

ITEM No ...5.....

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE – 25 OCTOBER 2021
REPORT ON: MENTAL HEALTH AND WELLBEING SERVICES AND SUPPORT
REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES
REPORT NO: 288-2021

1.0 PURPOSE OF REPORT

1.0 The purpose of this report is to provide an overview of the national Mental Health and Wellbeing Programme, the Tayside Regional Improvement Collaborative (TRIC) 'Emotional Health and Wellbeing Strategy for Children and Young People 2021-23' [Master-Final-Draft-Emotional-HWB-Strategy-October-2020.pdf \(taycollab.org.uk\)](#) and associated local developments. The report includes an outline of initial analyses of the impact of the Covid-19 pandemic and how this is being used to inform these developments.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Committee:

- i) Note the National Health and Wellbeing Programme alongside regional and local developments to improve support to children and young people
- ii) Note how additional challenges created by the Covid-19 pandemic are informing developments in preventative, early intervention and targeted support
- iii) Instructs the Executive Director to keep the implementation and outcomes of approaches under review and provide an update report in 12 months.

3.0 FINANCIAL IMPLICATIONS

3.1 Financial implications arising from this report are covered by funding from the Scottish Government which has provided funding for Counselling, Community Mental Health and Wellbeing, and the Scottish Attainment Challenge (SAC). Dundee has been allocated £1,285,444 for counselling services for 36 months to 31 Oct 2023 which has been allocated on the basis of school clusters. Two grants related to the Community Mental Health and Wellbeing of Children and Young People were issued - of £333,750.00 (pandemic) and £111,250 (CMHWP Framework) payable in financial year 2020/21, with a further grant of £444,000 in 2021-22 to be used to deliver new and enhanced community based mental health and emotional wellbeing supports and services for children, young people, their families and carers. Targeted interventions funded through SAC which support children and young people's health and wellbeing amount to £665,000. Universally funded provision for Health and Wellbeing is through delivery of Curriculum for Excellence in the Broad General Education.

4.0 MAIN TEXT

4.1 Background

4.1.1 The regional and local approach towards improving children and young people's mental health and wellbeing sits within the frameworks of Getting It Right for Every Child (GIRFEC) and the United Nations Convention on the Rights of the Child (UNCRC). These frameworks outline several key principles which are dependent upon building capacity, competence and confidence in identifying and appropriately responding to concerns, including the provision of support which is:

- Holistic and specifically addresses the factors which contribute towards concerns
- Based on meaningful relationships with children, young people and their parents/carers
- Involves children, young people and parents/carers in the design of support.

Governance of the local strategy is provided by the Children and Families Executive Board and Priority Group 3 of the TRIC.

- 4.1.2 In this context, the TRIC has developed an Emotional Health and Wellbeing Strategy for Children and Young People 2021-23 with aim of ensuring that *‘Our children grow up healthy, confident and resilient with improving physical and mental health and strengthened emotional wellbeing’*. In accordance with GIRFEC and UNCRC principles, the strategy was developed following extensive consultation with both the partnership workforce and children, young people and families.

In response to this consultation, the strategy incorporates a Charter for Children and Young People which outlines 8 aspirations based on young people’s voices, alongside a range of associated partnership commitments and outcomes measures.

- I need trusting and positive relationships to promote my emotional health and wellbeing and develop my resilience
- I want there to be reduced stigma about mental health issues so that I can ask for help when I need it
- I need to know where to go for help and support when I need it most
- I want a safe space to talk and be listened to without judgement
- I want my teachers to understand mental health issues and know how to help me when I need it
- I want there to be more Mental Health First Aiders and Counsellors in educational settings to talk to
- I want better local information for my parents/carers so that they know how best to help and support me
- I want you to recognise my differences and actively reduce any barriers I may face to accessing services and support

The Charter provides partners with a coherent shared framework within which to implement the priority outlined in the local City Plan to improve the health and wellbeing of children and young people. [External Link](#)

4.2 Local Implementation

4.2.1 Universal and Preventative Approaches

Assessment, planning and intervention for Wellbeing is implemented within our Team Around The Child (TATC) Framework and associated guidance for staff with named person responsibilities: www.dundeeprotectschildren.co.uk/professionals/getting-it-right-every-child

- 4.2.2 Health and Wellbeing, including mental health, is a responsibility for all practitioners and we have a Dundee Standard of Health and Wellbeing ‘Responsibility of All’ across all schools (Appendix 1). To support staff in upholding the Charter, there is a range of professional learning opportunities and resources available including the Emotional Health and Wellbeing Toolkit and resources hosted by Education Scotland [Positive mental wellbeing - resources to support children and young people | Learning resources | National Improvement Hub](#)

[education.gov.scot](https://www.education.gov.scot)). NHS and Scottish Government also host the [Mental health and wellbeing: whole school approach: framework - gov.scot \(www.gov.scot\)](https://www.gov.scot)

4.2.3 All educational settings in Dundee have a link Educational Psychologist who they can consult with to seek support and advice. Educational Psychology Services in the three Tayside local authorities aim to improve emotional health and wellbeing outcomes for children and young people. Examples of support that Educational Psychologists in Dundee provide include the following:

- Consultation, support and advice for education staff and parents to support wellbeing for their children, young people and themselves
- Help to assess if a young person has an additional support need that is getting in the way of their emotional health and wellbeing
- Support in educational settings for some individual young people where there are concerns about their wellbeing, such as anxiety and low mood
- Support to educational settings so that they can be prepared in the event of a sudden bereavement or critical incident
- Staff training on trauma, attachment, and nurture
- Support educational settings to design and evaluate projects to help improve the emotional health and wellbeing of their pupils.

4.2.4 Primary and secondary schools support children and young people's mental health and wellbeing through a relational approach [External Link](#) which includes access to Health and Wellbeing assistants/workers, funded from SAC, who are school-based and provide support for children and young people whose anxiety or emotional wellbeing affects their attendance and engagement with school. The Education Scotland 5 year evaluation report highlights the strengths of our Health and Wellbeing interventions [External Link](#)

4.2.5 During and beyond the pandemic/lockdown periods, schools and nurseries have connected with children and families through both in-person and virtual contact, with a very high level of attendance of vulnerable children and young people at schools and nurseries throughout this time. This has served as a protective factor for many children and families in relation to mental health and wellbeing. However, the themes emerging from the first 6 months of counselling services (see 4.3) indicate that children and young people who are less resilient are feeling more lonely and anxious.

4.2.6 Tracking and monitoring of children and young people's mental health and wellbeing takes place through a range of measures (Appendix 3), some of which are more established than others, e.g. individual monitoring through our Team Around The Child framework has been in place for some years, while implementation of the national framework for the Health and Wellbeing census and wider outcomes framework has been interrupted due to the pandemic but will take place during 2021-22. In addition use of the Glasgow Wellbeing Toolkit is being piloted in our schools which will provide a further source of evidence of the extent to which children and young people's mental health and wellbeing is improving. All of these measures are included in the TRIC 'Emotional Health and Wellbeing Strategy for Children and Young People 2021-23' [Master-Final-Draft-Emotional-HWB-Strategy-October-2020.pdf \(taycollab.org.uk\)](#)

4.3 Community Mental Health and Wellbeing

4.3.1 Dundee issued an invitation to tender from local providers via its frameworks (Education and Children's Services) in December 2020 to provide services for community mental health and

wellbeing. Following an evaluation exercise involving the chair of DVA and DCC contracts officers, a number of organisations (see appendix 2) were successful in their proposals to deliver services which met the criteria (see 4.3.4). The organisations provide a balance across age range and needs, and reflect the priorities of Dundee. They are all accessible via our Fast Online Referral Tracking portal so that staff who know children and families well can make referrals easily.

4.3.2 The framework specifically addresses establishing or developing community supports and services that target issues of mental and emotional distress and wellbeing rather than mental illness and other needs that may be more appropriately met through CAMHS. It supports an approach based on prevention and early intervention. The framework is intended to be used to help partnerships to design and build services and supports that are in line with GIRFEC, national priorities and principles, relevant to local developments and are based on local needs assessment, responsive to the needs of local communities.

4.3.3 The range of additional support is targeted towards the following areas:

- Additional community based support from staff trained in listening; counselling, or other psychological interventions in appropriate settings;
- Additional early support in school for children and young people with identified needs;
- Targeted interventions for specific groups - e.g. LGBT+ young people, young parents and carers, children and young people with learning disabilities, or complex needs;
- Universal youth work provision for early intervention, prevention, positive relationships and facilitating peer to peer support
- Parenting support groups, which include information on child brain development, and help parents to understand and manage difficult behaviour and distress and empower them to strengthen their relationships with their children.

4.3.4 Evaluation of from January – June 2021 has shown that 234 children & young people have accessed supports. Parents report being better able to solve problems and feeling more confident (e.g. Parent-to-Parent and Perth Autism); young people reported feeling less socially isolated (LGBT); other young people reported feeling more resilient and better able to cope (Hot Chocolate); families reported better relationships and improved sleep, along with improved school attendance (TCA).

4.3.5 Some services have reported that young people have sought support either ahead of or instead of the specialist services - creating an "advocacy role" and strong communication with both young people and agencies. Building relationships with individual workers has been reported as crucial and enables more informed work on both sides.

4.4 Targeted Approaches: Counselling

4.4.1 Following the introduction and allocated funding for counselling services in schools, nine organisations have been successful in becoming providers of counselling across Tayside schools. The framework for the tender was taken directly from the Scottish Government 'Guidance for Education Authorities Establishing Access to Counselling in Secondary Schools'. In addition an online service commissioned from Together-All is in place for young people from 16-25 which has seen a gradual increase in uptake over the last 6 months.

4.4.2 Reporting from the 6 months of January to end of June 2021 shows that 286 children and young people have received counselling in Dundee; and 6544 hours of counselling have been provided. Two thirds of those engaging were female, with one third male and 78% of support has been provided to those of secondary age.

- 4.4.3 The predominant presenting issues discussed within counselling have been: anxiety/stress; interpersonal relationships; family issues; and self-esteem. These are the issues that counsellors would expect to be prevalent amongst children and young people at the ages and stages of those engaging regardless of potential pandemic impact. The most significant pandemic related issues identified were: increased anxiety; worry about school work/exams; sense of removal of support networks; and loneliness.
- 4.4.4 The next stage of implementation will be focussed on refining and improving referral pathways, supporting schools to utilise counsellors within coordinated, multi-agency planning for meeting needs and utilising emerging themes to inform wider Health and Wellbeing planning. Initial planning is underway for pilots with Kingspark School (in partnership with Fairview School) and a separate pilot within the Offsite Education Service. Both have a focus on developing capacity for staff to support children, young people and their families.
- 4.4.5 A range of individual outcomes have been formulated in counselling through children and young people working with counsellors to identify what may help, with 98% being 'met' or 'partially met'. The predominant outcomes related to the Charter being worked towards were:
- be more aware of feelings / behaviour
 - be able to cope better
 - be more positive
 - be able to solve problems better

These themes have been shared with schools and the Educational Psychology Service to help inform wider school-based interventions and staff training/development.

- 4.4.6 **The AIM programme** is a city-wide approach to addressing secondary-age young people's mental health and anxiety which prevents them from attending mainstream school. Based in the community with a multiagency team including outreach from CAMHS, very good outcomes have been achieved for young people. A case study of their programme can be found here [External Link](#)

4.5 Partnership with CAMHS

- 4.5.1 Task Sharing is a collaborative approach to responding to increased demand for mental health support. Discussions are taking place within the Dundee Alliance Partnership to take forward a model or process through which capacity is built in non-mental health professionals within community based organisations to deliver relationship and evidence-based interventions with children and young people, based on the needs and risks identified by children/young people and families. In effect, task sharing would enable children and families to be supported in community based settings quickly and for those who require acute services to gain access in a more timely manner. A number of the services in Appendix 2 are examples of a task-sharing approach. Further information about CAMHS can be found on their updated website [NHS Tayside \(scot.nhs.uk\)](https://www.scot.nhs.uk)
- 4.5.2 **Neuro-Developmental Portal:** a proposal to pilot an online programme of support for children and families across Tayside whilst they wait to be seen by CAMHS is being funded through the community mental health and wellbeing programme. The creation of an online one stop point of information and guidance will cover main areas of concern identified by families. The ND Portal has arisen from analysis of CAMHS data which shows that some children, particularly those who present with behaviours that challenge and other influencing factors are likely to function better with early interventions that guide and support parenting, family relationships and active skill building with children. Parents and carers will be included as valued partners in the co-creation of the resource.

- 4.5.3 Responding to significant risks in children and young people's mental health outwith school hours is an area of shared concern with CAMHS. NHS Tayside has been working with partner organisations to look at the current model of service provision for young people in crisis, presenting out of hours into the acute setting. A multi-service and multi-agency group has formed to firstly understand the current system of care within Health, and to secondly explore options for making improvements. Based on feedback from young people, an alternative response to supporting their needs outside of a medical setting might be being scoped. It has been reported that often a "place of safety" is what is needed, which need not necessarily include support from specialist clinicians, but would include onward access if required.
- 4.5.4 Targeted services for young people with more acute needs are provided through Dudhope Young People's Unit. The YPU is a mental health facility where young people who have a psychiatric illness which is causing them and their families/carers extreme difficulty can be admitted as an inpatient. Young people who are supported through the joint Health and Education programme can continue their education as part of their recovery. Further information can be found here [NHS Tayside \(scot.nhs.uk\)](https://www.scot.nhs.uk)

6.0 CONCLUSION

- 6.1 Children and young people's mental health and wellbeing will continue to be a key priority for all services in the Dundee Partnership, with universal through to specialist services continuously engaging with children and families to know what matters to them and what works; and what could make things right for them.
- 6.2 Supports and services to address mental health and wellbeing in Dundee and Tayside must operate under the principles that people who know children and young people best are fully supported in their work; and in doing so counselling and other therapeutic interventions can be provided within a continuum of a resilience based approach which promotes least intrusive, most effective solutions.
- 6.3 In order to ensure that GIRFEC and UNCRC principles are adhered to in addressing needs, governance of a clear pathway is required which is well understood between partners, children and families and practitioners. Implementation of Connected Tayside: An Emotional Health & Wellbeing Strategy for Children & Young People 2020-2023 provides that opportunity.

7.0 POLICY IMPLICATIONS

- 7.1 This report has been subject to an assessment of any impact on equality and diversity, fairness and poverty, environment and corporate risk. A copy of the Impact Assessment is available on the Council's website at www.dundee.gov.uk/ia/reports.

8.0 CONSULTATIONS

- 8.1 The Council Management Team and NHS managers were consulted in the preparation of this report.

9.0 BACKGROUND PAPERS

- 9.1 None.

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Health and Wellbeing Responsibility of All



The Dundee Standard

We will improve the Health and wellbeing of children and young people in Dundee through:

- Robust implementation of CfE and [Responsibility of All](#)
- A strong relational approach based on the [Nurture Principles](#)
- Evidence based targeted support based on rigorous assessment using [The National Practice Model](#)

To meet the Dundee Standard your setting will:

Mental and Emotional Wellbeing



- Ensure every child and young person can identify their own key adult
- Engage with '[Applying Nurture as a Whole School Approach](#)' to support self-evaluation of nurturing approaches and plan next steps
- Engage with '[Emotional Health and Wellbeing for Children and Young People](#)' toolkit
- Develop resilience in children and young people through a variety of learning and teaching approaches

Physical Activity and Sport



- Provide a safe and enjoyable outdoor learning environment with opportunities for high quality learning and play
- Actively participate in and support your cluster PEPAS group

Social Wellbeing



- Use '[How Good Is OUR School](#)' to ensure the voice of the learner is heard in meaningful decisions in the life and work of the setting
- Celebrate diversity based on a culture of mutual respect
- Promote opportunities for wider achievement and celebrate success

Relationships



- Offer a wide range of strategies to support the development of positive relationships
- Ensure every adult models positive interactions with all children e.g. restorative approaches, growth mindset, use of [ABLE toolkit](#)
- Engage all stakeholders in developing a meaningful relationships policy which reflects the Vision, Values and Aims of the establishment and [Dundee's Anti-bullying Guidance](#)

Physical Wellbeing



- Promote safe and active travel in a positive and planned way
- Ensure all children and young people can demonstrate how to get help in an unsafe situation e.g. provide CPR training

Planning for Choices and Changes



- Support effective transitions at all stages
- Provide opportunities to [Develop the Young Workforce](#) and continually raise expectations and aspirations
- Engage with '[Skills 4.0 – A skills model to drive Scotland's future](#)' to plan an essential skills focus through the curriculum
- Embed the '[Career Education Standard](#)' to enable pupil entitlements to be met

Appendix 1 continued: Staff Training and Development ‘Offer’ in Dundee Schools

Universal level support	
Nurture modules	Delivered by Educational Psychologists Online materials in development
UNCRC – introduction for all staff	Online materials in development
Universal level school support and introduction to the Emotional Wellbeing toolkit	Presentation and materials available for school delivery
Counselling – readiness of your school	Recorded presentation available for school delivery
A staged intervention approach	Recorded presentation and case study materials available for school delivery
ROA Dundee Standard and planning	Input available from ESO HWB
Use of ABLe	In school support available from Educational Psychologists
Learning Enviroment/Good Practice checklist	Input available from ESO HWB and ESO ASN
De-escalation	Input available from ESO ASN
Wellbeing and motivation profiling tool – awareness raising	Delivery supported by Education Scotland and local practitioners

Appendix 2: Community Mental Health and Wellbeing Services				
Local Authority: Dundee				
Service/Support	Start/End date	Access	Engagement/Outreach	Principle beneficiaries
<i>Parent-2-Parent</i>	<i>January – March 2022</i>	<i>Self-referral; School and agency referral</i>	<i>In the first few months regular conversations with CYP, parents and other partners, e.g. local inclusion service; GPs are informing the development of the service. All funded providers engage through websites; local circulation through Dundee Partnership and our citywide online platform FORT</i>	<i>Parent Support Group. Train the trainer model for parents in Dundee</i>
<i>Relationship Scotland</i>	<i>January – March 2022</i>	<i>Self-referral; School and agency referral</i>	<i>In addition, through Social Work</i>	<i>Counselling, family mediation and child contact, to young people and their families</i>
<i>TCA</i>	<i>January – March 2022</i>	<i>Self-referral; School and agency referral</i>	<i>In addition, through Social Work</i>	<i>A Kinship hub for children and young people living in Kinship Family arrangement because of problematic parental substance use</i>
<i>Dundee Rep</i>	<i>January – March 2022</i>	<i>Self-referral; School and agency referral</i>	<i>Via FORT and schools</i>	<i>Drama therapy 11-25 year olds, A range of classes for young people to explore their wellbeing through drama. Community based, weekends and evenings</i>
<i>Speech and Language Company</i>	<i>January – March 2022</i>	<i>Self-referral; School and agency referral</i>		<i>Range of clubs and programmes which are providing friendship and support for range of virtual groups .Weekday evenings and at weekends</i>
<i>Perth Autism Support</i>	<i>January – March 2022</i>	<i>Self-referral; School and agency referral</i>		<i>Be Content programme across Tayside for families and young people with Autism.</i>
<i>Young Carers</i>	<i>January – March 2022</i>	<i>Self-referral; School and agency referral</i>		<i>Young carers primary 4 – S1.</i>

<i>Hot Chocolate</i>	<i>January – March 2022</i>	<i>Self-referral; School and agency referral</i>		<i>Range of group and individual work for young people from 12-18 including LGBT+</i>
<i>LGBT Youth Scotland</i>	<i>January – March 2022</i>	<i>Self-referral; School and agency referral</i>		<i>Range of group and individual work for young people from 12-18 for LGBT+</i>
<i>Educational Psychology And Dundee Women's Aid</i>	<i>January – August 2022</i>	<i>School and agency referral</i>		<i>Staged intervention approach between DWA, CAMHS and DEPS for children of women affected by domestic violence</i>
<i>CAMHS</i>	<i>TBC</i>	<i>TBC</i>		<i>Digital ND Portal</i>
<i>Community Learning & Development Youth Work</i>	<i>January – March 2022</i>	<i>School and Agency referral</i>		<i>Peer support for mental health in the community</i>

Services have reported links being strengthened or established across the wider partnership with NHS and Council services, e.g. AHPs are working with the Speech & Language Co and engaging with them to determine what specific & language support is available for CYP and wraparound support for parents, particularly vulnerable groups.

“It has been evident that the way services are able to deliver in ways that are flexible and dynamic means that parents and children can make use of multiple options and different times. Options mean improved access and the modular style of clubs and programmes means that CYP can have more than one access point, improving their welling particularly, as they can build on social connections and relationships, which lies at the core of wellbeing.”

Appendix 3 Mental Health & Wellbeing Measures



