

Introduction to the:

# Emotional Health and Wellbeing (EHWB) service

# Background



- ▶ The story so far...
- ▶ Changing landscape of mental health provision and need.
- ▶ National Association of Head Teachers (2016):
  - 1/5 of children under 11 years old have a mental health problem
- ▶ Young Minds (2016)
  - 1/4 young people experience suicidal thoughts
- ▶ UNICEF (2007) report on the wellbeing of children in 29 countries.
  - Britain was bottom of this league
  - Lowest scores in 2 of the 6 areas measured:
    - Relationships with family and friends
    - Children's own view of their wellbeing.

# Recap of Thrive

The Thrive Model: service groupings are delivered on a continuum to meet individuals' needs - they are not mutually exclusive

**Getting Advice:** signposting, self-management and online and community support for mild/temporary difficulties, or those with chronic or ongoing severe issues choosing to manage their own health.

- School Nursing
- Emotional Health & Wellbeing Service
- Self-help websites
- Group work
- GPs

**Getting Help:** brief, goal/outcome focused, evidence based interventions for anxiety, depression, PTSD, self-harm or life events e.g. bereavement, family breakdown, bullying where these are having significant adverse effects.

- Kooth
- CHUMS – brief psychological interventions (from January 2018 – see [chums.uk/com](http://chums.uk/com))

**Getting Risk Support:** Managing risk and delivery of crisis services e.g. to those routinely in crisis but who are unable to make use of help offered, those self-harming, or with emerging personality disorders or ongoing issues that have not yet responded to treatment.

- Risk support
- CAMHS Crisis Response Service

**Getting More Help:** Targeted, extensive long term treatment for individuals and families.

May include inpatient and/or outpatient services.

Systemic family interventions may be appropriate.

- District Teams

Getting Advice

Getting Help

Getting Risk Support

Getting More Help

**THRIVING**  
School based activity to support all children/young people

via CAMHS Single Point of Access  
Tel: 01480 428115

- CAMHS pathway
- CAMHS Eating Disorder Pathway
- CAMHS Neurodevelopmental/Learning Difficulties Pathway

Need clinical help and advice navigating services? Contact our Emotional Health and Wellbeing Practitioners – see overleaf

# Who are we?



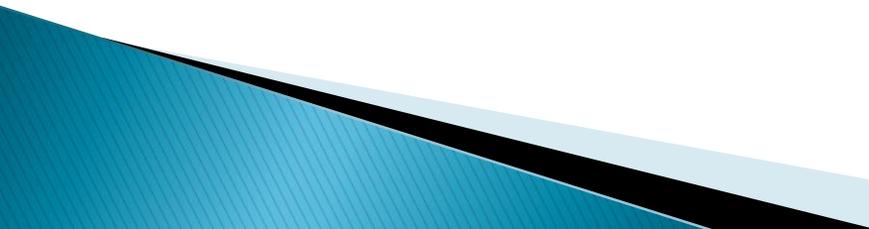
- ▶ Introduction to the team
  - 7 Emotional Health and Wellbeing Practitioners.
  - 1 Assistant Psychologist.
  - 1 Clinical Lead.
  - 0.5 Admin support (to be recruited).
- ▶ Cover Cambridgeshire AND Peterborough.
- ▶ Bases in:
  - Huntingdon, Peterborough, Cambridge, Ely and Wisbech

# Aims of the service:



- ▶ To offer specialist advice, guidance and risk support to primary and secondary schools:
  - A telephone conversation
  - Consultation / discussion session
  - Support and thoughtful signposting to appropriate service – ‘System navigators.’
  - *Joint* session with young person
  
- ▶ Specific work within education:
  - Offering expertise and advice in shaping programs, to promote positive mental health
  - Co work with professionals to deliver a short term, evidence based intervention
  - Work with specific groups e.g. sixth form mentors

# Key Performance Indicators (KPI's)

- ▶ Professionals are offered support, advice and supervision – enabling them to meet the young person's needs.
  - ▶ Professionals are offered training from the EHWB team to support awareness and skill development around emotional health for children and young people
  - ▶ More children and young people are supported within universal services and not referred on for more specialist support
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# Case example

- ▶ A teacher may be concerned about a 7 year old boy who is lashing out physically at his peers.
  - Would like him to receive support with ‘anger management.’ Previous referral for further support has been rejected.
  - Teacher has also identified a number of children who struggle with expressing themselves emotionally.
- ▶ **Potential intervention**
  - Conversation with the teacher will retain a wide lens as to possible hypotheses as to the reasons behind the behaviour.
  - Could be a joint assessment session with the child.
    - Support with a referral to the appropriate support service
  - Support considering an evidence based intervention with a group of pupils to promote social and emotional intelligence
  - A whole school evidence based approach that embeds the promotion of social and emotional intelligence across the whole school

# Other available sources of support



- ▶ There are lots of services already. A key role of our practitioners will be as **‘system navigators.’**
  - CWP
  - CHUMS
  - Stars
  - Kooth
  - Keep Your Head
  - Early help services
  - Chat Health
  - School based counsellors
  - School nursing
  - CAMH
  - Social care

# Thrive quadrants mapped onto the LSCB thresholds.

Thrive quadrant	Universal	Targeted	Specialist
Getting Advice	*	*	*
Getting Help			
Getting More Help			
Risk Support		*	*

# What is still unclear..

- ▶ Where is the best place to locate this service?
    - Our aim is to support *before* the need for Early Help and/or CAMH
    - We don't want to put referrers off with the need for an assessment before they can access us.
    - School nurse desk?
  - ▶ What is the best way to contact us?
  - ▶ How should we prioritise our limited resources?
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# A favour...



# We need your feedback to shape our service!

- ▶ General feedback / thoughts about what you have heard so far about the EHWB service?
  - ▶ How would you see us working collaboratively with you and your team?
  - ▶ Where do you think we should focus our (limited) resources?
  - ▶ Referral pathway: How would you like to contact us?
    - Email, phone, joining with a referral pathway for an existing service?
  - ▶ What's the best way of communicating the decisions to you?
    - Social media? Visits to teams? Newsletter?
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