Targeted Mental Health in Schools Programme

Briefing for Invited Schools for Fully Engaging in the Subsidised Northamptonshire TaMHS Programme 2019-21

Kamal Bhana / Kate Forder: TaMHS Educational Psychologists
Terri Callis: Lead for CAMHS CERIT Mental Health Practitioners
John Fardon: Education Inclusion Officer for Mental Health – EPS

www.northamptonshire.gov.uk/tamhsupdate
Objectives

• To know about the Northamptonshire TaMHS Programme, including its history & evaluative evidence.

• To know and understand the offer of subsidised input to invited schools

• To recognise the commitment being made by accepting the offer of fully engaging with the TaMHS Programme

• To have sufficient information to make a decision about committing to fully engaging with TaMHS Programme
Overview

- Introductions
- Mental health and wellbeing in your schools
- Why is mental health and wellbeing important
- What is TaMHS all about?
- How do we know the TaMHS Programme is effective?
- How does TaMHS link into the bigger picture?
- Current TaMHS Offer
- Questions
- Next steps
What issues related to children’s mental health do you see in your school?
Why be concerned about Children’s Mental Health?

• 1 in 10 children have a diagnosable mental health disorder – that’s roughly 3 children in every classroom

• 1 in 5 young adults have a diagnosable mental health disorder

• Half of all mental health problems manifest by the age of 14, with 75% by age 24

• Almost 1 in 4 children and young people show some evidence of mental ill health (including anxiety and depression)

Source: Young Minds Website Feb 2018
What is TaMHS all about?
What is TaMHS all about?

AIM: To transform the way that mental health support is delivered to young people to improve their mental well being and tackle problems earlier through:

• Supporting schools in identifying those at risk

• Developing ways of working with young people who have been identified as having early signs of mental health difficulties

• Providing direct input through supporting evaluated interventions and programmes in schools
A bit of history

- TaMHS was a national initiative between 2008 and 2011
- 55 LAs/ PCTs awarded funding
- Northamptonshire TaMHS programme was focused in Wellingborough and Daventry
- In Northamptonshire it was a partnership project
- Project Aim: To promote psychological health and wellbeing of CYP and their families by working with schools.
Key features of the current Northamptonshire TaMHS Programme

- **Capacity building** at all levels inc. Parent support but with firm underpinnings and foundations using expertise within school and beyond.
- Building mental health and mentally healthy schools is a collaborative activity.
- A child’s **social situation** is intrinsic to a child’s mental health.
- **Solution-Focused**
- **Adding Value** – based on needs & provision
- **Evidence** based or evidence informed
- Identification of **Building Blocks** for building Mentally Healthy Schools and processes to achieve this with benefits to key outcomes.
Key Intended **Outputs and Outcomes**

**Locality Emotional Wellbeing / Mental Health Team in place**

- School Staff Emotional Health & Wellbeing Team (EH&WBT) in place

- School Staff have greater Knowledge, Skills & Confidence re MH

**Outcomes**

- **Staff, parents and pupils feel better supported**

- **Improved Provision at Waves 1, 2 & 3 for staff, pupils & parents**

- **More Effective screen of pupils in need of targeted or specialist input**

- **Improved emotional health & wellbeing /Mental Health of staff & pupils ....**

- **...esp... pupils who are vulnerable or have higher level needs**

- **Improved resilience, attainment & attendance. Less bullying. Fewer exclusions.**
How do we know the TaMHS Programme is effective?
Improved attainment and attendance, and fewer exclusions

Schools that participated in the TaMHS Project identified positive outcomes in:

• End of KS1 Results in Reading, Writing, Maths & Science

• End of KS2 Results in Maths and English

• End of KS4 Results re: % of 5 A-Gs GCSEs

• Overall absence & authorised absence

• Fewer Permanent & fixed term exclusions
Northamptonshire TaMHS Programme
2008-12 outcomes evaluation

See all TaMHS evaluation document docs. at
www.northamptonshire.gov.uk/tamhsupdate

Comparisons of groups of primary schools

High levels of engagement versus low levels of engagement:

• Greater improvements in average attendance
• Greater improvements in Reading, Writing, Maths & Science at end of KS1
• Improvements in English and Maths at end of KS2 (Though smaller gains than for lowest TaMHS engagement)
Highest 10% TaMHS-Engaging primary/infant/junior schools vs. Lowest 10% TaMHS-engaging primary/infant/junior schools

<table>
<thead>
<tr>
<th>Shift over 4 year period from 2008-9 to 2012-13</th>
<th>% Overall Absence</th>
<th>Reading KS1</th>
<th>Writing KS1</th>
<th>Maths KS1</th>
<th>Science KS1</th>
<th>Eng inc combined Reading &amp; writing (Test) KS2</th>
<th>Maths (Test) KS2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Engaging Primary schools N = 30 (10%)</td>
<td>0.37%</td>
<td>0.72</td>
<td>0.74</td>
<td>0.28</td>
<td>0.21</td>
<td>0.37</td>
<td>0.47</td>
</tr>
<tr>
<td>Lowest Engaging Primary schools N= 30 (10%)</td>
<td>0.02%</td>
<td>-0.15</td>
<td>-0.26</td>
<td>-0.17</td>
<td>-0.42</td>
<td>0.68</td>
<td>0.92</td>
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Comparisons

<table>
<thead>
<tr>
<th>% Overall Absence</th>
<th>Reading KS1</th>
<th>Writing KS1</th>
<th>Maths KS1</th>
<th>Science KS1</th>
<th>Eng inc combined Reading &amp; writing (Test) KS2</th>
<th>Maths (Test) KS2</th>
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<tr>
<td>0.35%</td>
<td>0.87</td>
<td>1.00</td>
<td>0.45</td>
<td>0.62</td>
<td>-0.31</td>
<td>-0.45</td>
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TaMHS-Engaging Schools: Highest vs. Lowest re Attainment

Shifts in Attainment at KS4

- % 5 A*-C inc E & M (GCSE's)
- % 5 A-G (GCSE's)

Highest Engaging Secondary schools
Lowest Engaging Secondarys
TaMHS-Engaging Schools: Highest vs. Lowest re %Overall Absence

Shift in % Overall Absence

Highest Engaging Secondary schools: 0.66%
Lowest Engaging Secondarys: 0.78%
1. Statistically significant decrease in problems in primary – but not secondary – for school pupils who had behavioural problems at the outset.

2. The majority of both primary and secondary schools reported using approaches developed locally rather than those that had been internationally.

3. Schools indicated high use of educational psychology and other school-based resources for troubled pupils rather than direct referral to specialist CAMHS.
Me and My School: Research Report cont.

4. TaMHS was experienced as a valued initiative by all groups including staff, parents and pupils. Support from school staff was highly valued by parents especially for children in primary school where it was particularly important that schools continued to remain an accessible point of support and advice for parents and pupils.

For full report, see: www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR177#downloadableparts
Perceptions of senior staff in high engaging schools

Key Feedback re impact on children and families:
1. Created calm
2. Joined-up thinking in schools e.g. parent support and pupil support
3. Staff working more effectively with parents
4. Knowing whether referral to CAMHS was appropriate
5. Plenty to try prior to external involvement
6. Provided case examples of different aspects of the Building Blocks model being effective

It all hangs together - the package is the key!

HT Ruskin Infant School
TaMHS Evaluation: Background

- Eleven schools who participated in the TaMHS programme from 2016 to 2018
- Evaluations completed with key staff and TaMHS Area Lead Educational Psychologist (TALEP)
- **Format:** Semi-structured interview
- **Purpose:** To obtain schools’ opinions of TaMHS Programme in relation to the four elements of the Common Inspection Framework
TaMHS Evaluation: Key Themes

Twelve key themes identified:
1. Positive impact on staff attitudes towards mental health
2. Opportunities for staff development including training
3. Positive structural changes within schools
4. Positive impact on outcomes for children
5. Positive impact on outcomes for staff
6. Positive impact on outcomes for parents/carers
7. New resources accessed and developed
8. Impacted on the role of senior leadership and management teams, and on School Development Plans etc.
9. School’s identified future aspirations
10. New interventions/programmes were implemented following staff training etc.
11. Raised the profile of mental health and wellbeing
12. School’s developed ways to monitor and measure wellbeing.
How does TaMHS link into the bigger picture?
How does TaMHS link into National Agendas and Policies?

• Public Health England Briefing (Nov. 2014)
• Transforming CYP mental health provision (Green Paper: 4th Dec 2017)
• The Department for Education (DfE) recognises that: “in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy”.
• OFSTED and mental health links
• Mental Health and Behaviour (DfE, 2015)
Quotes from OFSTED reports from 2 of the highest TaMHS-engaging schools, reflecting TaMHS impact

Ruskin Infant – OFSTED Inspection December 2012 – Overall ‘Good’ (previous inspection ‘Satisfactory’)

“Initiatives such as ‘Massage in Schools Programme’ and ‘Relax Kids’ develop pupils’ emotional and social skills exceptionally well so that they are ready to learn and make good progress in their lessons”.

“Support and nurturing for families and for pupils who are potentially vulnerable is highly effective and well managed by the Parent Support Adviser”.

*

St James Infant – OFSTED Inspection December 2012 – Overall ‘Good’ (previous inspection ‘Good’)

“Pupils’ excellent behaviour ensures that all enjoy school and do well. In lessons, pupils always listen attentively. The school’s ‘No Shouting’ policy for staff is working well, resulting in a calm, supportive atmosphere for learning in lessons”.

“Attendance was above average for three years. There is hardly any persistent absence. The excellent rapport with parents developed by the parent link worker has been instrumental in encouraging good attendance and punctuality for the vast majority. It has also helped the school work more effectively with parents to support the learning of their children”.

Current TaMHS Offer for Schools
Key processes in building mentally healthy schools in Northamptonshire

- Consultation re: whole school needs/provision
- Effective evaluation and review
- Developing new approaches for the school
- Maintaining, refreshing and embedding learned skills

For evidence base, see [www.asknormen.co.uk](http://www.asknormen.co.uk)
For enquiries, please contact [tamhs@childrenfirstnorthamptonshire.uk](mailto:tamhs@childrenfirstnorthamptonshire.uk)
Offer Part I: Initial consultation

Consultation re Whole School MH Provision with TaMHS Area Lead EP (TALEP) involving:

1. Initial consultation by TALEP with School Leader(s)
2. Data Collection by school leaders and TALEP Leads. Whole Staff meeting focused on Intro to TaMHS and Staff Knowledge, Skills and Confidence Audit
3. Action Planning meeting between TALEP, CAMHS rep. & School Leader
4. Meeting to Review Progress of Action Plan involving TALEP/CAMHS rep. and School Leader(s)
Building-Blocks of Provision for Building Mentally Healthy Schools in Northamptonshire

September 2018

As informed by Northamptonshire
Targeted Mental Health in Schools Project & Programme Est. 2009

<table>
<thead>
<tr>
<th>‘Drawing and Talking’ KS1-4</th>
<th>Emotional Health / Wellbeing Team – to support students in KS3&amp;4</th>
<th>Home-Focused Practitioner Trained in ASD, 123 Magic, Solihull Approach Parenting &amp; Theraplay</th>
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<tbody>
<tr>
<td>CBT based Group Work e.g. ‘Growing Optimism’</td>
<td>ELSA = Emotional Literacy Support Assistant</td>
<td>Support for child experiencing: Anger; Anxiety; ADHD; ASD; Domestic Abuse; Gender Dysphoria; Insecure Attachment (inc Theraplay &amp; VIG); Loneliness; Loss, Separation &amp; Bereavement; or Self-harm.</td>
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<tbody>
<tr>
<td>CBT based Group Work e.g. ‘Growing Optimism’</td>
<td>Peer Massage &amp; Relaxation Techniques</td>
<td>Solihull Approach / Protective Behaviours / Five to Thrive / Adolescent Brain</td>
<td>Proactive Transition</td>
<td>Mindfulness</td>
<td>Emotion Coaching</td>
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<tr>
<td>County PSHE Prog inc SEAL. Anti Bullying. Digital Resilience.</td>
<td>Ask Normen inc Shoe Box</td>
<td>Head-teacher &amp; Staff Well-being Programmes</td>
<td>Restorative Approach &amp; Practices</td>
<td>Solution Focused Approach</td>
<td>Mental Health Team or Lead Person</td>
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<th>Essential Foundation Programmes &amp; Approaches</th>
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<td>County PSHE Prog inc SEAL. Anti Bullying. Digital Resilience.</td>
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<th>Essential Underpinnings for work with children</th>
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<tr>
<td>County PSHE Prog inc SEAL. Anti Bullying. Digital Resilience.</td>
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Mental Health Stigma Programme (MHSP) inc Participation of Children & Young People

Children’s Workforce Core Competencies (from DCSF, ECM 2005)

For further information inc evidence, see www.northamptonshire.gov.uk/tamhsupdate
For enquiries, please contact tamhs@childrenfirstnorthamptonshire.co.uk
What Schools Say about Consultation re Provision Process

This process has been incredibly helpful as none of our staff were experienced with supporting mental health issues in our school or even signposting children and families for help.

March 2012

The complete process has been very clear and has allowed us to plan provisions based upon the initial audit.
Offer Part II- Educational Inclusion Officer for Mental Health

**Introductions to whole staff or small groups**

- Relaxation/Emotional regulation for children.
- Effective working 1:1 with vulnerable pupils.
- Protective Behaviours.
- Staff wellbeing.
- Insights into attachment & developmental trauma.
- Dealing with Loss, Separation & Bereavement.
- Identifying and early intervention for MH in school.
- Using drawing, talking and stories to help children.
- Bespoke training, negotiated for your school.
Alternatively you could choose

• Consultation time with the EIO-MH, using the Northamptonshire Shoebox and other resources to find ways forward in different scenarios where you are ‘stuck’ with a child or groups of children.

• Support for staff in school already using PBs, Drawing & Talking or Relaxation techniques with children.

• Training to develop a Wellbeing Wheel in your school, (limited availability, only for primary schools.)

Contact: jfardon@childrenfirstnorthamptonshire.co.uk
Offer Part III- CAMHS Community Early Response and Intervention Team

Opportunities for staff to build on their experience and understanding of children with mild to moderate mental health needs.

Working alongside Emma has been an excellent opportunity for me to learn and practice skills, to help young people that are not only at risk of developing mental health difficulties, but for other who are already experiencing difficulties.

Learning Support Assistant
Offer Part III- CAMHS Community Early Response and Intervention Team

**Training**
- Understanding & managing anxiety
- Depression: Assessing the risks
- Staff wellbeing

**Consultation**
Professionals’ Consultation Line
Contact details

CAMHS Community Early Intervention Team’s (ERIT) Professionals’ Consultation Line 0300 1111 022
Mon-Fri 9.30am - 4.00pm.
Offer Part IV: Educational Psychologist

Bespoke training within school e.g.:

- Supporting CYP with ADHD or ASD
- Children’s Mental Health
- Domestic Abuse
- Loss Separation & Bereavement
- Peer Support
- Solihull Approach
- Solution Focused Approach
- Self-harm
- Staff Wellbeing
The Well-Being Wheel: An interactive, bespoke resource, supporting wellbeing

A PROCESS NOT JUST A PRODUCT

- Staff training, developing a tracking system
- Working with children and parents/ carers to collect ideas
- Targeting vulnerable children with ‘Individual Wellbeing Plans’
Offer Part V: TaMHS Conference

• Schools are asked to pay for two members of staff to attend the TaMHS Conference in October 2019.

• The second member accesses a reduced rate of 50% of the full price.

• Schools with < 100 pupils on roll are asked to send one member of staff to the TaMHS Conference
Offer Part VI: Parent Support Coordinators

Working with schools to support parents/carers through:

- Delivering evidence-based parenting programmes:
  - 123 Magic
  - ESCAPE

- Facilitate and support existing and/or developing of new peer to peer support networks

- Responsive support in:
  - Signposting
  - Information
  - Advice & Guidance re Group work
  - Peer Support Meetings
TaMHS 2019-21 Offer & Commitment Summary

I. Free consultation concerning whole school provision involving an Educational Psychologist (EP) developed audit of needs and provision.

II. Free 3 hours worth of input by the county’s Educational Inclusion Officer for Mental Health – negotiated from a menu of possible capacity-building activities.

III. Opportunity for training re anxiety or depression in children or free consultation or co-working a case with a Specialist Primary Mental Health Practitioner from CAMHS.

IV. 3 hours of free input by an Educational Psychologist: training or Wellbeing Wheel process.

V. Staff from your school attending the TaMHS Conference

VI. Access to Parent Support Co-ordinator to help to increase school capacity for supporting parenting.
# TaMHS Fully Engaged Schools 2009-18

<table>
<thead>
<tr>
<th></th>
<th>Primary/Infant/Junior</th>
<th>All-Through</th>
<th>Secondary</th>
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<tbody>
<tr>
<td><strong>Project Schools</strong></td>
<td></td>
<td></td>
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<tr>
<td>2009-11</td>
<td>11</td>
<td>0</td>
<td>2</td>
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<tr>
<td><strong>Programme Schools</strong></td>
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<td></td>
<td></td>
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<tr>
<td>2012-13</td>
<td>40</td>
<td>0</td>
<td>3</td>
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<tr>
<td>2013-14</td>
<td>26</td>
<td>1</td>
<td>3</td>
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<tr>
<td>2014-15</td>
<td>24</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2015-16</td>
<td>20</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>2016-17/18</td>
<td>29</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>150</td>
<td>2</td>
<td>20</td>
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<tr>
<td><strong>GRAND TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Number of All Schools Fully Engaging</td>
<td></td>
<td></td>
<td>170</td>
</tr>
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Northamptonshire Targeted Mental Health in Schools Programme

Gold Award

YOUR SCHOOL

has been accredited for excellence in promoting, delivering and embedding interventions for children’s mental health.

Signed: Alex Hopkins, Director of Children, Education and Families, Northamptonshire County Council

Date: 13th February 2015

Northamptonshire

TaMHS
Targeted Mental Health in Schools Programme
Do you think that what is on offer will address the mental health needs of your school and children?
Declaration of Commitment by Headteacher

• I agree/do not agree* to my school being fully engaged in the Targeted Mental Health in Schools Programme 2019-21.

• Hence, I agree to provide staff time to work with local programme support personnel and implement new learning; and where needed to fund the cost of supply cover and fund a maximum of £325 in total charges over the 2 years for conference attendance. Or more if desired— as most other schools have chosen to do.
Next Steps

• Sign declaration and return by Friday 15th March

• Ensure that the contact details on the register are complete inc email address for school rep linked to TaMHS

• Await contact from an allocated TALEP to identify a date/time for first step in Whole School Provision Consultation

• Peruse Resources & Network

• From when bookings open on 30th April, book places on the TaMHS Conference for October 2019

www.northamptonshire.gov.uk/tamhs
Any questions/ comments?

Contact details: TaMHS Co-Leads:
Mike Simons (Senior EP):  
Misimons@childrenfirstnorthamptonshire.co.uk
Tel:

Kate Forder (EP)  
KForder@childrensfirstnorthamptonshire.co.uk
Tel: 01604 634770

TaMHS@childrenfirstnorthamptonshire.co.uk

Thanks for attending
Resources

- TaMHS webpage [www.northamptonshire.gov.uk/tamhsupdate](http://www.northamptonshire.gov.uk/tamhsupdate)
- [www.asknormen.co.uk](http://www.asknormen.co.uk) inc the Northamptonshire TaMHS Project Evaluation of Interventions and Northamptonshire TaMHS Programme 2011-14 Outcome Evaluation.
- TaMHS Courses – [www.northamptonshire.gov.uk.uk/tamhs](http://www.northamptonshire.gov.uk.uk/tamhs)
- Consultations with TaMHS Area Lead EP re Provision in school - for South of county: book via 01604 364770
  - for North of county book via 01604 361416
- Consultations re individual cases with CAMHS – Professionals’ Consultation line 0300 1111 022 Mon-Fri 9.30am-4.00pm
- Input by Education Inclusion Officer – MH: [jfardon@northamptonshire.gov.uk](mailto:jfardon@northamptonshire.gov.uk)
- General Enquiries inc re accreditation - email [tamhs@northamptonshire.gov.uk](mailto:tamhs@northamptonshire.gov.uk) or 01604 361416