The school's pastoral system enhanced by:

- SEAL (Primary) programme
or
- SEAL (Secondary) programme
- An effective PSHE programme
- Engagement in the Healthy Schools Programme
- Learning Support Service
- Behaviour Support Service

Further specific interventions could use:

- Meeting with parents and offering support through
- Engaging Learning mentors
- Using trained counsellors (school or voluntary sector)
- Peer counsellors, pupil support networks
- The Education Psychology service
- The school nurse
- The Educational Welfare Officer Service

Refer to annexe 2 For what schools can do at Tier 1

SECTION 1		REFERENCE SHEET	
SEAL (Social and Emotional Aspects of Learning) or SEBS (Social, Emotional and Behavioural Skills)			
<i>Contact</i>	<i>Address</i>	<i>Tel/Fax</i>	<i>Email:</i>
SEAL Co-ordinator: Lindsay.Wootton-Ashforth	Rockingham Professional Development Centre, Roughwood Road, Wingfield Estate, Rotherham, S61 4HY	01709 740226	Lindsay.Wootton-Ashforth@rotherham.gov.uk
Secondary Annette Parker Wellbeing Consultant	Rockingham Professional Development Centre, Roughwood Road, Wingfield Estate, Rotherham, S61 4HY	01709 740226	Annette.parker@rotherham.gov.uk
PSHE Policy & Scheme of Work cross referenced with National Healthy Schools Programme (NHSP)			
<i>Contact</i>	<i>Address</i>	<i>Tel/Fax</i>	<i>Email:</i>
Sex & Relationships Education Consultant – Else Burton	Rockingham Professional Development Centre, Roughwood Road, Wingfield Estate, Rotherham, S61 4HY	01709 740226	else.burton@rotherham.gov.uk
Drug Education Consultant – Kay Denton	Rockingham Professional Development Centre, Roughwood Road, Wingfield Estate, Rotherham, S61 4HY	01709 740226	Kay.denton@rotherham.gov.uk
Curriculum advisor – Liz Galliver	Rockingham Professional Development Centre, Roughwood Road, Wingfield Estate, Rotherham, S61 4HY	01709 740226	Liz.galliver@rotherham.gov.uk
Healthy Schools Programme aims to help raise pupil achievement, reduce health inequalities and promote social inclusion. For more information view www.wiredforhealth.gov.uk			
The Healthy Schools Scheme in Rotherham was established in 1998. It is a partnership between the Children and Young People’s Service at RMBC and the Primary Care Trust (formerly Rotherham Health Authority). The scheme provides all schools with a coherent framework for establishing and promoting a better level of health in their staff and pupils, thus raising educational attainment. The Rotherham Scheme is part of the National Healthy Schools Standard and has achieved national accreditation. There are standards within the scheme which schools must work towards, in which mental health and emotional well being are highly regarded. To date 100 schools have achieved full Healthy Schools accreditation. The remaining schools are all actively engaged with the scheme and are aiming to be accredited when ready.			
<i>Contact</i>	<i>Address</i>	<i>Tel/Fax</i>	<i>Email:</i>
Healthy Schools Programme Manager - Liz Galliver	Rockingham Professional Development Centre, Roughwood Road, Wingfield Estate, Rotherham, S61 4HY	01709 740226	liz.galliver@rotherham.gov.uk
School Nursing			
The current School Nursing Team consists of School Nursing Sisters, Staff Nurses and Support workers. All of them have a wealth of knowledge, and hold professional qualifications in Health and related topics. Each School has a named School Nurse and services offered are related to the need in that area. Services offered include health promotion, information, support and advice, health surveillance and multi agency work. The majority of school nurses undertake a ‘Health Drop In’ within their allocated Schools, to support pupils, parents and teachers. School Nurses work in a variety of settings including family homes, Schools, Children’s Centres, Clinics, GP practices and other Health buildings. School Nurses are qualified health professionals and committed to delivering up to date information. School Nurses work at Tier 1 and Tier 2 intervention within Children and Families. School Nurses can also sign post or refer to other health services or agencies.			

SECTION 1		REFERENCE SHEET	
<i>Contact</i>	<i>Address</i>	<i>Tel/Fax</i>	<i>Email:</i>
Karen Bell – Clinical Lead School Nursing	Doncaster Gate Hospital, Doncaster Gate , ROTHERHAM , S65 1DW	01709 304934	Karen.bell@rotherhampct.nhs.uk
Education Psychology			
The Educational Psychology Service is concerned with the application of psychology to individual children/young people and adults and their educational settings. They help colleagues make sense of their concerns, take effective action, monitor and evaluate the interventions and share good practice. The Service emphasises emotional well being inclusion and thinking and learning. They offer: *Consultation *Interviews and assessments to identify strengths and barriers *Group problem-solving and planning *Partnership working *Continuing Professional Development opportunities *Projects to build capacity. The EPS supports a range of initiatives to promote general emotional health and wellbeing in educational settings as well as helping staff to respond to needy individuals in a confident, informed and coordinated manner.			
<i>Contact</i>	<i>Address</i>	<i>Tel/Fax</i>	<i>Email:</i>
Principal Education Psychologist – Steve Mulligan	1 st Floor Norfolk House, Walker Place Rotherham, S65 1AS	01709 822581	Steve.mulligan@rotherham.gov.uk
Connexions			
Rotherham's Young People's Service employs 10 Full-time Connexions Personal Advisors: Personal Advisers form a critical link in bringing together effective support for young people. The support provided may range from basic information, advice and guidance, to vulnerable young people requiring more substantial one to one support. A Personal Adviser will make sure that the needs of young people are met so that they are able and motivated to take education, training and work opportunities and achieve to their full potential.			
<i>Contact</i>	<i>Address</i>	<i>Tel/Fax</i>	<i>Email</i>
Young People's Services – George Simpson	1 st Floor Norfolk House, Walker Place Rotherham, S65 1AS	01709 822630	George.simpson@rotherham.gov.uk
Autism Communication team			
All Autism Communication Team activities relate to both the national and local agendas regarding the promotion of inclusion and the raising of the attainment of learners. The Service actively promotes the Council's commitment to include all pupils within their mainstream, neighbourhood school. The Service is committed to, and actively involved in, the development of multi-agency work to best meet the needs of children and families within the Borough. The Autism Communication Team's prime aim is to enable schools to effectively manage and meet the diverse needs of children and young people with autism spectrum disorders. The Service promotes inclusive practice through consultancy, training, observation, assessment, practical strategies and advice, and demonstration of inclusive practice. Support is offered to Headteachers, SEN Coordinators, Inclusion managers,NQTs, class teachers, Teaching Assistants, Learning Mentors, children with significant and complex educational needs relating to autism, their parents / carers. Training is offered through the LEA's CPD programme and charges apply.			
<i>Contact</i>	<i>Address</i>	<i>Tel/Fax</i>	<i>Email</i>
Autism Communication Team – Gill Capaldi	Autism Communication Team Greasborough Centre, Church Street, Greasborough, Rotherham, S61 4EL	01709 336653	gill.capaldi@rotherham.gov.uk

SECTION 1**REFERENCE SHEET****Behaviour Support Service**

All Behaviour Support Service activities relate to the delivery and development of the national and local drive to promote inclusion and the raising the attainment of learners. The Service actively promotes RMBC's commitment to include all learners within their mainstream neighbourhood school. The Service is committed to, and involved in, the development of multi - agency work, including the emerging Children and Young Peoples Services, to best meet the needs of children and their families within the Borough. The Behaviour Support Service's prime aim is to enable schools to develop systems, which enable them to manage and modify the learners' behaviour. The Service offers: consultancy, training, observation, assessment, practical strategies and advice for class /small group / individual settings, demonstration of inclusive practice. Services are offered at whole school level, to head teacher, SMT, Governors, SEN Coordinators, Inclusion Managers, NQTs, class teachers, Teaching Assistants, Learning Mentors, children with significant and complex special educational needs, their parents/carers

<i>Contact</i>	<i>Address</i>	<i>Tel/Fax</i>	<i>Email</i>
Behaviour Support Service – Katy Edmondson	International Centre Simmonite Road Kimberworth Park Rotherham S61 3EQ	Telephone 01709 336611 Fax 01709 336612	katy.edmondson@rotherham.gov.uk

Learning Support Service

All Learning Support Service activities relate to the national and local drive to promote inclusion and the raising of standards. The Service actively promotes the Council's commitment to include all pupils within their mainstream neighbourhood school. The Service is committed to, and involved in, the development of multi agency work, including Children and Young People's Services, to best meet the needs of children and their families within the Borough. The Learning Support Service's prime aim is to enable schools to effectively meet the diverse learning needs of children and young people. The Service promotes inclusive practice through: consultancy, assessment, providing practical strategies and advice for class / small group / individual settings. Support is offered to: Headteachers, SEN Governors, SEN Coordinators, Inclusion Managers, NQTs, subject teachers, Teaching Assistants, Learning Mentors, children with significant and complex special educational needs, their parents/carers. Training is offered through the LEA's CPD programme and charges apply. A base allocation of 3 days per year will be allocated to all schools, with further support being allocated in proportion to need. Training is offered to individual schools, clusters as well as through the LA's CPD programme.

<i>Contact</i>	<i>Address</i>	<i>Tel/Fax</i>	<i>Email</i>
Learning Support Services – Deborah Connell	The Greasbrough Centre Church Street, Greasbrough Rotherham S61 4EL	Phone: 01709 336651 Fax: 01709 336650	deborah.connell@rotherham.gov.uk

Education Welfare

The Education Welfare Service in partnership with school s will identify cases of poor attendance which require further intervention. The EWS will then work with the family, pupil, school and any significant others to resolve the situation. If the planned intervention does not achieve its aim the EWO will initiate enforcement proceedings. The EWS will assist the school in the development of any policies and strategies to improve attendance, by helping to set attendance targets and assisting the school in achieving them. School Exclusions. The EWS will provide advice and guidance to schools, pupils, parents/carers and Governors, on the exclusion process and will work with other services to identify and support pupils at risk of exclusion by providing statistical information on a regular basis. Also in place is a borough wide anti-bullying officer who provides an advisory service for both parents and schools. Also offers parent workshops, one to one work with children/young people and mediation for specific cases. I hold a limited caseload but my role is primarily strategic, and the aim is to drive forward a borough wide approach to Anti-Bullying. Current projects include setting an Anti-Bullying Charter Mark for schools and the implementation of an electronic incident recording system.

<i>Contact</i>	<i>Address</i>	<i>Tel/Fax</i>	<i>Email</i>
Inclusion Support Services – Cath Ratcliffe	2nd Floor Norfolk House, Walker Place Rotherham, S65 1AS	Tel: 01709 822567	catherine.ratcliffe@rotherham.gov.uk

SECTION 1**REFERENCE SHEET****Rotherham MIND**

Rotherham Mind Young Persons Service currently works in a number of Secondary Schools in the Rotherham Borough and offers a short term (six weeks) intervention service on a first come first served basis. The service works with any young person experiencing mental health or emotional well-being issues offering one to one counselling/support. The service can help with a number of issues including; bullying, self-injury, suicidal feelings, self esteem, bereavement, family relationships, peer group problems and exam stress. The service also offers a number of training packages to assist professionals in better supporting young people including Bullying, which is currently offered free to schools.

<i>Contact</i>	<i>Address</i>	<i>Tel/Fax</i>	<i>Email</i>
Rotherham MIND – Catherine White / Sara Graham	Amberley Court 101 Effingham Street Rotherham South Yorkshire S65 1BL	tel. 01709 367648	cathrine@rotherhammind.co.uk sara.graham@rotherham.gov.uk

SECTION 2 – Advice & Support for those showing Continuing Concern

SERVICES TO SUPPORT THE MENTAL HEALTH OF CHILDREN & YOUNG PEOPLE CONTINUING TO SHOW CONCERN

- Encourage carers or parents to visit their GP
- School nurse may be able to offer additional support
- Behaviour Support Service
- Educational Psychology Service

Support can be provided on

- Sexual Health
- Preventing Exclusion
- Looked After Children – (refer to designated teacher)
- Youth Offending

And by

- Connexions
- The Primary Mental Health Specialist
- Children and Young People's Services

The Voluntary Sector has considerable experience of working with individuals and small groups and a selection of some of the important agencies are listed below.

SECTION 2		REFERENCE SHEET	
GPs - Local Doctor's surgery			
Have responsibility for Primary Health Care, advice to families and Young People. Referral to Child and Family Therapy Teams. 145 GP's located across 39 Surgeries within the Borough.			
<i>Contact</i>	<i>Address</i>	<i>Tel:</i>	<i>Email:</i>
Details of all local surgeries can be obtained by visiting www.rotherhampct.nhs.uk			
The Get Real Team			
The Get Real Team provides additional educational support to children and young people in public care. They work with children and young people who are not meeting their full education potential or are at risk of being excluded from mainstream education. It is a multi-agency team that assess need and provides support on an individual basis.			
<i>Contact</i>	<i>Address</i>	<i>Tel:</i>	<i>Email:</i>
The Get Real Team – Martin Smith	North Area Office, Charnwood Street, Swinton, Mexborough	Phone 01709 382121	martin.smith@rotherham.gov.uk
BAY Project			
Black and Asian Young Peoples Advice Service, offer support and guidance on a number of topics working closely with the Youth Start.			
<i>Contact</i>	<i>Address</i>	<i>Tel:</i>	<i>Email:</i>
Nazreen Iqbal	Eastwood Lane, Rotherham, S65 1EG	01709 820 100	yps-nazreen.iqbal@rgfl.org
Safe & Sound / Junction			
Safe & Sound works alongside The Junction in contributing to the prevention of sexual abuse by children and young people, and works to achieve this aim by offering the following;			
<ul style="list-style-type: none"> • Direct work with children and young people between the ages of 5-13 years whose sexual behaviour is concerning or harmful • Support and advice services to families in understanding and managing their child's behaviour • Services to workers and professionals to advise and support them in working with children and young people who display sexually concerning or harmful behaviour <ul style="list-style-type: none"> ▪ Whole School Approach to Safety', a three stage flexible training package for schools which is free to Rotherham schools. 			
<i>Contact</i>	<i>Address</i>	<i>Tel:</i>	<i>Email:</i>
Safe and Sound – Esther Maunder	10 Nightingale Court Moorgate ROTHERHAM S60 2AB	01709 377157	Esther.Maunder@barnardos.org.uk
Social Services			
Social Services provide support to Children and Young People when there are issues around an individuals care or if additional support is required. The areas covered by Rotherham Social Services are Children's Health and Disability, Children's Protection, Children's Residential Services, Social Work Support to Children in Care, Fostering and Adoption Services, Social Work Teams offering support to Families, Youth Offending Services			
<i>Contact</i>	<i>Address</i>	<i>Tel:</i>	<i>Email:</i>
Social Services Front Desk Team	Social Services. Crinoline House. Effingham Square. Rotherham	Tel: 01709 823900	N/A

SECTION 2		REFERENCE SHEET	
Youth Start			
Youth Start offers a broad based advice and information service, as well as in depth counselling and support for young people aged 11 to 25. The service is available 52 weeks a year, on a drop in and appointment basis and operates both within and outside school hours			
<i>Contact</i>	<i>Address</i>	<i>Tel:</i>	<i>Email:</i>
Youth Start – Paul Boyden	4 Eastwood Lane Rotherham S65 1EG	Telephone 01709 820100	Paul.boyden@rotherham.gov.uk
RISKY Business			
The Risky Business Project provides support advice and guidance to young women involved in or at risk of sexual exploitation. This can involve direct work with young women on a voluntary basis, advising other professionals and agencies and contributing to the multi agency approach to prevention and protection. The project also offers preventative sessions within secondary schools looking at the issues around relationships, personal safety and sexual exploitation.			
<i>Contact</i>	<i>Address</i>	<i>Tel:</i>	<i>Email:</i>
Risky Business - Jayne Senior	C/O Rotherham International Centre, Simmonite Road Kimberworth, Rotherham	Tel 01709 515423	jayne.senior@rotherham.gov.uk
KNOW the Score			
Know the Score is a free and confidential multi agency service for young people in Rotherham aged 19 and under who need: Advice, Information, Counselling, Treatment, Support, Group Work. The service offers accurate and credible information to all young people surrounding alcohol and other substances whether they are using substances experimentally, recreationally or dependently. Young people can self refer to the project or may be referred by others including family members, carers and professional agencies, referrals can be made by telephone or by letter. Usually the service requires basic details and some indication of the service required, more background information is helpful and written referrals are welcomed. The project aims to offer a confidential service to young people. They encourage all young people to access this service and we aim to treat all young people individually offering them options within a non-judgmental framework.			
<i>Contact</i>	<i>Address</i>	<i>Tel:</i>	<i>Email:</i>
Neil Power	Know the Score 26 Domine Lane Rotherham S60 1QA	Tel: 01709 365 499	neil.power@rotherhampct.nhs.uk
Al Muneera			
Al-Muneera's "Raising Aspirations" Project runs personal & social development programme of activities with children/young people in order to develop their confidence, self-esteem, positive self image, interaction with others, communication skills, individual stance and identity via creative and innovative way of working i.e. drama, role plays, circle time discussions on various topics; children's rights, bullying, identifying & expressing feelings, forming and expressing opinions etc.			
<i>Contact</i>	<i>Address</i>	<i>Tel:</i>	<i>Email:</i>
Mahmoona Quyam	Elmfield House, Alma Road Rotherham S60 2HZ	01709 836111,364653	almuneera@almuneera.co.uk
Apna Haq			

SECTION 2**REFERENCE SHEET**

Apna Haq, which means 'Your Right' in Urdu, started life in 1995 with a vision to provide support to Asian women and children facing domestic violence issues. The project offers a range of support, which includes: 1 to 1 support; advocacy, support to children; basic confidence and skills awareness through training opportunities, day trips and residential opportunities

Contact	Address	Tel:	Email:
Zlakha Ahmed	The Ladder Malkiln Street Rotherham	T: 01709 519211	apnahaq@tiscali.co.uk

Chantry YMCA

Chantry YMCA, a significant partner in the delivery of young people's services, is very active in Rotherham and Wakefield. Working with children and young people from as young as three months right up to twenty five year olds, creates a unique set of challenges for the YMCA's highly motivated and professional staff. As the only project of its type in Rotherham, Time Out enables young people with disabilities to enjoy a wide range of activities with their families. Chantry YMCA also works in partnership with schools in the APPLES project, delivering PSHE and PE.

Contact	Address	Tel:	Email:
David Sargent	3 Willis Croft Downs Row Moorgate Rotherham S60 2HD	T: 01709 720040	enquiries@chantry.ymca.org.uk

Get Sorted Music Academy

The Get Sorted Music Academy began as a grassroots project with one person and 4 young people. Now in it's 10th year it supports and has worked with around 10 thousand children and young people. The project works with over 500 children and young people weekly, now has over 20 staff and volunteers and finally has its own building that the children and young people deserve. Get Sorted is an excellent resource for the borough and has achieved some highly prestigious awards for work done in the Community. It is also a unique and highly valued resource by beneficiaries, parents, schools and other agencies.

Contact	Address	Tel:	Email:
Genya Johnson	52 Westgate ROTHERHAM S60 1AX	T: 01709 513099	sortgenya@aol.com

Rotherham Women's Refuge

Rotherham Women's' Refuge is the only specialist provider of domestic violence support services to children and young people in the Rotherham area. Providing timely intervention can ensure children can understand and recover from their experiences of abuse, preventing children from entering into crime, engaging in substance misuse, self harming, running away from home, developing behavioural and emotional problems and further disruption in education and homelessness

Contact	Address	Tel:	Email:
Tracey Emms	PO Box 288 Rotherham S60 1YD	T: 0870 8502247	tracey@rothwr.co.uk

Sheffield YWCA

SECTION 2**REFERENCE SHEET**

The Sheffield YWCA (Fleming Garden's Project) aims to provide a safe and supportive residential environment where young women can develop their potential, learn the skills necessary for independent living and develop confidence. By undertaking a programme of independent living and life skills training, young women are given the opportunity to explore future opportunities and make appropriate, informed life choices as fully participating members of the community.

<i>Contact</i>	<i>Address</i>	<i>Tel:</i>	<i>Email:</i>
Tracy Guest	Fleming Gardens Project 11 Fleming Gardens Flanderwell ROTHERHAM S66 2EY	T: 01709 703471	tracy@sheffieldywca.co.uk

Swinton Lock

Based in a unique canal-side setting Swinton Lock Activity Centre provides much needed arts and environmental activities for children and young people, many of which can lead to qualifications. Activities include boat handling, fishing, arts and crafts, multimedia and drama to name but a few.

<i>Contact</i>	<i>Address</i>	<i>Tel:</i>	<i>Email:</i>
Ruth Midgley	Dun Street, Swinton Mexborough, S64 8AN	T: 01709 578778	info@swintonlock.org.uk

Maltby BEST

Maltby BEST is a multi-agency, multi-disciplinary team which aims to promote the emotional well-being, positive behaviour and school attendance of children and young people by providing an early-identification and support service. Interventions include a 1:1 counselling service for children and young people, positive play for primary age children, group work for children and young people, family intervention work, staff consultation and whole-school work. Maltby BEST works with schools forming part of the Maltby BIP cluster and accepts referrals from key contacts in schools, parents, school nurses and self referrals from young people for counselling

<i>Contact</i>	<i>Address</i>	<i>Tel:</i>	<i>Email:</i>
Sara Graham	Linx Centre, Lilly Hall Road, Maltby, Rotherham S66 8BE	01709 790730	Sara.graham@rotherham.gov.uk

Crisis Resolution Team

The Crisis Resolution and Home Treatment Service provide an out of hour's service for the urgent assessment of C & YP who are admitted into hospital, presenting with a mental health problem.

<i>Contact</i>	<i>Address</i>	<i>Tel:</i>	<i>Email:</i>
Dave Waldie	Ceder House Moorgate Road Rotherham	01709 302677	david.waldie@rotherhampct.nhs.uk

Youth Offending Services

The service Works with all Youth Offenders that have been or are involved in the criminal justice system across all Rotherham

<i>Contact</i>	<i>Address</i>	<i>Tel:</i>	<i>Email:</i>
Paul Grimwood	Havenhurst 4 Moorgate Road Rotherham S60 2EN	01709 516999	paul.grimwood@rotherham.gov.uk

SECTION 2		REFERENCE SHEET	
Early Intervention Psychosis Team			
The Early Intervention psychosis team will accept referrals if the person is aged between 14-35 yrs and experiencing a first episode of psychosis or having a strong suspicion that this may be the case. The referrer is the first point of contact with mental health services for psychosis (We do not exclude people who have been previously seen / treated by services for conditions other than psychosis and will consider all cases of first episode psychosis).			
<i>Contact</i>	<i>Address</i>	<i>Tel:</i>	<i>Email:</i>
Karen Etheridge	Swallownest Court, Aughton Road Swallownest	Tel: 0114 2942017	jo.painter@rotherhampct.nhs.uk
NSPCC			
The NSPCC within Rotherham provides a post abuse therapeutic service to Children and Young People aged 0-18. Referrals are received through the CAMHS panel, Chatham House, STEPS and on occasion via self referral. All therapeutic work takes place within a central location at the NSPCC office near to the town centre, there is a specific project working within Herringthorpe Valley, which aims to identify young people who are at risk of being abused, and prevent abuse from happening.			
<i>Contact</i>	<i>Address</i>	<i>Tel/Fax</i>	<i>Email</i>
Karen Bates – Service Manager	Thornbank House 38 Moorgate Road Rotherham S60 2AG	Tel: 01709 724900	kbates@nspcc.org.uk
Safe@Last			
The primary aim of Safe@last is that every child be heard, giving them the very best opportunity to identify and resolve their issues around running away. This is done by working with young people through our Freephone Helpline, Missing Persons Scheme and Refuge. In addition to this a workshop is delivered to young people in schools around the dangers of running away.			
<i>Contact</i>	<i>Address</i>	<i>Tel/Fax</i>	<i>Email</i>
Tracy K Haycox	Park House Lodge Lane Dinnington. S25 2PB	Tel: 01909-566977	tracy@safelatlast.org.uk
Bereavement Support Services			
CRUSE Bereavement Care – Helpline: 0870 1671677 – Confidential phone line, Helpline for young people aged 12 -18, 0800 8081677 www.cruse.org.uk or www.rd4u.org.uk (For young People)			
Child Bereavement Trust – Helpline for professionals: 01494 446648 www.childbereavement.org.uk			
Winston’s Wish – Support for bereaved children and young people up to the age of 18, also offers support to parents and carers. National Helpline: 0845 2030405 www.winstonswish.org.uk			
ACT (Association for children with life threatening or terminal conditions and their families) – Helpline 0117 9221556 www.act.org.uk			
British Institute of Learning Disabilities – Produces and series of books that explain death and bereavement to children with learning			

SECTION 2**REFERENCE SHEET**

disabilities. Helpline: 01562 723010 www.bild.org.uk

Rainbows – This is a registered charity who offer training and resources to schools to support children who have experienced bereavement or loss. They have a regional base at Hallam Pastoral Centre, Sheffield Tel: 0114 2566445

rainbows@hallamdiocese.com

Childline – For bereaved children who want to talk Tel: 08001111

SOBS (Survivors of Bereavement by suicide) – Helpline 0870 2413337

SECTION 3 – SERVICES TO SUPPORT THE MENTAL HEALTH OF CHILDREN & YOUNG PEOPLE WITH THE MOST SERIOUS ONGOING CONCERN

Specialist CAMHS

Children and young people with severe, complex and persistent mental health needs can be referred to dedicated specialist Child and Adolescent Mental Health Services. In Rotherham this level of service is currently provided by three operational teams.

STEPS – A Tier 2 Service STEPS are a multi-disciplinary team offering Support, Therapy, Education and Prevention Services for professionals working with children and young people in Rotherham. They are a Tier 2 service based within community settings such as health centres and schools and provide short term, early intervention services to prevent general emotional and behavioural difficulties from becoming worse.

Chatham / Maple House – A Tier 3 Service Chatham House and Maple House is where the Tier 3 Specialist Community team are based. The team is a multi-disciplinary team offering specialist consultation, assessment, treatment and onward referral to Tier 4 services where necessary. The service aims to provide:

- Specialist consultation and advice to other professionals and carers in a variety of community settings.
- Specialist assessment of a full range of mental disorders in a variety of settings and in conjunction with other agencies. As a general guide this would include moderate to severe mental health problems that are particularly distressing, persistent, debilitating, disruptive, pervasive, complex, high risk and combinations of these. It includes formal psychiatric disorders such as, Severe depression, Obsessive compulsive disorder, Anorexia nervosa, Post traumatic stress disorder and Psychosis
- Examples of moderate/severe problems may also include persistent low mood, persistent obsessions or compulsive behaviours, repeated self harm, rapid or severe weight loss, hearing voices, very low self esteem, intrusive memories of abuse, persistent and severe difficulties in relationships, problems causing severe disruption to normal life.
- Specialist assessment of urgent referrals, both via a duty system and through follow up on the Children's Ward at the Acute Hospital following emergency admission via Accident and emergency.

Mental Health Support team for Children with Learning Disabilities – A Tier 3 service, this team provides support to children and young people who will have severe mental health problems as outlined above for children with a learning disability

To access any of the services described above colleagues from across all agencies will need to submit a referral using the Common Assessment Framework (CAF), which should be sent through the Single Point of Access (SPA) Team. All referrals will be seen by a team of experienced mental health practitioners and a needs led plan of care will be provided for the child/ young person and family.

For Further information the SPA team can be contacted using the following details.

- Calvin Caffrey , SPA Team Leader
Calvin.caffrey@rotherhampct.nhs.uk
Tel: 01709 308896

The referral address is :-

The SPA Team, 17, West Close, Kimberworth Park, Rotherham, South Yorkshire, S61 3PL Tel: 01709 30889 Fax: 01709 558077

ANNEXE ONE

EMOTIONAL WELL-BEING AND MENTAL HEALTH

Context

Schools face a wide range of challenges in their drive to raise levels of achievement and many of these are linked to mental health. The importance of psychological well being in children and young people for their healthy emotional social, physical, cognitive and educational development is well recognised and increasingly so now. Thanks to work in the 1990's by Gardner, Goleman and others, the terms "emotional intelligence", "emotional literacy" and the like are becoming widely used while strategies to support this need are being developed. Recent research by HMCI shows that the development of social, emotional and behaviour skills does result in a wide range of educational gains, while the converse is clear. Mental ill health is associated with educational failure, family and relationship breakdown, drug taking, anti-social behaviour and an increased risk of involvement in crime. Sadly the children of most concern are the most reluctant to seek help.

Some salutary statistics:

- 10% of all 5 – 15 year olds will have a diagnosable mental health disorder, while the same number will have lesser problems that need some help.
- 40% of children with learning disabilities suffer diagnosable mental illness.
- Looked after Children are five times as likely as their peers to suffer mental ill health.

As schools continue to report an increase in challenging behaviour and much higher levels of stress, depression, self-harm and sadly occasionally suicide, it is no surprise that national policy has responded accordingly with a range of initiatives aimed at improving the emotional health of children and young people.

The most recent policy instruments include:-

“Every Child Matters: Change for Children” This really represents the key overriding policy which became law in the 2004 Children Act. The basic five outcomes of staying safe; being healthy; enjoying and achieving; making a contribution; and enhancing economic well being are now a feature of all aspects of education life, while the focus on a Children and Young People plan will help ensure that there is a common assessment framework to identify need and target referrals better, with earlier intervention and much stronger partnerships between all the agencies.

New Inspection Framework – this commenced in September 2005 with much greater emphasis on school self-evaluation, but the role of the outcomes of Every Child Matters is now central to the inspection process. At the same time Joint Area Reviews will examine the performance of all children’s services in every area.

School Strategies – the development of teaching and learning to support the social, emotional and behavioural skills (SEBS) or the social and emotional aspects of learning (SEAL) is now central to raising achievement levels in both primary and secondary schools using national strategies at both Key Stage 2 and Key Stage 3. Further support may be given by Behaviour and Support Teams (BEST) or by Behaviour Improvement Plans (BIP).

Removing banners to achievement – “The Government’s Strategy for SEN” Dfes 2004

“The Mental Health and Psychological Well being of Children and Young People” Dfes/DH **National Service Framework** Standard 9. This has the vision of tackling issues from birth to 18 years through improving access to mental health care by providing early and timely interventions, with a higher level of service and through multi-agency partnerships.

“Healthy Schools” A series of standards sponsored and supported by the Dfes/DH with a strong emphasis on the theme of emotional well being so as to contribute to raising pupil achievement, as well as promoting social Inclusion and reducing inequality.

Education Act 2002 which creates a statutory duty on all parties in the Education service to promote the welfare of children.

Extended Schools – the policy which aims to enhance the work of schools making them more the centre of their communities by developing their role as a wider provider of services in partnership with other agencies.

The recent **Ofsted** report (July 2005) on the role of schools in supporting the mental health of children makes for salutary reading with many secondary schools being criticised for not making this a high enough priority despite doing valuable work in PHSE.

Youth Matters The 2005 consultative document on the teenage years with a greater focus on expanding opportunities, services and advice as well as giving young people a much greater say in their future.

ANNEXE TWO

CHILD AND ADOLESCENT MENTAL HEALTH SERVICE (C.A.M.H.S)

This is the generic term for a wide range of services that support the mental health of children and young people. It is a term that is frequently misunderstood and is ideally best separated into CAMHS and specialist CAMHS. CAMHS is the term used to refer to all services that support children, but mental health is not their primary function. This would include schools, colleges, social services and these agencies need to be aware of their important role as a part of CAMHS. Specialist CAMHS support children at a variety of levels with the primary function being mental health.

CAMHS across Rotherham is structured broadly on a four tiered model of service that is recognised and implemented in most areas nationally. Tiers range from front line children and young people services and primary care (Tier 1) to specialist inpatient and regional resources (Tier 4). This structure reflects the increasing complexity severity and persistence of mental health need for the child, young person and their family or carers. While these tiers are not always neat boxes and provision they can be summarised as:

Tier 1

CAMHS at this level are provided by frontline and primary services such as teachers, learning mentors, social workers, GPs, school nurses, health visitors, project workers and the voluntary agencies. This is where the majority of children's mental health needs are addressed.

The key functions of tier 1 are

- To identify problems early in their development, offer general advice and implement strategies and treatment for less severe mental health problems.
- To refer to specialist CAMHS when and as appropriate.
- To pursue opportunities for mental health promotion and prevention.

Tier 2

Tier 2 consists of uni-professional groups, rather than a specialist team. These may be paediatricians, educational psychologists, counsellors and some of the professionals working in tier 3 specialist CAMHS such as primary mental health specialists and community psychiatric nurses who offer assessment and/or treatment working on their own or with tier 1 staff. Some voluntary agencies also offer a service at this level.

In terms of mental health need, this Tier is harder to define and reflects some of the blurring of definition around the interfaces of these tiers. In Rotherham, it is evolving. (Some CAMHS view this tier as aiming to address mental health problems, rather than mental health disorders which shifts the level of need to Tier 3.

The key functions of Tier 2 are:

- Training and consultation for Tier 1.
- Assessment which may trigger treatment at a different tier.
- To offer intervention and treatment where it is indicated that short episodes may ameliorate difficulties.
- Outreach to identify severe or complex needs which require more specialist interventions but where children or families are not accessing specialist services.

Tier 3

Tier 3 is often referred to as specialist CAMHS and consists of specialist teams, usually multi disciplinary, that are most often based in a community clinic. The professional mix in teams varies, but usually includes clinical psychologists, child and adolescent psychiatrists, community psychiatric nurses, primary mental health specialists, art/occupational/drama/music therapists and child psychotherapists.

The key functions of Tier 3 or core CAMHS are:

- Assessment and treatment child and adolescent mental health disorders.
- Consultation to Tiers 1 and 2.
- Assessment for and referral on to Tier 4 services.
- Participation in research and development.

Tier 4

This consists of infrequently used but essential specialist services such as day units, highly specialised out-patient teams and inpatient units for young people. These will again be multi disciplinary. These are service for young people with the most severe, complex and persistent mental health needs, who require a particularly specialised service that may be provided by more than one NHS Trust or across a region. These young people will be assessed to be significantly at risk, particularly to themselves or others.

The NSF for the Mental Health and Psychological well being of the Child and Young People proposes an increase in CAMHS provision so that better services and greater access is provide and that the needs of the young people between the ages of 16 and 18 are especially met. Such an expansion of the service will have clear resource implications and require an effective recruitment and training strategy. It can only be successful if CAMHS is seen as a universal service based on multi-agency professional working together. Partnership working is very challenging and requires cultural shifts. It is not a quick fix as protocols needs to be established so that mutual understanding of roles and responsibilities; organisations; systems and procedures can take place and communication and trust be achieved.

The NSF is keen to promote and facilitate joint working between CAMHS and schools and notes several factors that assist joint working including:

- being based in the same location
- Having a clear rationale for working together
- Strong commitment to joint working from all levels of the service
- secondments between organisations
- Flexibility in recruiting between organisations to allow internal movement
- Improved communication and understanding of roles, responsibilities, expertise
- Informal meetings, team building, good networking.

ANNEXE THREE

Schools at Tier 1

Schools need to recognise the importance of emotional well-being and develop strategies to enhance it in every young person. Many have and as a result are emotionally healthy institutions with rising levels of achievement. Others have much to do. The starting point needs to be in the words that “there is no separation of mind and emotions; emotions, thinking and learning are all linked”. Clearly where staff and pupils feel good about themselves they perform better. As Goleman notes “80% of all adults’ ‘success’ comes from their emotional abilities rather than their cognitive ability”

Schools need to use the opportunities that the Healthy Schools Programme and the National Strategies afford and to be aware of the work of Wells and Stewart-Brown which indicates that effective emotional well being comes from on-going whole school programmes that promote positive mental health rather than reactive strategies which focus on reducing poor behaviour. Emotionally healthy schools develop a climate where all in them are valued, motivated and inspired to achieve. They develop in everyone the social, emotional and behavioural skills that enhance learning. It requires a recognition that approaches to teaching and learning need to change remembering that in communication only 7% of what is said is absorbed and much more is absorbed through action and body language.

To be effective schools need to be aware of three key strands:-

- The role of emotion in processing information. Recent neuro-science has taught us much, but put simply the brain shuts down from fear or boredom and is stimulated by active engaging tasks.
- That teachers are powerful role models especially in modelling emotional behaviour. Their own well being is important and it affects how children react.
- Social, emotional and behavioural skills can and should be taught. While PHSE and Citizenship can play their part, such skills are most effectively gained when their delivery is across the curriculum and feature naturally in all subjects and all teaching.

Interventions in the early years are especially important because inappropriate child rearing practices and language delay may lead to emotional or behavioural disorders.

What can schools do at Tier 1?

- Have a strong commitment to the emotional health of their students and staff marked by an overt stance taken by the leadership team
- Realise how emotional well being improves the achievement of school goals and targets
- Ensure that the creation of emotional well being is a whole school strategy
- Create a climate that uses praise widely
- Give pupils and staff every opportunity to be listened to either individually or in a group situation depending on circumstances
- Establish teaching strategies that have an emotional health component which makes learning more appropriate and effective
- Model emotional healthy behaviour. Modelling is the most effective way that most learn
- Support all staff so that teaching even in challenging circumstances is a positive and enjoyable experience.
- Provide all staff with access to explicit training about the mental health of children.
- Ensure that referral routes are clearly established and understood.

Some small steps to consider

- Is the school an inviting environment? Décor, warmth, equipment?
- Are health needs met in terms of access to water, healthy food, and a range of sporting activities?
- Is the site safe? Are there clear simple rules which minimise bullying?
- Are pupils given real opportunities to talk and to be listened to?
- Are there peer support mechanisms?
- Is celebration, praise and rewards a major feature?
- Are celebrations for all and is diversity and difference celebrated?
- Is the development of positive relationships between pupils and staff a central feature of school life? Is this shown by the tone with an absence of excessive shouting and the like?
- Are values and rights clear and are pupils engaged in establishing these?
- Does the curriculum create opportunities for experiences that involve feelings, emotions, reflection and empathy?
- Are lessons stimulating and challenging?
- How do you engage all teachers in the move to an emotionally healthy school?

Emotionally healthy schools are characterised by:-

- Distributive leadership
- Supportive relationships
- Good communication
- Openness, honesty and trust
- Regular celebrations of success
- Whole community participation in policies and practices
- Inclusive approaches
- A recognition of all achievements
- Independent and group approaches to learning
- Creativity and innovation
- No fear of failure
- Explicit morale raising activities
- Clarity of expectation
- Appropriate boundaries
- A willingness to examine feelings and values
- High levels of CPD

How many of these feature prominently in your school?

ANNEXE 4 - FEEDBACK

Participant partnerships and school clusters can help us to improve this document by completing the following feedback form. Primary mental health workers, CAMHS and Healthy Schools Partnerships responses would also be welcome.

Feedback from:

**0=not useful
1= limited use/effort completing exceeded usefulness
2=useful
3=extremely useful**

- 1. Can you rate the general usefulness of the toolkit on a scale of 0-3**
- 2. Improved access to services - increased appropriateness of referrals**
- 3. Improved access to services - improved timeliness of referrals**
- 4. Improved school staff and support worker confidence**
- 5. Improved communication between staff, young people and services**
- 6. Improved or led to further service development**
- 7. Improved partnership working overall**
- 8. Ease of use (not/limited/easy/very easy)**

Total score /24

Please provide relevant comments details in text re the above, in particular making comments or suggestions for improvements

Once completed please return this form to Ruth Fletcher-Brown, Public Health, 2nd Floor, Oakhouse, Moorhead Way, Bramley, S66 1YY.

Email: ruth.fletcher-brown@rotherhampct.nhs.uk

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