

Senior Mental Health Lead Network Meeting

22nd November 2021



10.00	Welcome	Suzy Francis (Principal Educational Psychologist/ Strategic Lead for CYP Mental Health)
10.05	The Role of the Senior Mental Health Lead	Dr Chantell Douglas (Clinical Lead, Mental Health Support Teams) Dr Kathryn Gibb (Incoming Senior Lead EP for SEMH)
10.35	Introducing Enfield Trauma Informed Practice & Prioritising Self-Care	Dr Emma Gore-Langton (Deputy Principal Educational Psychologist) Nigel Ellerby-Jones (Head of SWERRL)
11.05	RSHE	Sharon Davies (SEYIS)
11.15	Break	
11.30	Thrive Framework Update on CAMHS & aligning CAMHS with Thrive	Suzy Francis Nick Clarke (Clinical Lead for CAMHS)
12.00	Reflective Group: Session Everyone will be sent links to join a facilitated group.	All members of the partnership
12.45	AOB Future dates	Suzy Francis

The Role of the Senior Mental Health Lead

Dr Chantell Douglas

(Clinical Lead for the Mental Health Support Teams:
My Young Mind Enfield)

Dr Kathryn Gibb

(Senior Lead Educational Psychologist for
SEMH/Mental Health Support Teams)

In partnership with



What is the role of the Senior Mental Health Lead?

Does the SMHL plan mental health policy?

Mentimeter



Does the SMHL support and train staff?

Mentimeter



0
No

0
Maybe



Does the SMHL deliver interventions?

Mentimeter



25

Does the SMHL identify children at risk of poor mental health?

Mentimeter



0
No

0
Maybe

25



Does the SMHL plan for prevention?

Mentimeter

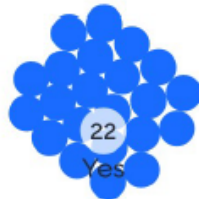


0
No

0
Maybe



Does the SMHL monitor effectiveness of MH interventions?



0
No



Does the SMHL link up with outside professionals who support children's mental health?

Mentimeter



0
No

0
Maybe

24



What else might the SMHL do?

make other staff members aware of new policies or information on mental health

Promote good mental health across the school

Ensuring on SLT agenda

liaise

Support and set up different interventions

supervision for staff explore different interventions work with families

Train school staff e.g. staff meetings. May liaise with parents/carers. Update school governors

advocate

Involve YP in championing mental well-being

Support staff with their own mental health

Whole School Action Plan

referring pupils

addressing social inequalities

Evaluating where we currently are as a school.

SENCo

class teaching

Inclusion

Senco

Set up networks working in partnership with parents at the school

Support parents

Create actions plans to address key mental health concerns within the school. Communicate with parents/carers about whole school plans

Liaise with families/ parents

Link with and support parents

supporting parents

Keeping it on SLT agenda

Support parents and carers to support child with MH

Keeping it on our weekly staff meetings

Covering classes

What is the role of the Senior Mental Health Lead?



[Link to Film](#)

The Role of the Senior Mental Health Lead can include the following:

- Lead in developing whole school approaches around mental health
- Organise/deliver staff training
- Raise awareness about mental health issues
- Develop policies to prevent and support the mental health of CYP in schools, taking into account the wider context issues that can impact on CYPMH (e.g. adverse childhood events),
- Research
- Evidence-base to support MH in schools

Why the role is so needed...

- In 2020, the Anna Freud Centre surveyed more than 6,000 teachers about the sorts of policies and practices their schools and colleges had in place.
- It found that most teachers said their school or college had policies in place which referenced mental health but only 12% of primary schools and 16% of secondaries had a practical framework to support a whole school approach to mental health.

Juggling Different Hats

What are the roles that you have in school?

Mentimeter



20



Sources of support

Support in your school	Support from your wider network

Prioritising your Efforts

High Support for the SMHL role	Won't move the needle	Low Hanging Fruit
Low Support for the SMHL role	Not worth doing	Maybe later
	Low Influence	High Influence

Training and Support for SMHLs in schools

- The DfE have committed £9.5m to train up to 7,800 SMHLs in this financial year.
- The aim is for all state schools/colleges to be offered DfE quality assured training by 2025.
- It is not compulsory training.
- Schools can apply for grants of **£1,200** which can contribute to the training costs.
- The grant will be available for 1/3 of schools/colleges this financial year.
- A wait list is being created for grants beyond this period.

[Link to find out more about applying for the grant and the training available.](#)

To apply you need:

- commitment from your SLT to develop a whole setting approach to mental health and wellbeing
- the details of your SMHL, who will be in post to receive the training in 2021/22 financial year
- to have read the accompanying published [guidance](#) on applying for a grant and reflected on the expected [learning outcomes](#) for the course
- a [DfE sign-in account](#)

The diagram illustrates the central role of 'Leadership and management' in a school, surrounded by seven key areas of focus:

- Ethos and Environment
- Curriculum Teaching and Learning
- Pupil Voice
- Staff Development
- Identifying Needs and Monitoring Impact
- Parent Voice
- Targeted Support

- | | | |
|--|---|---------|
| Trauma Informed Schools UK (TISUK) | Certificate in Health for De Leads (policy, , | |
| Warwickshire Educational Psychology Service | Creating an ethos, teaching and learning environment that promotes wellbeing and mental health in your setting | SMHL009 |
| Wellbeing Through Sport | Senior Mental Health Lead (SMHL) Online Training and Wellbeing Through Sport's Whole School Programme for Primary Schools | SMHL071 |
| Wigan Council Educational Psychology Service | Leadership Course 1: Leading on Mental Health in your school | SMHL006 |
| Worth-It Positive Education CIC | Wellbeing Club: training, resources, and ongoing support for Senior Mental Health Leads | SMHL033 |
| Young Minds | Participation and Pupil Voice | SMHL058 |

MYME 
My Young Mind Enfield

Choosing a course


- There is a diverse range of training courses available to choose from that consider the varying learning needs of senior leads and cover four learning levels:
 - Beginner , Intermediate, Advanced, Expert
- To support senior leads in choosing a course that most closely meets their needs, the DfE have tools on their website:

ASSESS YOUR LEARNING LEVEL

This tool will help you to identify the course level that is most appropriate for your learning needs, through quickly assessing your current experience in delivering each aspect of the **senior mental health lead learning outcomes**.

* We recommend Google Chrome for accessing this tool.

LAUNCH TOOL




SELECT A COURSE

This tool will help you to identify a quality assured course (s) that most closely meets your needs and preferences, taking into consideration the aspects of training that are important to you such as the format of delivery, your education setting type, location, and cost.

* We recommend Google Chrome for accessing this tool.

LAUNCH TOOL



Mental Health Support Teams in Schools

- As part of the government's green paper and NHS long term plan, is the national development of **Mental Health Support Teams in schools** (known locally as '**My Young Mind Enfield**').
- By 2025, there is an ambitious plan for every school / college / education in Enfield to have access to a MHST.
- **One of MHSTs key functions is to work closely with DMHLs** to support them in developing whole school approaches to mental health, and work closely with DMHL to provide consultation, training, support and signposting for CYP/families.
- **MHSTs work alongside other agencies / services** linked to schools and specialist CAMHS.

Links to Useful Resources

- The Anna Freud Centre information on Whole School Approaches (<https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/leading-change/prepare-for-change>)
- **‘Transforming children and young people’s mental health provision’**
<https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper/quick-read-transforming-children-and-young-peoples-mental-health-provision>

Useful Resources

- Learning Outcomes for Senior Mental Health Leads in Schools & Colleges (June 2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/995681/Learning_outcomes_for_senior_mental_health_leads_in_schools_and_colleges.pdf

- Promoting children and young people's mental health and wellbeing

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

Enfield Trauma Informed Practice in Schools

Dr Emma Gore-Langton
(Deputy Principal Educational Psychologist)

Nigel Ellerby Jones
(Head of SWERRL)

**on behalf of the
E-TIPS Partnership**

E-TIPS partnership



E-TIPS is a partnership across Enfield leading a process to develop whole-system change with our schools and services.

- Educational Psychology Service
- SWERRL (Primary Behaviour Support Service)
- My Young Mind Enfield (Mental Health Support Team, CAMHS)
- HEART (Looked After Children & Children in Need Service)
- Speech & Language Therapy Service
- Secondary Behaviour Support Service
- Our Voice Parent & Carers Forum
- Public Health
- School & Early Years Improvement Service
- Special Educational Needs Service
- Young People & Community Safety



Our vision

Enfield is a trauma-informed place to grow up, where every child:

- Is understood in the context of their environment and experiences.
- Has a safe caregiving environment at school.
- Has the support they need to regulate and integrate their experiences.
- Has the opportunities to develop the skills they need for a good life.

What is trauma?



Complex because it involves multiple ACEs

Developmental because it occurs throughout childhood- often beginning in utero- and interferes with child's development.

Relational because it occurs in the context of the attachment relationship- the child is hurt by the very people and systems who should keep them safe.



In the words of young people



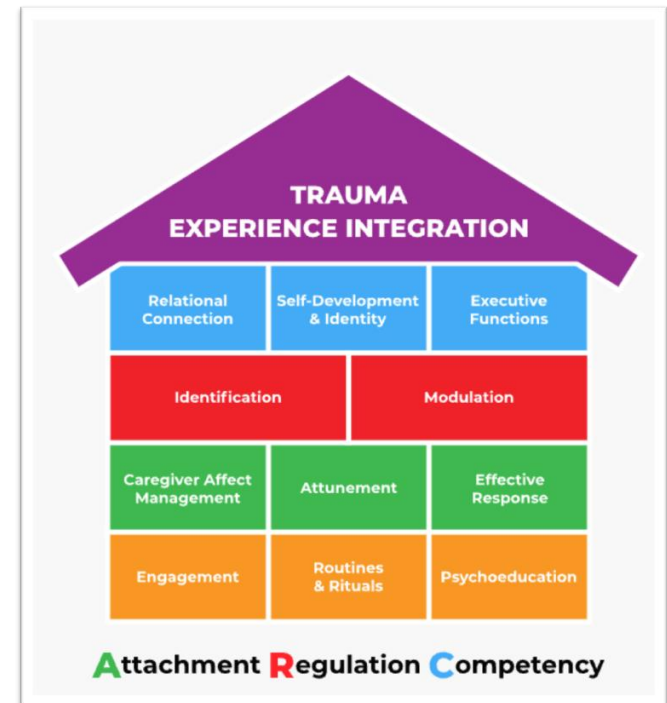
<https://www.youtube.com/watch?v=fhI9KLwfpbM>

A shared framework

Attachment: focus on strengthening the caregiving system surrounding children.

Regulation: support children to become able to manage their feelings and build relationships.

Competency: build children's skills.



Trauma-informed schools

Schools are a primary caregiving system for children and their families

A trauma-informed school:

Creates and maintain a sense of safety (A)

Supports children and adults to stay regulated (R)

Fills in the developmental gaps in children's skills (C)

Asking in each moment: are we being trauma-informed?

A journey for all of us



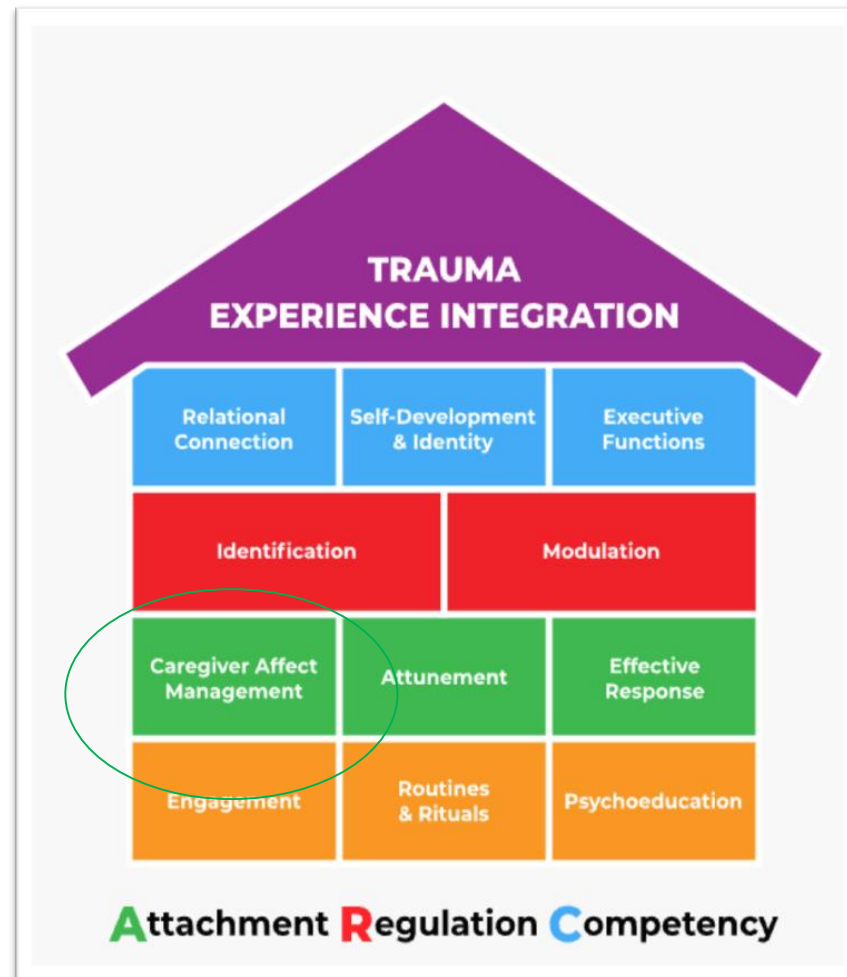
The E-TIPS offer



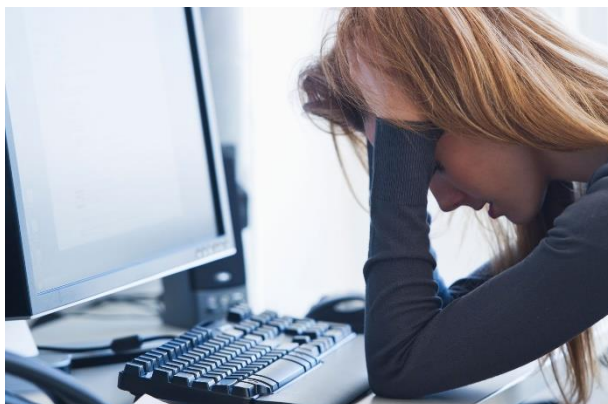
- Introduction to trauma twilight
- 15 hours of ARC training
- Implementation consultation and support for your school action plan
- Connecting you with other schools working towards trauma informed practice

First things first:

‘caregiver affect management’



Sometimes it's not an easy job !



Hurt kids are challenging



They may:

- have bodies that feel out of control
- have feelings too overwhelming to manage



- lack age-appropriate coping strategies
- have behaviors that feel confusing.



**It's hard not to
personalise challenging
behaviour...**



How can it make us feel?



hopeless hurt

inadequate

guilty

shameful

frustrated

ineffective

worried

sad

anxious

helpless

Angry

You will need
to
prioritize
self-care
first!





**Not least
because....**

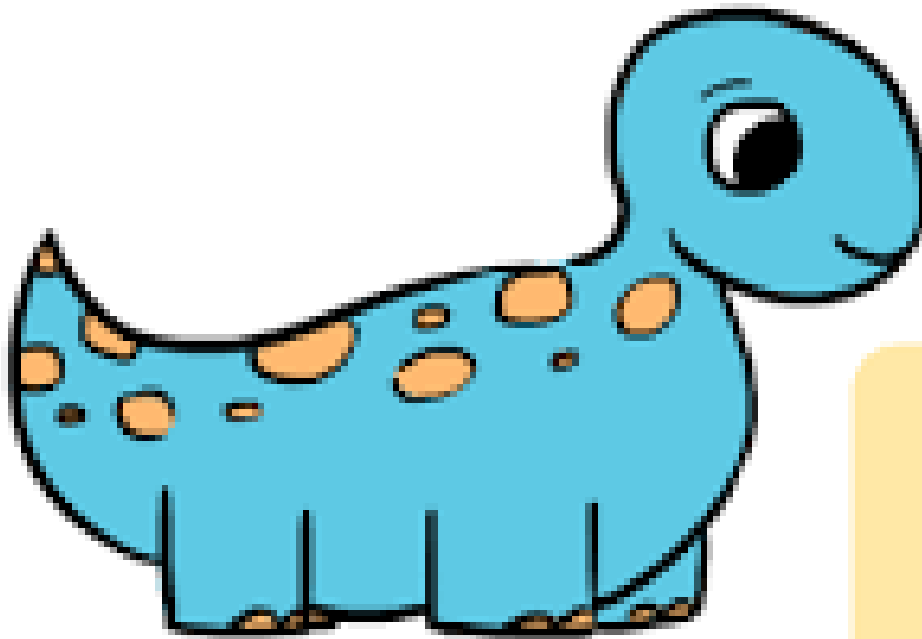
A calm, regulated adult can
regulate a dysregulated
child...

But...

A dysregulated
adult can **never**
calm anyone.

**Dr Bruce
Perry**





THOM RAY

SELF-CARE IS NOT
LAZY OR SELFISH.
SELF-CARE IS HEALTHY.
SELF-CARE IS IMPORTANT.
SELF-CARE IS NECESSARY.



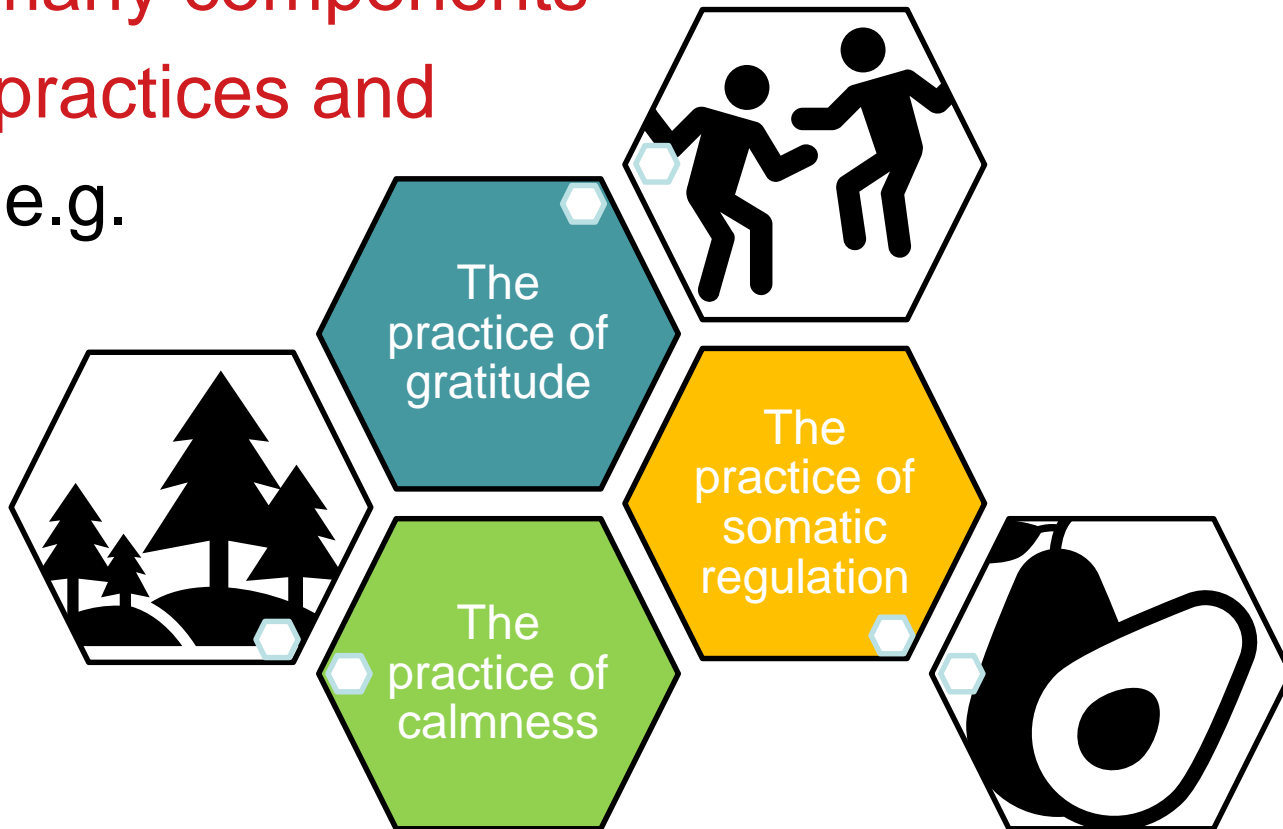
*you
matter*

THE PRACTICE of SELF CARE



The Practice of Self Care...

...has many components
of sub-practices and
arts... e.g.



Build a Toolbox of Regulatory Strategies

You can't use the same tool for every situation

Have something "in your pocket"

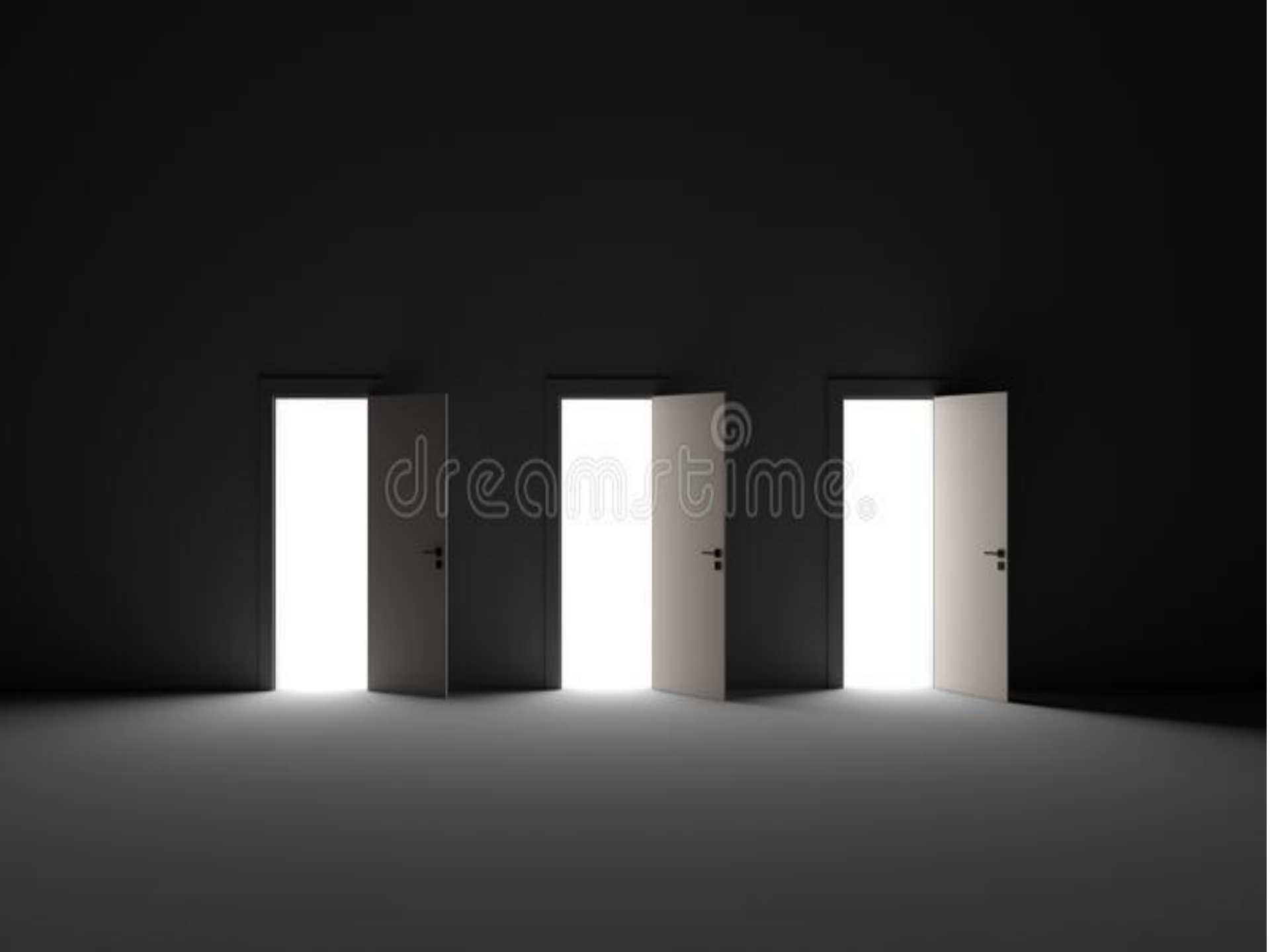
(when you don't know things are going south, until suddenly, they have)
e.g.

- Relax your muscles
feel tension melt away...
- Count back from 10
10, 9, 8, etc... 1...I am calm
- Self-affirmation statement
"I bring peace and light to this situation"
- Deep Breaths . . .



DEEP BREATHING

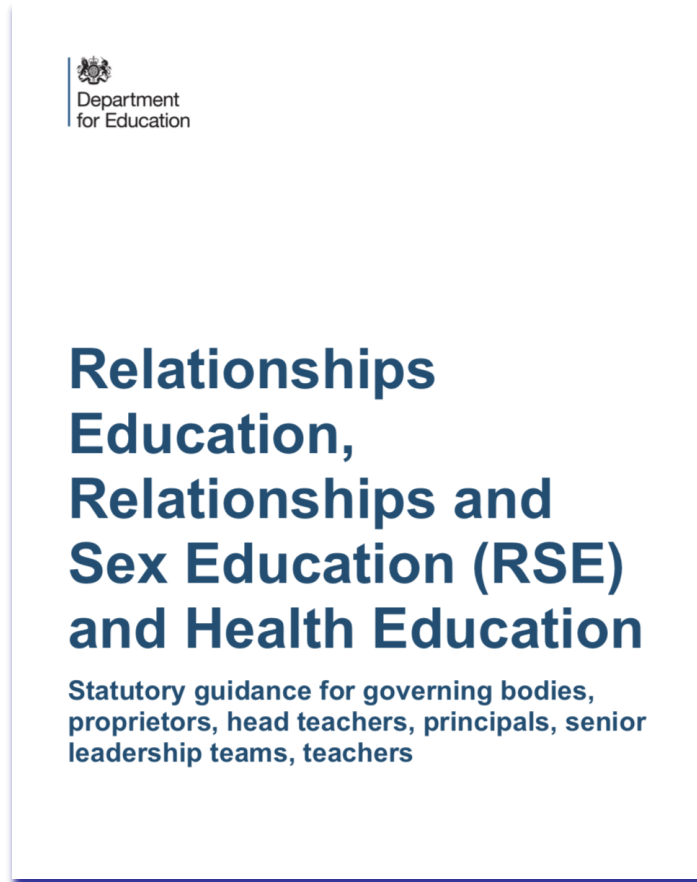




Relationships, Sex and Health Education (RSHE)

Sharon Davies
(Learning Consultant, SEYIS)

RSHE guidance



[Link to DfE guidance for RSHE](#)

RSHE objectives

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

RSHE Primary

By the end of primary school:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
	<ul style="list-style-type: none">• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

RSHE secondary

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.• that happiness is linked to being connected to others.• how to recognise the early signs of mental wellbeing concerns.• common types of mental ill health (e.g. anxiety and depression).• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
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Why is PSHE important?

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.

Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged – PSHE Association

What we have done so far

- Ongoing links between physical health and mental wellbeing
- PE / RSHE conference
- RSHE network meetings
- YMHFA courses

Resources

- [PSHE Association MH and Emotional Wellbeing resources](#) (members only)
- [DfE training module – teaching about mental wellbeing](#)
- [Every Mind Matters resources – multiple areas](#)
- [The Sleep Factor – PSHE Association resources](#) (members only)
- [Stormbreak - mental health through movement](#)
- [Twinkl \(LIFE and Wellbeing Hub\)](#)

Introducing mental wellbeing

Teach pupils that, like physical health, mental wellbeing is an important part of daily life that is influenced by different factors, including exercise.

Explain to younger pupils that things they value, enjoy or are good at can all support mental wellbeing. Positive relationships, and eating and sleeping well can also help.

Prompt older pupils to reflect on ways they can contribute to others' mental wellbeing, and establish which activities help them maintain their own wellbeing.

Reference: [NHS: 5 steps to mental wellbeing](#)

STATUTORY GUIDANCE

Know mental wellbeing is a normal part of daily life, in the same way as physical health.

Primary

Talking about emotions

Establish and build younger pupils' vocabulary for:

- things that make them feel happy or sad
- things that could make someone else feel happy

Challenge older pupils to talk in more complex and nuanced ways about:

- how events and people can make them feel happy, sad, anxious or upset
- others' emotions and how to recognise them
- how someone might feel in an abstract scenario

STATUTORY GUIDANCE

Know how to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

Primary

Recognising wellbeing concerns

Teach early signs of mental wellbeing issues such as:

- behaviour / mood change over days or weeks
- [sleep problems](#) - too little or too much sleep
- feeling regularly overwhelmed, anxious, angry
- deliberate isolation from friends and family
- lack of self-care or hygiene habits
- difficulty concentrating (not focusing on work)
- more regular physical health concerns (headaches)

Teach that such signs don't always indicate a wellbeing problem. Someone could also have a wellbeing issue without anyone noticing any signs.

STATUTORY GUIDANCE
Know how to recognise the early signs of mental wellbeing concerns.

Secondary

Common types of mental ill health

Teach pupils the most prevalent types of [mental ill health](#) such as low mood, anxiety, depression, stress, and that they can also affect our physical health.

You might also teach about self harm and eating disorders (always use qualified support as needed).

Explain the signs of conditions and what to do if you or someone you know has those signs.

Remind pupils that descriptions of conditions online are not always reflective of how a condition feels to an individual and that it is important not to self-diagnose.

STATUTORY GUIDANCE

Know common types of mental ill health (e.g. anxiety and depression).

Secondary

Mindfulness in schools



[Click here to play](#)

Mind Apples



What five things do you do every day or regularly to look after your mind?

Practice doing things that help you **feel calmer and more energised and** avoid things that make you feel stressed or unhappy, and you will find your wellbeing starts to improve. On a basic level at least, **good mental health is a habit.**

This doesn't have to be an unpleasant chore though. Research has found that whatever you do that's good for your mind is much better for you **if you have chosen it, and you enjoy it.** Having fun is good for you. So rather than finding a list of things you *should do*, start thinking about what you *like to do*. Make time for the breathers and restorers that work for you and start talking to other people about what works for them.

It starts with you. Each of us needs to start thinking and talking about what's good for our minds.

<https://mindapples.org/>

What to do now?

- Talk to RSHE lead to see what is being taught and how
- Healthy Schools London silver award focusing on wellbeing
- Professional learning

Educator Wellbeing

Bridge

Wellbeing for Educators - Looking after your most precious resource: yourself (3 session program)

Price	from £200.00	Audience capacity	300
Category	Educator Wellbeing	Online platform	Zoom
		Code	ED1131/21-22/4/P
		Type	3 sessions

Aims

- To articulate why you do what you do and remind yourself of what matters the most
- To put in place small tweaks that make a big difference to your wellbeing and self-care
- To identify and capitalise on relationships with others, and to exert control where you can (and let it go where you can't!)

Information



Courses:

[Wellbeing for Educators 1 - Purpose, Values and Perspective](#)

[Wellbeing for Educators 2 - Managing Workload and Finding Balance](#)

[Wellbeing for Educators 3 - Managing relationships and developing agency](#)



Making Friends with your Mindset

Bridge

Price	£80.00	Audience capacity	300
Category	Educator Wellbeing	Online platform	Zoom
Target audience	All Staff	Code	ED1131/21-22/1154
		Type	1 session x 1:30 hrs 1 session x 1:30 hrs

Aims

To identify negative thought patterns and use positive reflective practice to realign thinking towards achieving goals.

Information

Trainer:

Ben Hibberd



Provider:

Educational Psychology Services

Pastoral and Student Wellbeing

Bridge

Promoting Wellbeing & Mindfulness in the Primary Setting

Price	£30.00	Audience capacity	100
Category	Pastoral & Student Wellbeing	Online platform	Zoom
Target audience	Headteacher Deputy Headteacher Assistant Headteacher KS1 Lead KS2 Lead	Code	ED1131/21-22/1329
		Type	1 session x 1 hrs 1 session x 1 hrs

Information

Trainer:
Danielle Smith




Bridge

A Whole School Approach to Emotional Health & Wellbeing

Price	£80.00	Audience capacity	300
Category	Leadership Educator Wellbeing Pastoral & Student Wellbeing	Online platform	Zoom
Target audience	Headteacher Deputy Headteacher Assistant Headteacher Pastoral Lead SLT Middle Leaders	Code	ED1131/21-22/1326
		Type	1 session x 1:30 hrs 1 session x 1:30 hrs

Information

Trainer:
Laura Pearce



Provider:
Hazelbury Primary School

Contact

Sharon.davies@enfield.gov.uk

07944 038596

Please come back in 15 mins.....

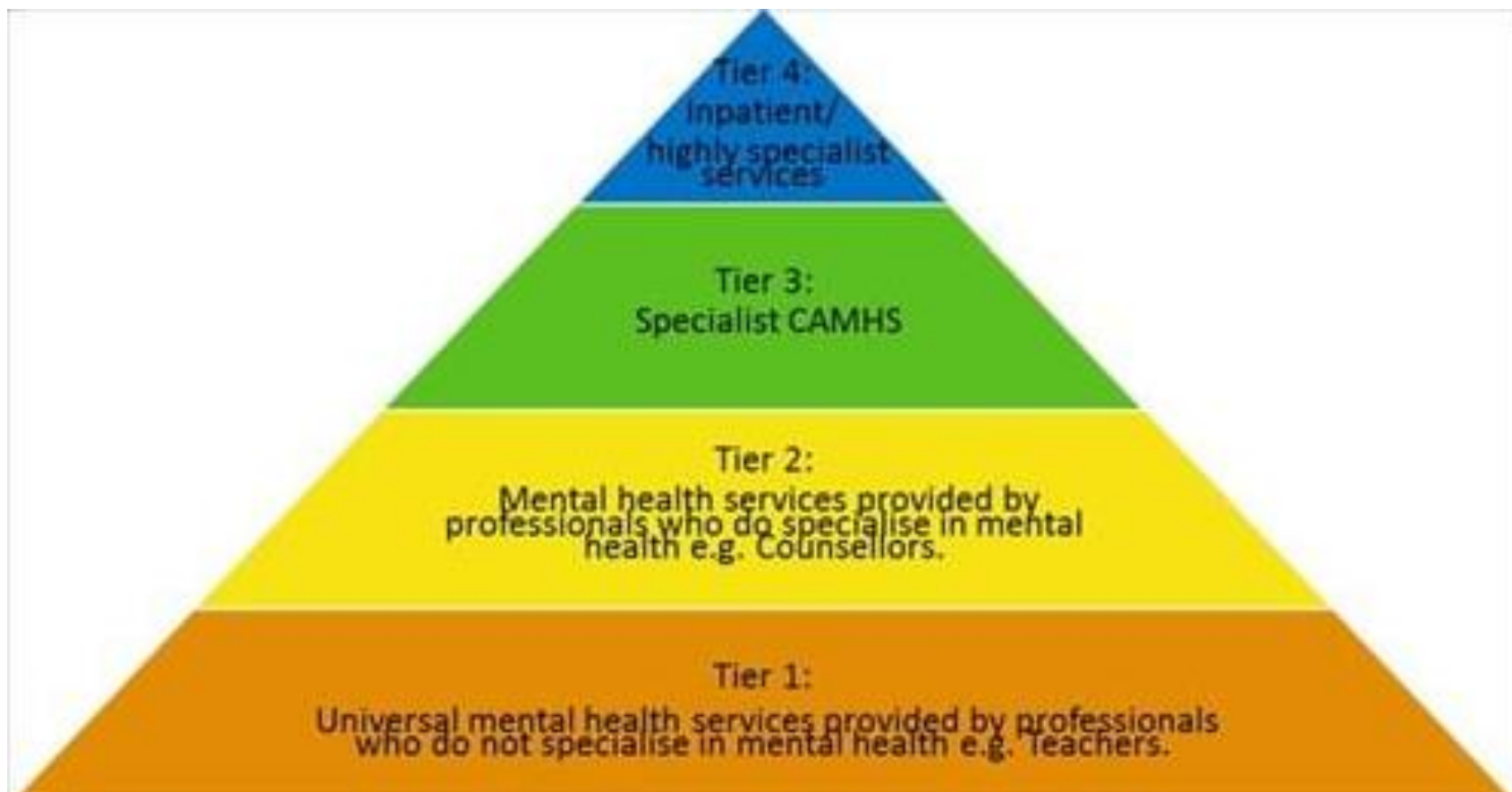


Thrive Framework Update on CAMHS

Suzy Francis
(Principal Educational Psychologist)

Nick Clarke
(Clinical Lead for CAMHS)

Moving away from the tiered model



Why the change?

- In the past mental health needs have been conceived in terms of 'health' interventions.
- Identified Mental Health need means a referral to Specialist CAMHS

Why the change?

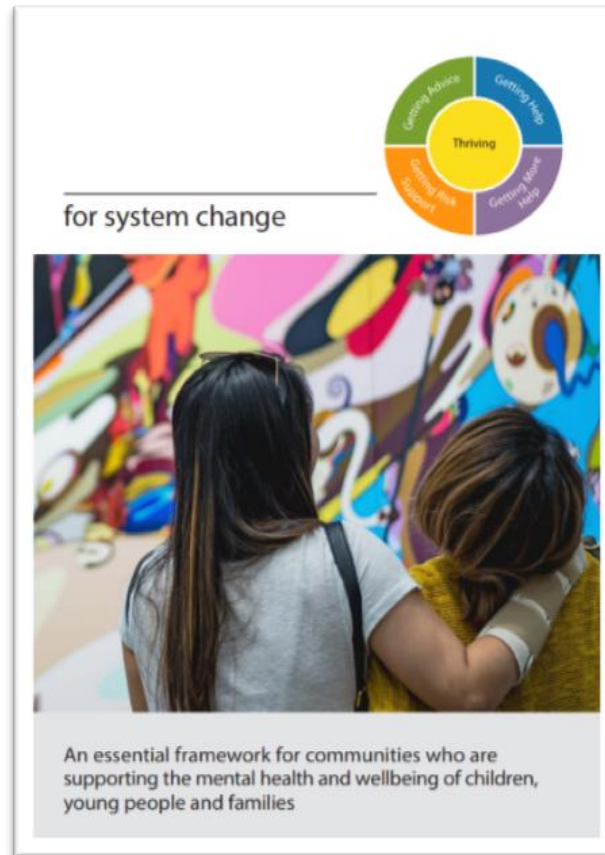
1. Good evidence of social and economic factors that affect mental health, e.g. poverty, poor housing, national income inequality (ACEs)
2. Recognition that more health care does not necessarily mean better mental health outcomes.
3. Growing demand for greater range of interventions that recognises the social contexts and individual preferences of individuals and communities.

iThrive: Short Film



[Link to Film](#)

iThrive Website



<http://implementingthrive.org/>

What are the fundamental elements of the THRIVE Framework?

- **A framework for communities** who are supporting the mental health and wellbeing of children, young people and families.
- It provides a **set of principles** for creating coherent and resource-efficient communities of mental health and wellbeing support for children, young people and families.
- It aims to talk about mental health and mental health help and support in a **common language** that everyone understands.
- The Framework is **needs-led**. This means that mental health needs are defined by children, young people and families alongside professionals.

Who does the THRIVE Framework relate to?

- **All children and young people aged 0–25** within a specified locality, and their families and carers.
- **Any professional** who seek to promote mental health awareness and help children and young people with mental health and wellbeing needs or those at risk of mental health difficulties

Includes staff in educational settings, social care, voluntary or health sectors and others.

What does the THRIVE Framework mean for children and young people in practice?

- **No 'Wrong Door'**
- Whoever is helping a child or young person promotes **genuine shared decision making about ways of helping**. Supportive but transparent conversations about what different treatments are likely to lead to, including their limitations.
- **Signposting** the child or young person, and their family and friends, to ways that they can support their mental health and wellbeing needs.

Description of the Thrive Groups and Input Offered

*Description of the
THRIVE groups*



Input offered



Mapping Enfield

Getting Advice & Signposting

Children's Portal / Local Offer

CAMHS Access & Signposting
EPS Critical Incident Protocol

Enfield Thrives Together Network

Mental Health in Schools: MHSTs, Mental Health Leads Network/DSL Network
Network of community providers, e.g. ECYPS, Young Carers

EASA: ATLAS & Cygnet
Kooth

Youth Offer including Health & Wellbeing
Youth Worker

Schools enabled to manage trauma through provision of Critical Incident Response for Schools
Multi-agency response for children/young people at risk of PEX
Crisis pathway in place across NCL and cover for DSH
Dynamic Risk Register providing multi-agency support to prevent admission to Tier 4/Residential settings
Specialist teams for vulnerable groups, e.g. HEART, SCAN, SAFE, YOS
Crisis care police custody

Risk Support

Getting Help

Early Help offer, community services and parenting support etc
Kooth and digital offer

Short, evidence based interventions in Childrens Centres and schools, e.g. MHST.

E-TIPS Development with schools
Nurture Groups/LASS Groups in schools/ELSAs
School services: EPS, BSS, Health EASA/SaLCH

Nexus, e.g. community project offer, Butterfly project, mentoring
Youth Offer, including Health and Wellbeing Worker/Social Prescribing

Intervention and support for CYP & families in the Transforming Care cohort, TCAPS, PBSS etc.
Longer, evidence based interventions through all CAMHS pathways, e.g. Generic CAMHS, Eating Disorders, f-CAMHS etc.
Early Intervention in Psychosis
EBSA MD panel and intervention
MD support to prevent permanent exclusions
Co-ordinated multi-agency approaches e.g. TAF, Safeguarding

Getting More Help

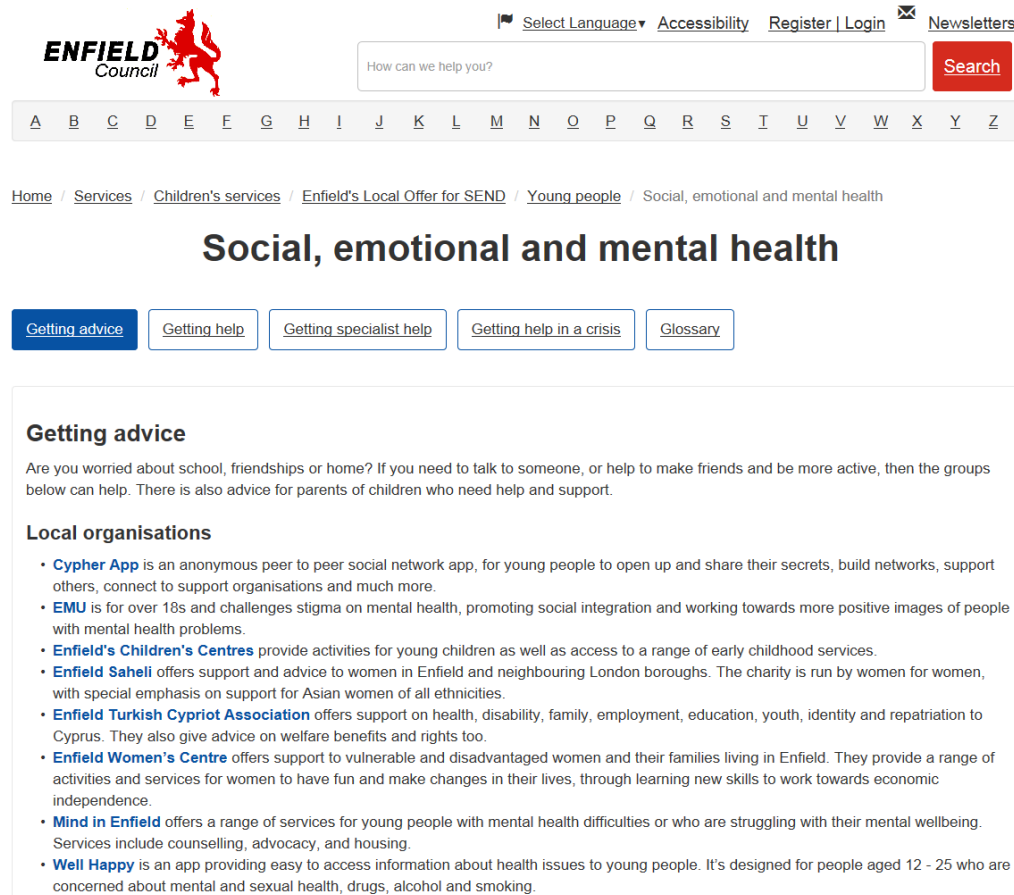
Thriving

Universal provision, MW, HV, GP, Education Settings
Universal parenting programmes
Babies in Lockdown
Enfield Thrives Together Network Meeting
CYP Participation groups and work (EYP, KRATOS, Youth Leadership Academy)
Whole School Wellbeing Audit
Professional Learning
Programme for schools/settings
Mental Health Leads Network
E-TIPS

Existing Good Practice in Enfield – Local Offer

<https://new.enfield.gov.uk/services/children-and-education/local-offer/social-emotional-and-mental-health/#1>

Already
using
THRIVE
needs
based
groupings
to
describe
local
offer



The screenshot shows the Enfield Council website. At the top, there is a navigation bar with the Enfield Council logo, a search bar, and links for 'Select Language', 'Accessibility', 'Register | Login', and 'Newsletters'. Below the navigation bar is a breadcrumb trail: 'Home / Services / Children's services / Enfield's Local Offer for SEND / Young people / Social, emotional and mental health'. The main heading is 'Social, emotional and mental health'. Below this are five buttons: 'Getting advice', 'Getting help', 'Getting specialist help', 'Getting help in a crisis', and 'Glossary'. The 'Getting advice' button is selected. The content area under 'Getting advice' includes a paragraph about support for school, friendships, and home, and a section titled 'Local organisations' with a list of organizations and services.

ENFIELD Council

Select Language Accessibility Register | Login Newsletters

How can we help you? Search

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Home / Services / Children's services / Enfield's Local Offer for SEND / Young people / Social, emotional and mental health

Social, emotional and mental health

Getting advice Getting help Getting specialist help Getting help in a crisis Glossary

Getting advice

Are you worried about school, friendships or home? If you need to talk to someone, or help to make friends and be more active, then the groups below can help. There is also advice for parents of children who need help and support.

Local organisations

- **Cypher App** is an anonymous peer to peer social network app, for young people to open up and share their secrets, build networks, support others, connect to support organisations and much more.
- **EMU** is for over 18s and challenges stigma on mental health, promoting social integration and working towards more positive images of people with mental health problems.
- **Enfield's Children's Centres** provide activities for young children as well as access to a range of early childhood services.
- **Enfield Saheli** offers support and advice to women in Enfield and neighbouring London boroughs. The charity is run by women for women, with special emphasis on support for Asian women of all ethnicities.
- **Enfield Turkish Cypriot Association** offers support on health, disability, family, employment, education, youth, identity and repatriation to Cyprus. They also give advice on welfare benefits and rights too.
- **Enfield Women's Centre** offers support to vulnerable and disadvantaged women and their families living in Enfield. They provide a range of activities and services for women to have fun and make changes in their lives, through learning new skills to work towards economic independence.
- **Mind in Enfield** offers a range of services for young people with mental health difficulties or who are struggling with their mental wellbeing. Services include counselling, advocacy, and housing.
- **Well Happy** is an app providing easy to access information about health issues to young people. It's designed for people aged 12 - 25 who are concerned about mental and sexual health, drugs, alcohol and smoking.

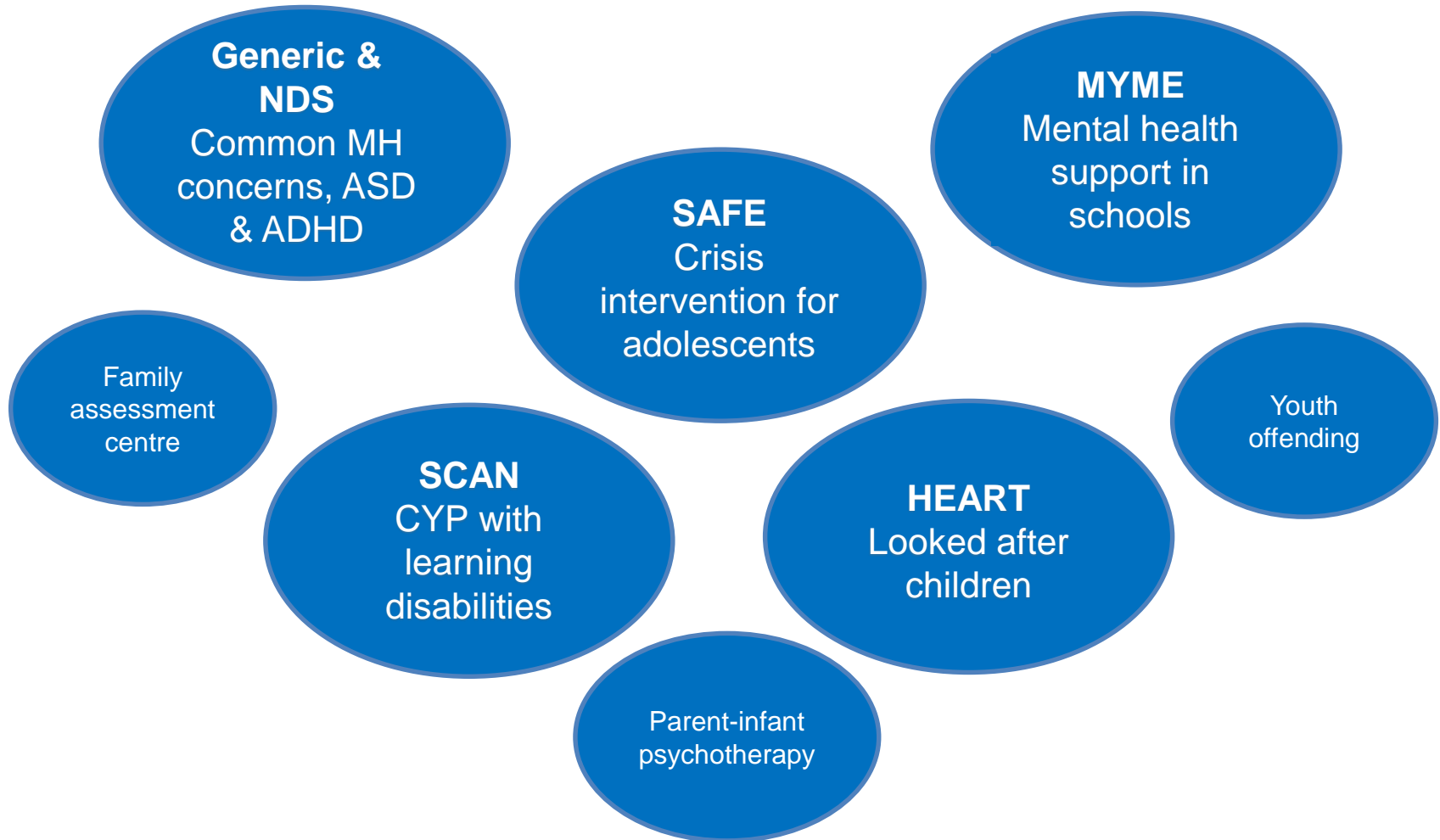


Enfield CAMHS

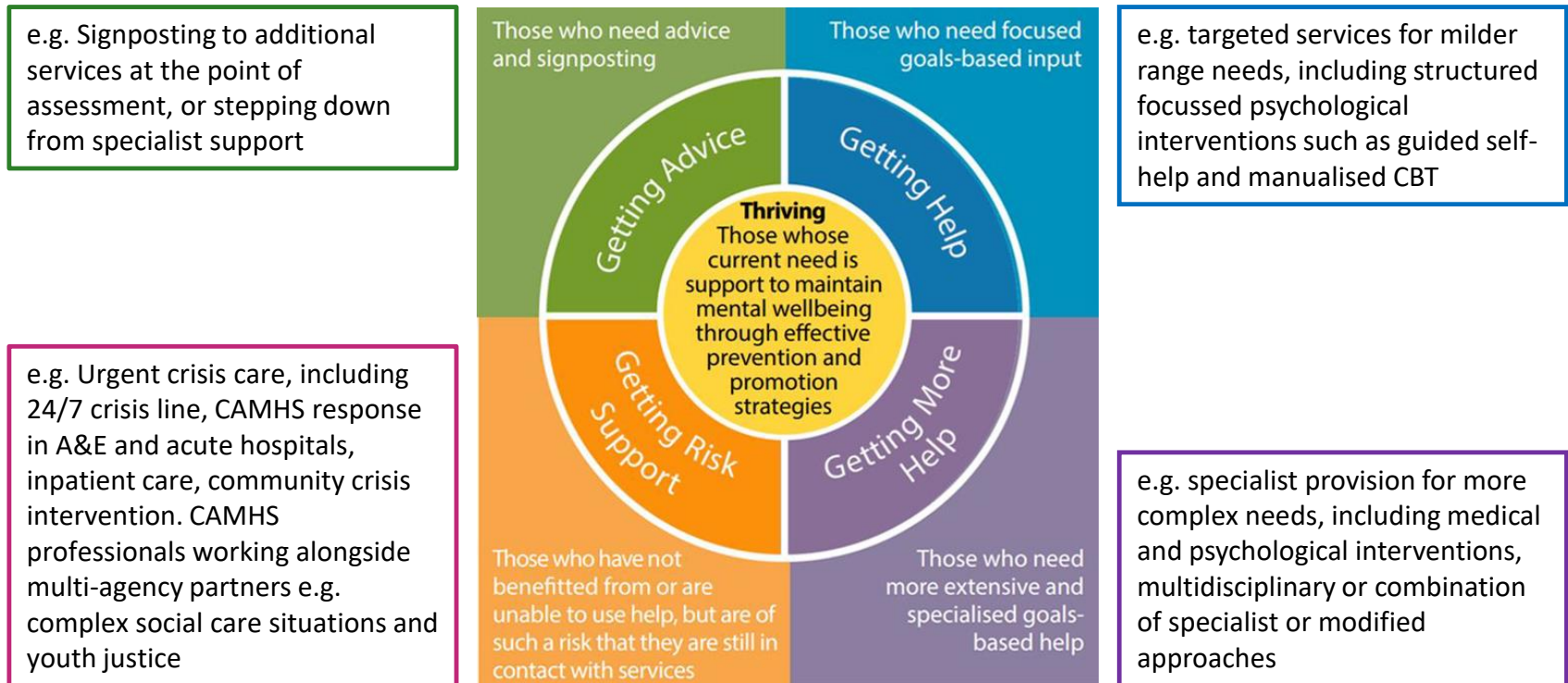
Nick Clarke
Consultant Clinical Psychologist & Enfield
CAMHS Clinical Lead

November 2021

CAMHS teams & remits



CAMHS interventions & support



CAMHS-THRIVE mapping

Individual teams may address a whole range of needs, but these are their primary areas of focus:

SAFE

HEART

SCAN

Generic & NDS

MYME

Getting advice

Getting help

Getting more help

Getting risk support

NHS national benchmarking

Enfield CAMHS participates in **national benchmarking** with other services, providing a useful reference point for demand and capacity

- Workforce numbers are lower than the national average
- The number of referrals received is in line with the national average
- Average waiting time to first appointment is in line with the national average
- The referral acceptance rate (86%) is higher than the national average
- Number of client contacts is higher than the national average
- The number of client contacts per clinician is higher than the national average

Challenges

- Pandemic recovery
- Workforce wellbeing, recruitment and retention
- High demand on services and stretched capacity
- Referral rates and severity
 - Surges and dips in referrals
 - Significant increase in higher priority referrals
 - High risk referrals and acute demands on crisis response/adolescent team
- Waiting times in Generic & NDS
- Need for larger scale service transformation to meet the demand differently, in a more sustainable way across the whole system

Waiting times

HEART, MYME & SAFE
referral to treatment:

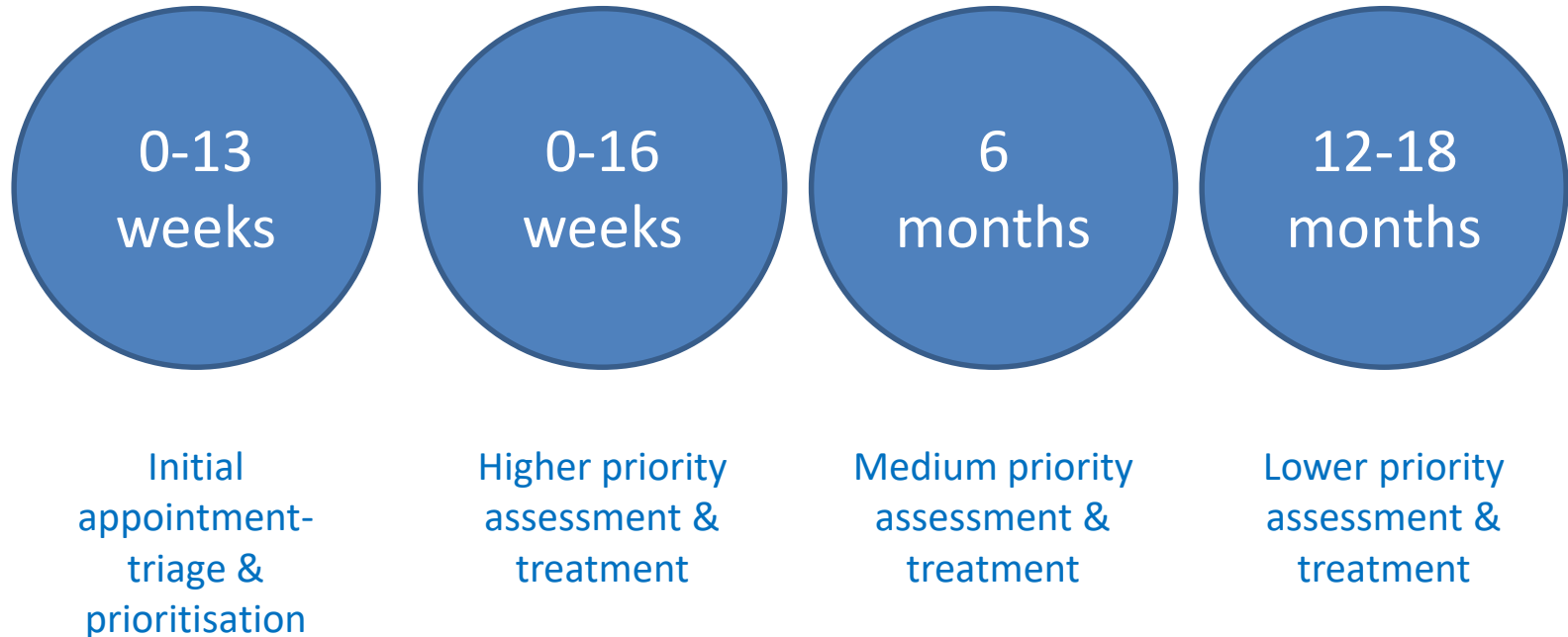


SCAN referral to treatment:



Waiting times

Generic and NDS



All teams will prioritise high-risk cases and respond urgently where necessary

Achievements

- Flexibility and resilience of workforce through pandemic
- Development of blended model- phone, video, face-to-face
- Larger scale service transformation and Quality Improvement initiatives underway
- MHST expansion from Jan 22 will improve access to help in school communities
- Crisis pathway developed and strengthened through pandemic
- Development of new workforce roles enabling more flexible service delivery: Education Mental Health Practitioners, Peer Worker, Assistant Psychologists

CAMHS transformation

The THRIVE Framework Principles

The THRIVE Framework Principles are the basis for all support options provided by those implementing the THRIVE Framework. They should be embedded in everything the service or community does.

1. Common Language

Common conceptual framework (five needs-based groupings: *Thriving, Getting Advice, Getting Help, Getting More Help, Getting Risk Support*) shared across all target groups.

2. Needs-Led

Approach based on meeting need, not diagnosis or severity. Explicit about the definition of need (at any one point, what the plan is and everyone's role within that plan). Fundamental to this is a common understanding of the definitions of needs-based groupings across the local system.

3. Shared Decision Making

Voice of children, young people and families is central. Shared decision-making processes are core to the selection of the needs-based groupings for a given child or young person.

4. Proactive Prevention and Promotion

Enabling the whole community in supporting mental health and wellbeing. Proactively working with the most vulnerable groups. Particular emphasis on how to help children, young people and their communities build on their own strengths including safety planning where relevant.

5. Partnership Working

Effective cross-sector working, with shared responsibility, accountability, and mutual respect based on the five needs-based groupings.

6. Outcome-Informed

Clarity and transparency from outset about children and young people's goals, measurement of progress movement and action plans, with explicit discussions if goals are not achieved.

- Discuss the limits and ending of interventions.
- Differentiate treatment and risk management.
- Consider full range of options including self or community approaches.

7. Reducing Stigma

Ensuring mental health and wellbeing is everyone's business including all target groups.

8. Accessibility

Advice, help and risk support available in a timely way for the child, young person or family, where they are and in their community.

Next steps

- Extensive action plan to recover backlog of referrals and reduce waits
- Scoping additional weekend clinics
- Procurement of additional support through digital providers to outsource selected interventions where appropriate
- Trust wide strategy to boost CAMHS recruitment
- Quality Improvement, organisational development and project management expertise to support staff and progress service transformation
- Move from triage model, to brief intervention at point of entry
- Expanding our group offer
- Provide more consultation to other CYP-facing services to extend access
- Sustaining our work as a partnership in the borough to improve services and access across the system

Reflecting Teams

12.00 – 12.45

Groups



AOB & Future Meetings

1. Please complete the SMHL Network evaluation and feedback - [LINK](#)

In addition to feedback to help us plan future sessions it also includes:

- **Invitation to share good practice** going on in your school.
- Feedback on the **DfE training** so far.
- **Logging your interest** in the Anna Freud Link programme.

2. Future Dates:

31 st January 2022	10.00 to 1.00
21 st March 2022	10.00 to 1.00
9 th May 2022	10.00 to 1.00
27 th June 2022	10.00 to 1.00

3. Thank you to everyone for coming today and to our presenters.