

GREATER MANCHESTER JOINT HEALTH SCRUTINY COMMITTEE

Date: 11 September 2019

Subject: Greater Manchester Mental Health in Education (MHiE) programme

Report of: Warren Heppolette, Executive Lead, Strategy & System Development, Greater Manchester Health and Social Care Partnership (GMHSCP)

PURPOSE OF REPORT:

The purpose of the report is to provide the GM Joint Health Scrutiny committee with an overview of the mental health in education (MHiE) programme that is currently being delivered across Greater Manchester, including providing details of each of the initiatives. The report will also explore the scope of the future ambitions for the MHiE both locally and nationally and the governance structure by which the programme will be managed.

RECOMMENDATIONS:

The Greater Manchester Joint Health Scrutiny Committee is asked to note progress made to date across a number of key education settings and endorse the proposals put forward.

CONTACT OFFICERS:

- Warren Heppolette, Executive Lead, Strategy & System Development, GMHSCP
warrenheppolette@nhs.net
- Sandeep Ranote, Medical Director, Northwest Boroughs Healthcare NHSFT & Children & Young People MH Lead, GMHSCP
Sandeep.ranote@nwbh.nhs.uk
- Lisa Fathers, Director of Teaching School & Partnerships, BFET Executive Team
lfathers@aggs.bfet.uk

1.0 BACKGROUND

- 1.1 In December 2018 the government published a green paper on 'Transforming Children and Young People's Mental Health Provision'. The paper further extended the government's commitment to deliver on the ambitious vision set out in 2015's Future in mind and 2016's Five year forward plan, and set out their ambition to go further to ensure that children and young people showing early signs of distress are always able to access the right help in the right setting, when they need it.
- 1.2 As part of the next steps in the reforms the government has agreed to support the following three key elements:
1. Mental Health Support Teams
 2. Four-week waiting time for access to specialist NHS children and young people's mental health services
 3. Designated Senior Leads for Mental health
- 1.3 In addition to these three key elements, Greater Manchester has been working to deliver local projects designed to test the potential implementation model for the green paper priorities, GM initiatives have included:
1. GM Mentally Healthy Schools and Colleges Pilot
 2. GM Mental Health in FE Colleges Project
 3. GM Universities MH Service Pilot
 4. GM Mental Health in Education Setting Standards

2.0 PROGRAMME UPDATE

2.1 Mental Health Support Teams

- 2.1.1 Mental health support teams (MHS Teams) will be trained staff i.e. Education Mental Health Practitioners (EMHP) linked to groups of schools and colleges. They will offer individual and group help to young people with mild to moderate mental health issues including anxiety, low mood and behavioral difficulties.
- 2.1.2 The support teams will work with the school or college's designated mental health lead and provide a link with more specialist mental health services. This will mean that schools and colleges will find it much easier to contact and work with mental health services. These teams will be the link between the NHS and schools. They will work alongside other people who provide mental health support including:
- school nurses
 - educational psychologists
 - school counsellors
 - voluntary and community organisations
 - social workers
- 2.1.3 During March 2019 the first cohort of eight EMHPs or two MHS Teams took up their training posts. The training delivery lead are the University of Manchester, while 42nd Street are hosting the trainees for the purposes of providing practical experience and learning. GM is one of the first 25 trailblazer sites

nationally to host MHS Teams within the VCSE sector, choosing this model because it would allow a greater degree of flexibility in how the teams are deployed. The teams have also been deployed across as much of GM as geographically possible during their training period.

2.1.4 The first cohort of GM EMHP trainees are progressing well with their course and key areas that has worked well in GM have included the school communication and consent which has been robustly delivered through the existing VCSE relationships and protocols as well as providing GM trainees with opportunities to shadow qualified staff and work with young people early in their training.

2.1.5 During the course of this project it has been recognised there are a number of areas that haven't worked so well, these include the need for greater management capacity to coordinate with the various organisations and provide a stable working environment for the EMHPs, less of a geographical spread to maximise the benefits and capacity of the MHS Teams and lastly that the supervision model that has been recommended by the national team is resource intensive and may be unsustainable in the current GM workforce.

2.1.6 GM has agreed a second cohort of eight EMHPs with the national team with their university course beginning in September 2019. The key leads for the University of Manchester, the supervisors and the host organisations will now form a project operational group that will address the issues that have been identified as well as operationally manage both the existing and new MHS Teams.

2.2 Four Week Wait Projects

2.2.1 The government wants to reduce the time it takes to get treatment from children and young people's mental health services. GM is one of 12 pilot sites to trial ways of bringing this time to 4 weeks (quicker for young people who need very urgent help). In GM, Trafford and Wigan Localities have been selected to pilot approaches to reduce waiting times, each of which were awarded £150k funding during March 2019 to support their transformation plans.

2.2.2 Trafford is trialing increased service capacity in both core staff and VCSE organisations with process mapping support from NHS Improvement. Wigan, as the GM outlier (with the longest waiting times), has taken a whole system approach to review referral routes, processes, capacity, culture and engaging with VCSE organisations. **Please see Appendix A for the Wigan and Trafford proposals.**

2.2.3 Both the Wigan and the Trafford pilots are progressing well with their plans and NHS Improvement teams have supported an end to end process mapping exercise during August 2019. There is early evidence of increased joint working in Trafford and reduced waiting times in Wigan.

2.3 Designated Senior Leads for Mental Health

2.3.1 The Designated Senior Lead for Mental Health will be a trained member of staff who is responsible for the school's approach to mental health. This designated lead will:

- oversee the help the school gives to pupils with mental health problems
- help staff to spot pupils who show signs of mental health problems

- offer advice to staff about mental health
- refer children to specialist services if they need to

2.3.2 The definition of the role of Designated Senior MH Lead, unlike the more familiar Safeguarding Lead is still being discussed nationally as well as locally. We know currently in GM, the MH Lead role can sit with a variety of different school and college roles e.g. Head Teacher, SENCO, Pastoral Staff, School Nurse. The national definition of the Designated MH Lead role will ultimately influence where it should sit in school and college structures. Once we have further national guidance, we will ensure that this is applied across GM.

2.4 GM Mentally Healthy Schools and Colleges Project

2.4.1 The Mentally Healthy Schools and Colleges (MHS&C) Project was commissioned by the Greater Manchester Health and Social Care Partnership to explore new ways of preventing mental health issues in young people through school-based interventions. They commissioned a collaboration between Youth Sport Trust, Alliance for Learning Teaching School, 42nd Street and Place2Be to explore how their evidence-based approaches could create a whole school approach to improving young people's mental health through developing their physical and emotional literacy and by providing the right training, support and resources for an adult and young person workforce, these included:

- Mental Health Champions Training - school leaders
- Mental Health First Aid Training – school middle leaders
- Mental Health Awareness Training – school staff
- Young Mental Health Champions Training - pupils
- Physical and emotional interventions – pupils
- Access to specialist CAMHs consultation

2.4.2 The first phase of the MHS&C Project of the was launched in March 2018 and was successfully delivered to 31 special schools, pupil referral units, primary and secondary schools and colleges across 7 GM Localities.

2.4.3 An evaluation on the initial pilot was undertaken by the University of Manchester who praised the impact it had on both teachers and students alike:

- School leaders reported greater confidence in managing students with mental health issues
- Secondary school students discussed the skills that they had gained through the mental health workshops they attended which they had learned from the workshops
- Primary school students there were some indicative signs the programme was impacting on their mental and physical wellbeing with a reported increase in activity levels

The full evaluation of the first phase of the project can be found in Appendix B of this paper.

2.4.4 Following the success and learning from the first phase of the MHS&C Project, GMHSCP agreed to extend the project to a target coverage of 10% of all schools and colleges across GM, this equates to 125 education settings in total. However, incorporating the remaining 94 schools & colleges in a single phase was not feasible with the capacity available to GMHSCP and the VCSE providers. Therefore, the

second phase of the MHiE pilot included, originally 33 schools and colleges in total and commenced in September 2018.

2.4.5 During July 2019 this project awarded the third phase to the Mentally Healthy Schools Partnership made up of the original 4 VCSE providers who will, by July 2020 have worked with a total of 125 or 10% of all special schools, pupil referral units, primary and secondary schools and colleges across all 10 GM Localities.

2.5 GM Mental Health in Further Education (FE) Colleges Project

2.5.1 It was recognised that a more bespoke approach to FE colleges would be needed due to the concentration of student numbers in a relatively small number of education settings and the short timeframes involved. To put this into context, during an academic year, approximately 51,000 out of 56,000 16-18-year olds will study at 9 general further education colleges and 12 sixth-form colleges within GM.

2.5.2 In March 2019 the Association of Colleges (North) was awarded £300k for a 12-month contract to deliver a project that will raise awareness and support development of MH agenda within individual colleges.

2.5.3 Two main providers are supporting the Project, Charlie Waller Memorial Trust (CWMT) and British Association of Counselling and Psychotherapists (BACP). Consultants from these organisations are working with AoC and the colleges to deliver the key outcomes. The Project has 5 strands:

1. Mental Health First Aid – train the trainer model
2. Supervision – support for front line staff (pastoral staff/counsellors)
3. Consultancy – In depth analysis of College's position on MH/Wellbeing for both staff and students
4. Test and Learn – individual activities by Colleges around 3 transition points for learners identified with MH issues:
 - School – College
 - College – University
 - College – work
5. ACE Awareness – Two colleges have already commenced significant work around ACE and has senior management buy in. Activities to be supported to develop good practice and resources for sharing across GM

2.5.4 Work is progressing well with 20 of the 21 colleges actively engaged in at least one of the five strands of work. Early successes include Hopwood Hall full staff complement (400 staff) receiving ACE aware training and a potentially sustainable model of clinical supervision for pastoral staff through an agreement with the University of Salford post graduate supervision course.

2.6 GM Mental Health in Education Setting Standards

2.6.1 In preparation for supporting the Green Paper, GMHSCP convened a system wide advisory group of representatives from schools and colleges, NHS commissioners and providers, localities and VCSE providers. This group recognised that the variety in standard and method of commissioning in GM needed to be understood before a consistent standard of provision could be defined that the Designated MH Leads could be supported to work towards. In order to achieve this the group recommended several system wide pieces of work which included a baseline mapping of current provision and using the learning from this baseline exercise to co-develop a set of GM Mental Health in Education standards.

2.6.2 The baseline mapping exercise was completed in February 2019; the key findings were:

- In the majority of areas that submitted a response, there is evidence of a considerable range of activity to support emotional wellbeing and mental health within education settings.
- The nature of this activity varies considerably between areas. There are a wide range of initiatives, sometimes within the same geographical area.
- There is a variation in how much knowledge and awareness of services provided and commissioned by settings the CCG and Local Authority hold.
- Many initiatives are at early stages in their evaluation of effectiveness.
- There is limited data about the numbers of CYP who are accessing services currently through schools and colleges.

2.6.3 The baseline exercised demonstrated that many schools and colleges commission mental health provision directly and this can lead to discrepancy of the range of provision that children are able to access while also recognising that local areas vary in their offer of support to schools. In Salford all schools have a named Educational Psychologist and an offer is available for enhanced support. Salford's Emotionally Friendly schools' package can be procured directly by schools while Oldham have a dedicated mental wellbeing team which works to promote a 'Whole School Approach' directly with schools and colleges.

2.6.4 The work to co-design the GM Standard was completed in July 2019 and can be seen in **Appendix C** of this paper. These standards have been mapped to the current local commissioning support and guidance for Mental Health Leads in schools in Salford, Trafford and Oldham and are working well.

2.7 University Mental Health Service Project

2.7.1 Following a Greater Manchester Student Mental Health Summit in June 2017 facilitated by the Greater Manchester Health & Social care Partnership (GMHSCP) to review practical actions that could be taken to improve student mental health across Greater Manchester a GM University Task & Finish (T&F) Group was set up.

2.7.2 The T&F recommended an integrated, single pathway and hub for all HE students within GM, **see Appendix D**. The proposed care pathway draws on the iThrive framework in seeing Service organisation and design as needs and choice based rather than limited to diagnostic category or severity. The universities services and resources would be focused on the provision of 1 and 2 and the

proposed HE pathway focused on 3 and 4 with strong processes for joint working and movement between strands:

1. Information and signposting (Getting Advice)
2. Goals focused evidence informed and outcomes focused interventions (Getting Help)
3. Extensive treatment (Getting More Help)
4. Risk management and crisis response (Getting Risk Support)

2.7.3 Progress towards delivering an integrated, single pathway and hub for all HE students in GM has been considerable. A unique partnership between the universities across GM and the NHS has been formally agreed, with equal financial contributions (£650k each for the two-year pilot) being invested to mobilise the service. Additional finances are being sought via industry, which is progressing well with some confidence that monies will be contributed by both private organisations and philanthropists associated with the universities. While these monies are being sought the GMHSCP are underwriting the service pilot in the region of £250k.

2.7.4 As part of mobilising the service, Greater Manchester Mental Health Foundation Trust (GMMH) have been appointed as the lead provider, with 42nd Street as the VCSE lead provider. GMMH have developed the service specification and staffing model is in place with all posts apart from the Psychiatrist post recruited as of early August 2019. GMMH have also worked well in establishing working relationships with each University Well Being service and are now in the process of developing clinical pathways.

2.7.5 The main hub location for the service will be in the Oxford Road area of Manchester as this is the most densely populated student area in GM with satellite locations in the University of Bolton and University of Salford which will operate on a one- and two-day service basis respectively with future plans to digitally enable support sessions to increase the service offer.

2.7.6 It is recognised that evaluation of the service must support not only the clinical outcomes and the contract monitoring but also university outcomes such as retention and attainment, the value of co-production, the group therapy and VCSE work and the partnership approach in the success of the service. Therefore, ensuring the definition and delivery of each evaluation element is crucial.

3.0 GM SCHOOLS & COLLEGES PROGRAMME STRATEGY DEVELOPMENT

3.1 The Green Paper: Transforming Children and Young People's Mental Health Provision, published in 2017 states, 'We want to ensure that all children and young people, no matter where they live, have access to high-quality mental health and wellbeing support linked to their school or college.' In response to this ambition GM took the opportunity to locally shape how the transformation of children and young people's mental health provision would be delivered in GM.

3.2 The Mentally Healthy Schools & Colleges Project, the Mental Health in FE Colleges Project, the GM MHiE standards and the University Mental Health Service are all GM led initiatives that have provided, and continue to provide a wealth of knowledge, understanding and evidence in support of this transformation. The unique and powerful elements of the GM approach include our work with VCSE organisations and the dynamic flexibility they bring, the fact that we have worked collaboratively with schools, colleges and University leaders as well as health leaders, the scale of the GM coverage with

all 10 localities involved and most importantly, that we have included social prescribing and the link between physical and mental health and wellbeing in our delivery model.

- 3.3 In the national context there are a number of nationally mandated initiatives that we must deliver, these include establishing Mental Health Support Teams linked to groups of primary and secondary schools and to colleges. This initiative is a nationally funded initiative that will grow our Mental Health workforce capacity providing interventions to support those with mild to moderate needs and supporting the promotion of good mental health and wellbeing.
- 3.4 We must identify Designated Senior Leads for Schools & Colleges who will provide a central point of contact for rapid advice, consultation and signposting for schools and colleges to bring clarity and consistency to referral routes and reducing inappropriate referrals. We must work with each GM locality to share the trailblazer site learning in the reduction of waiting and access times for specialist NHS children and young people's mental health services and we must support the Link Programme that will bring together education and mental health professionals fostering a whole system culture, so that more children and young people get the help and support they need, when they need it.
- 3.5 All these initiatives along with the GM standards will help shape the future of Children and Young People's Mental Health provision in GM, what we need to do now, using the evidence, knowledge and experience from the GM initiatives along with the national support and guidance, is to define a strategic framework and plan that will deliver high-quality mental health and wellbeing support linked to schools or colleges, workforce capacity, sustainable, equitable services that are founded in a culture of a whole system approach.

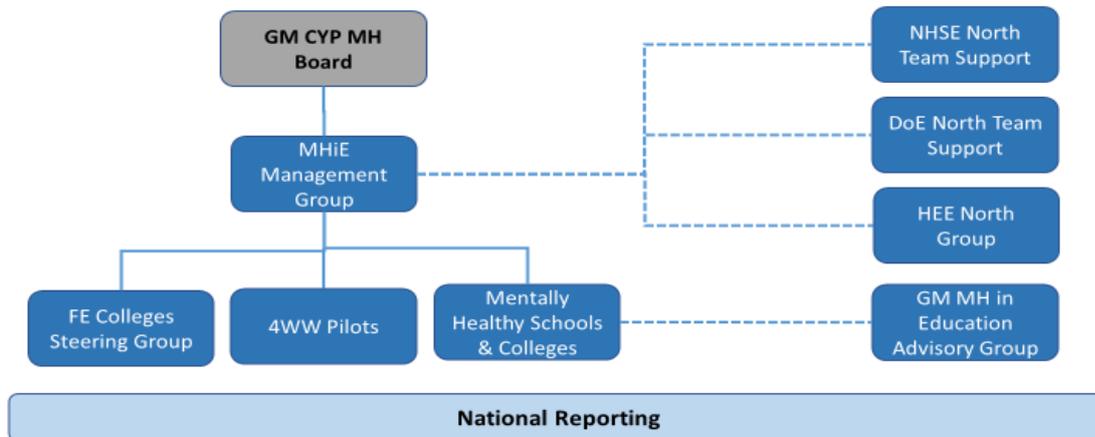
4.0 GM SCHOOLS & COLLEGES PROGRAMME PROPOSALS

- 4.1 The next steps proposals for the Mental Health in Education Programme will ensure the programme is robustly governed, engages the whole GM system to consider the GM and national initiatives to develop our GM vision, sustainable strategic framework and plan for the long term delivery of Mental Health in Education in GM and will effectively link with existing GM MH Programmes including the Suicide Prevention Programme, CEDS & ADHD Transition Programme and Crisis Care.

5.0 PROGRAMME GOVERNANCE & STRUCTURE

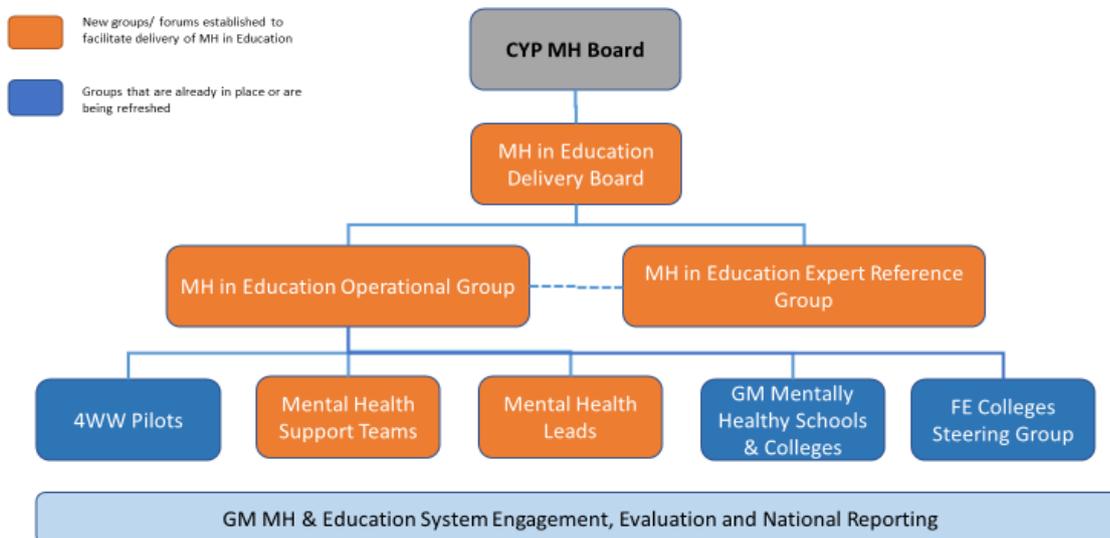
- 5.1 The current governance and structure of the programme has developed over the course of the pilot projects rather than as a robust programme design and reflects the rapid nature of the projects to date. It is recognised that as the programme has grown and will continue to grow with the scale and ambition of the national Mental Health in Education profile recently clarified in the and the NHS Mental Health Implementation Plan. We have responded to the NHS MH Implementation Plan by providing greater structure and appropriate robustness to ensure decisions are undertaken through an effective and efficient reporting lines (please see proposed governance structures overleaf).

Existing Mental Health in Education Governance – July 2019



5.2 In recognition of the scale and scope of the GM work that has been undertaken to date and the pan GM workforce implications, the MH Programme Team recommends that the governance and structure of the programme transitions to a model with a Programme Board, Operational Group and Expert Reference Group.

Mental Health in Education Governance – July 2019



5.3 The Programme Delivery Board will aim to ensure joint working across education and mental health services. It will ensure the delivery of the reforms set out in Transforming children and young people’s mental health green paper.

5.4 The Programme Delivery Board will also ensure GM plans set out how the MHS Teams fit within the overall GM and/or local transformation of CYP MH services and integrates with existing provision in schools and colleges. It will provide a coordinated approach for GM in working with Anna Freud National Centre for Children and Families, who were awarded the tender to deliver the national school links programme, with training scheduled to begin from September 2019 and lasting for four years.

Membership will be comprised of senior GM leaders across education and mental health settings and regional NHSE and DfE leads.

- 5.5 In recognition of the sovereignty of the partners and providers of the University MH Service it was recognised this service would need its own governance structure bringing together senior representatives from all participating organisations in a GM University MH Service Board that will have oversight of the service from implementation.

6.0 GM SYSTEM ENGAGEMENT PROPOSAL

- 6.1 We now need to define a strategic framework and plan that will deliver high-quality mental health and wellbeing support linked to schools or colleges, workforce capacity that are sustainable and equitable and are founded in a culture of a whole system approach.
- 6.2 To achieve this, we are proposing to hold a System Workshop on 30th September that will bring together key leads from each initiative, providers, regional and national leads as well as the passionate, dedicated professionals working across the GM system to support our children and young people with their mental health and wellbeing.
- 6.3 Using the evidence, knowledge and experience from the GM initiatives, national support and guidance and tapping into the GM system knowledge and experience the workshop will deliver the objectives below:
1. Understand the breadth and scope of work that has already been undertaken in GM and the lessons learned from that
 2. The scale of the future ambition for Mental Health in Education both locally and nationally
 3. Develop a GM vision, sustainable strategic framework and an outline plan for the long-term delivery of Mental Health in Education in GM.
- 6.4 The output of this workshop will be a clear road map and plan for the strategic delivery of high-quality mental health and wellbeing support in GM linked to schools or colleges.

7.0 RECOMENDATIONS

- 7.1 The GM Health Scrutiny committee is requested to note progress made to date across a number of key education settings and endorse the proposals put forward.

APPENDIX A – 4WW Wigan and Trafford Pilot site proposals

[Wigan.pptx](#)

[Trafford.pptx](#)

APPENDIX B – Mentally Healthy Schools Project: Phase 1 Evaluation

[PDFs\Appendix B Mentally Healthy Schools.pdf](#)

APPENDIX C – GM Standards

[Appendix C GM Standards.doc](#)

[Appendix C Young People's Health Working Group.docx](#)

APPENDIX D - UNIVERSITY MH SERVICE CARE PATHWAY

[Appendix D.docx](#)