

South Tyneside Partnership

HEALTHY MINDS TEAM



Mental Health
Support teams in
South Tyneside



WHAT ARE THE MENTAL HEALTH SUPPORT TEAMS?



South Tyneside is in the process of developing a unique offer for children, young people and families. This will initially be rolled out across schools in Jarrow, Hebburn, Primrose and Monkton as well as Beacon & Bents, Simonside & Rekendyke, West Park and All Saints.

The team, which is part of South Tyneside's Best Start in Life partnerships, comprises of Education Mental Health Practitioners, Community Nurses and Community Practitioners. The team aims to deliver a different offer through closer working with schools and colleges, with the children, young people and families in the centre.

The team will be a resource to all children and young people within selected schools but in particular children and young people who are experiencing, or who are at risk of developing, emotional, behavioural and psychological difficulties or who require support in relation to resilience building.

The aim of the team is to promote resilience, encourage the development of self-care skills and self-help techniques and explore different coping strategies, whilst developing resilience in the system.



MENTAL HEALTH SUPPORT TEAM OFFER & DELIVERY



**Helping you to
help them**



**Resilience &
wellbeing**



**Direct help &
support offer**

Helping you to help them; Offer to school staff & carers



Professionals in Schools

Offer

ICAMH- Awareness & training

- Risk & protective factors
- Development
- Attachment
- Problems
- Interventions.

Delivery

- All school staff (Including lunch-time assistants, teachers & SLT).
- Full day course, or;
- Flexible delivery (1.5hr x4)
- Delivered by EMHP and community practitioner

Access

All schools will be asked for a preference of dates. Our Healthy minds team will be in contact to schedule the sessions.

Offer

Consultation & advice

- ✓ Group/individual sessions
- ✓ Offered to teachers and school staff
- ✓ Practical advice for mental health

Delivery

- ✓ Offered face to face in bookable sessions
- ✓ Available informally
- ✓ Advice offered to parents in exceptional cases at teacher discretion

Access

See access protocol and process for full details.

Offer

Enhanced training offer

- Classroom management
- Foundation CBT
- Anxiety in children & young people
- Depression in CYP
- Self-harm
- Grief & loss

Delivery

- ✓ Available to one or two key staff per school
- ✓ Expectation that trained staff will cascade knowledge throughout the school
- ✓ Held locally-but not necessarily onsite

Access

See timetable for bespoke training sessions.

Parents & Carers

Offer

Training programmes

- Incredible years; Understanding emotional and behavioural problems
- Understanding the family system; child in context & engaging parents sessions

Delivery

- ✓ Incredible years delivered over 12 weeks; 2hr session per week
- ✓ Understanding the family system x2 2hr sessions or x1 4 hr session
- ✓ Schools to identify parents who would benefit from the programmes

Access

School staff to identify parents and carers who will benefit from training programmes.

Resilience & wellbeing; Preventative offer delivery



Offer

Fun Friends

- Skills and resilience building programme
- Fun play-based activities
- Nurtures development
- Evidence based
- Able to measure outcomes

Delivery

- ✓ Suitable for ages 4-7
- ✓ Delivered to targeted groups of children identified by EMHP's and school staff



Offer

Friends for Life

- Anxiety and resilience building programme
- Reduces anxiety & gives tools to cope & regulate emotions
- Evidence based; WHO recognised
- Able to measure outcomes

Delivery

- ✓ Suitable for ages 8-11
- ✓ Delivered to all year fives
- ✓ Delivered to targeted cohorts
- ✓ x2 hrs weekly for 12 weeks
- ✓ Co-delivered by community practitioners & EMHP's/school staff



Offer

Friends for Youth

- Builds emotional & social resilience
- Addresses depression, self-esteem & anxiety
- Evidence based
- Able to measure outcomes

Delivery

- ✓ Suitable for ages 12-15
- ✓ Delivered to targeted cohorts identified by EMHP's/school staff
- ✓ x2 hrs weekly for 12 weeks
- ✓ Co-delivered by community practitioners & EMHP's/school staff



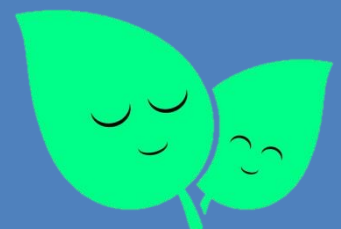
Offer

Adult Resilience Programme

- Builds emotional & social resilience
- Addresses depression & anxiety
- Evidence based
- Able to measure outcomes

Delivery

- ✓ Suitable for ages 17+
- ✓ Offer for older students identified to benefit from the programme
- ✓ Bespoke sessions offered to school staff



Direct help & support offer; For children and young people



We Eat Elephants (Primary) or Living Life to the Full (Secondary)

-Online directed self-help Cognitive Behavioural Therapy programme

Kooth

-Online platform with 24/7 web-chat based counselling

- ✓ EMHP's able to review student progress and engage/support at critical points
- ✓ Able to access privately at home
- ✓ Opportunity to access online offer over break-times



Direct interventions; informed by Cognitive Behavioural Therapy

-Support delivered by EMHP or Community Practitioner dependent on need and complexity

- Early identification of more complex needs facilitating swift referral to single point of access for access to more intensive treatment

- ✓ Evidence-based interventions
- ✓ Support delivered for low-mood and anxiety
- ✓ Sessions can be 1:1 or in groups



Substance Misuse

- Training offer to schools- helping to reframe substance misuse and the impact on children and young people. Exploring the risk indicators and vulnerabilities of children and young people as well as the functional aspects of substance use and its social, emotional and physiological impact.

- Targeted group work to prevent misuse of substances.

- ✓ Early identification of needs which require referral
- ✓ Short interventions of individual work in exceptional cases



What don't the team's offer?

Therapeutic support or treatment for parents/school staff

Why?

The teams cannot provide mental health treatment to parents and school staff. This is because the team function focuses on support for children and young people. We must ensure that children can be seen in a timely way, so it would be inappropriate for the team to utilise their capacity in this way.

However, the teams can;

- ✓ Support parents and school staff with information on building resilience
- ✓ Offer advice and support on how to support a child or young person

Support for students in crisis or at risk of hospital admission

Why?

If a student is experiencing a crisis, they may require more intensive support from either Lifecycle or Children and Young People's Services. Children who present with suicidal ideation may require help from Intensive Community Treatment Service (ICTS). ICTS provide liaison, advice and assessment & home-based treatment. The Mental Health system flow chart sets out our pathways.

However, the teams can;

- ✓ Support schools to identify students in crisis
- ✓ Help to navigate the system to attain the right support at the right time

Support with behaviours which challenge

Why?

Students who present with behaviours which challenge may do so for a variety of reasons other than their emotional wellbeing or mental health. This may encompass social factors or experiences at home or in school. The teams should not be expected to intervene with instances of challenging behaviour as a resource to support with de-escalation.

However, the teams can;

- ✓ Support students and staff to understand and change behaviour
- ✓ Support students with their emotional health and wellbeing

Provide services which they are not trained to deliver

Why?

The Mental Health Support Teams will not duplicate or replace the work of the lifecycle service, nor should they duplicate or substitute for any services which schools currently provide or commission. The teams will be trained to support with specific interventions and will not be able to provide services which they are not trained or commissioned to deliver i.e. counselling

However, the teams can;

- ✓ Offer low-level preventative interventions such as training & awareness
- ✓ Support with low-level CBT informed 1:1 or group interventions

BUSTING THE MYTHS

Children's mental health should be supported by clinical staff. Teachers are not experts in Mental Health and trying to interfere could do more harm than good.

Why is this a misconception?

Schools are not expected to duplicate clinical interventions. However, school staff are best placed to support children and young people's emotional wellbeing.

School's main focus and core business should be education; the inspection framework through OFSTED reflects the importance of children's academic achievement and behaviour.

Why is this a misconception?

Regulation and inspection is focusing more widely on holistic child development and wellbeing. Achievement, attendance and behaviour is intrinsically linked to mental wellness.

Children's wellbeing and mental health is best to be responded to by pastoral staff or specialists.

Why is this a misconception?

Mental Health and Wellbeing is everybody's business. A consistent approach to supporting a student is often most effective.

These children are costly in time and in resources; these children are naughty or attention seeking.

Why is this a misconception?

Early intervention can save money and resources. We know that all behaviour is communication; behaviour is never for no reason and behaviours which challenge need to be interpreted and understood.

My staff are reluctant to manage emotional needs.

Why is this a misconception?

Staff need the skills, confidence and the permissions to support children and young people.