

North Lanarkshire Council

Report

Education and Families Committee

approval noting

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Mental health, well-being and resilience Delivery Plan

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Executive Summary

The issue of mental health in Children and Young People has been an area of growing concern over recent years. Both locally and nationally indicators of concern have been observed around mental health and wellbeing and demand on mental health treatment services has risen significantly. The availability of preventative and early intervention services has been identified as an issue by Audit Scotland and other agencies.

This report proposes a Mental Health, Well-being and Resilience Delivery Plan for the Education and Families Service. This plan encompasses four key strands:

1. Nurture and resilience
2. Promoting Positive Mental Health and Suicide Prevention
3. Mental health curriculum
4. Staff wellbeing: promoting positive mental health and emotional resilience

This recognises that positive mental health requires key building blocks with all of the above work streams combining to provide children in North Lanarkshire with nurturing supports that build resilience, early and targeted intervention to deal with mental health issues that arise and a positive curriculum around mental health issues delivered by staff that are well supported and able to deal with the emotional demands of this work.

The development of Education and Families' Mental health wellbeing and resilience Delivery Plan fits within and supports the delivery of the strategic framework of partnership planning for children and young people services including the delivery of the Lanarkshire Mental Health Strategy.

Recommendations

It is recommended that the Education and Families Committee:

- (1) Note the contents of this report,
 - (2) Note the progress in relation to the delivery of Mental health, well-being and resilience,
 - (3) Agree the Education and Families Mental Health, Well-being and Resilience Delivery Plan as summarised in the report and attached at Appendix 1.
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The Plan for North Lanarkshire

Priority Support all children and young people to realise their full potential

Ambition statement (15) Encourage the health and wellbeing of people through a range of social, cultural, and leisure activities

1. Background

1.1 Members will recall that a previous report was approved at Education and Families Committee in February which outlined the case for developing a Resilience and Mental Health Strategy within the Education and Families Service focus on improving mental health, wellbeing and resilience of children and young people.

1.2 The report noted the ongoing work on a partnership basis, through the Children's Services Partnership, and the development of a new Mental Health Strategy for North Lanarkshire led by NHS Lanarkshire and in response to the work of the national Children and Young People's Mental Health Taskforce.

1.3 These strands were all then pulled together in The Plan for North Lanarkshire Programme of Work P032: Mental health, well-being and resilience which outlined that:

'in line with the planned Lanarkshire Mental Health Strategy and the work of the national taskforce, the council intends to implement a progressive strategy to address the mental health and well-being of children and young people. This will be delivered through a range of curricular support and approaches to address needs and promote resilience in collaboration with the wider Children's Services Partnership.

This will involve training for staff in approaches that aim to support young people in identifying and addressing mental health issues and integrating counselling services with practice. It will also address the needs of parents and carers and focus on building the capacity of young people.'

1.4 The development of the Lanarkshire Mental Strategy is almost complete and the new strategy will be considered by Policy and Strategy Committee in September 2019. This strategy includes a specific chapter focused on children and young people which recognises that mental health, wellbeing and resilience is a priority for the Children's Services Partnerships in North and South Lanarkshire, evidencing the importance of mental health for the multiagency partnerships and recognising the importance of building resilience as the means to help children and young people withstand the emotional pressures that they face.

1.5 Its vision is to maximise the mental health and wellbeing for all children and young people, putting children and young people at the centre of planning and delivery and building on the principles of Getting it Right for Every Childⁱ (GIRFEC) which was placed on a statutory footing by the Children and Young People (Scotland) Act 2014.

1.6 It aims to provide the best possible start for children and young people by providing the right support at the right time, listening to the voices of the children and their families and adopting an early intervention approach which is focused on outcomes.

1.7 Delivery of this vision will see an inclusive approach which covers the whole developmental period from preconception through perinatal and infant mental health into childhood, adolescence and early adulthood.

- 1.8 The development of Education and Families' Mental health wellbeing and resilience Delivery Plan fits within and supports the delivery of this strategic framework of partnership planning.
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2. Report

- 2.1 Following approval of the Committee report and the Programme of Work, and in support of the National Improvement Framework, a Health and Wellbeing working group was established to progress development of a delivery plan in support of mental health, well-being and resilience.
- 2.2 Our research, through involvement in the Realigning Children's Services national programme, indicates that most children and young people living in North Lanarkshire appear happy, consider themselves healthy, like the areas they live in and have good relationships with family, peers and teachers.
- 2.3 However mental health, wellbeing and resilience difficulties are seen to affect a small but significant number of young people across all backgrounds but with increased prevalence within particular groups of young people including:
- mental health and wellbeing difficulties are associated with higher levels of family deprivation
 - pupils with lower attachment to school are more likely to report issues of mental health and distress
 - young people with a disability or life limiting illness are more likely to be affected by poor mental health
 - Looked after children are more likely to experience issues of poor mental wellbeing
- 2.4 This can be further compounded by the impact of a range of external factors such as increasing levels of child poverty, freeze in welfare benefits and increasing pressure from social media.
- 2.5 This is evidenced in our RCS data which indicates that a significant percentage of secondary age pupils, primarily girls and in particular in S3 and S4 had poorer mental health and emotional wellbeing as indicated by their Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) scores. In addition to this there have been recent concerns around a number of suicides by young men, particularly in North Lanarkshire, indicating that the issues of mental ill health cut across genders and can have grave consequences where issues have not been identified.
- 2.6 Mental health, well-being and resilience impacts on many of the Education and Families priorities but a specific focus on this area has allowed the development of a strategic approach across the service which will influence approaches to promoting this area of work from nursery and early years, through primary and secondary age groups to young adults.
- 2.7 To support the development of this approach, the Health and Wellbeing Group has identified four key workstreams, established sub-groups and identified improvement areas and activity. The four key workstreams are:
- Nurture and resilience
 - Promoting Positive Mental Health and Suicide Prevention
 - Mental health curriculum

- Staff wellbeing: mental health and emotional resilience.

2.8 The remainder of this section provides a short outline of the priorities for each strand and the detail of the improvement actions are included in the delivery plan attached at Appendix One.

Nurture and resilience

2.9 Key protective factors have been identified through studies of resilience which can enable children and young people to thrive in spite of adversity. The importance of feeling connected, having a safe base and enjoying positive relationships are central to resilience building. The aim of the Nurture and Resilience workstream is to assist adults working with children to provide nurturing environments where children and young people can thrive.

2.10 This will be achieved through a self-evaluation tool and the implementation of evidence informed interventions. Further detail is provided in the Delivery Plan: Nurture and Resilience attached as Appendix One. On-going professional learning opportunities will be offered to adults working within a range of sectors (e.g. early years, primary, secondary and children's houses) to support the application of these approaches. For children and young people requiring additional support the Resilience Toolkit will be used to improve assessment, planning and the selection of appropriate interventions.

2.11 These interventions have been piloted within North Lanarkshire with positive results. The learning from initial piloting will inform the wider roll out within Education and Families to ensure these approaches are embedded and sustained.

Promoting Positive Mental health and Suicide Prevention

2.12 Mental ill health has been recognised for some years as a significant issue which has effects that go well beyond the boundaries of traditional mental health services. It is estimated that at least one in 10 children and young people have a possible diagnosable mental health problem, and this has considerable personal, social and economic impacts across the lifecycle of those affected.

2.13 Children and Young People's Mental Health appears to be an increasing problem, with referral to Child and adolescent mental health services increasing since 2013/14 by 22% nationally. Child and Adolescent Mental Health Services (CAMHS) Lanarkshire, has seen an increasing trend in referral patterns across recent years with referrals doubling from 2012 to 2018. This is undoubtedly placing pressures on CAMHS services to respond to the requests for assistance that they are receiving.

2.14 Audit Scotland (2018) found that risk of developing mental health issues is significantly higher for certain groups

- 45% of Looked after children assessed as having at least one mental disorder
- 36% of young people with learning disabilities having a diagnosable mental illness
- 95% of young people with convictions in custody having at least one mental health problem
- 33% of young carers show signs of mental health issues
- Children in low income households being 3 times more likely than children from more affluent families to develop mental health problems.

As a result of this the development of interventions with these groups forms a major part of the plan over the next year.

- 2.15 The plan for Promoting Positive Mental Health and Suicide Prevention builds on the other parts of this plan that are concerned with nurture and resilience, a strong curriculum and a well-supported staff group. These are essential building block in achieving strong mental health for children across the Education and Families service. The plan sits in two sections looking at earlier intervention with specific groups seen to be at higher risk, and those requiring more intensive interventions from CAMHS, or where suicide prevention intervention is required.
- 2.16 This plan for Promoting Positive Mental Health and Suicide Prevention links in to other developments in order to maximise the efforts being carried out across the service and achieve the best outcomes for children and young people. In particular the work being carried out on transforming pathways is referenced. This is an initiative that is centred on one school cluster, looking at developing pathways to children's services that minimise delay, but also manage the demand for service. It is part of an initiative supported by The Centre of Excellence for Looked-After Children in Scotland (CELCIS) based at Strathclyde University. It is expected that this work will assist in prioritising CAMHS referrals and lead to learning that can be applied across the authority.
- 2.17 In addition the further development of Self Directed Supports (SDS) for children forms part of this plan. This takes forward a model already used with children with disabilities which is currently being developed to make the most of the new links created by the Education and Families Service. This model may be extended to support children and young people with significant mental health issues and also can be used to maximise support for children with learning disabilities who are a priority group for mental health supports.
- 2.18 Suicide prevention is an important part of this plan. Although suicide affects small numbers of children and young people, one suicide is one too many, and the plan proposes a number of elements to strengthen the suicide prevention measures already used in our services. Development and re-launch of the Lifelines Approach will develop an already understood and evidence based model and make sure that it is applied as widely as necessary. This will be followed up with cluster based staff development, to reinforce the model, and make it available to children and young people when it is needed. This work sits alongside the wider work on suicide prevention being carried out by the Lanarkshire Suicide Prevention Group.
- 2.19 The Scottish Government has allocated national funding of £12m to support the delivery of school counselling services during 2019/20 which reflects the part year introduction of the programme. The confirmed allocation for North Lanarkshire during 2019/20 is £0.723m. The Scottish Government has confirmed national funding of £16m (full year) from 2020/21 onwards. There are ongoing discussions in respect of individual authority awards from 2020/21 however it is anticipated North Lanarkshire will receive annual funding of £0.960m.
- 2.20 In year 1 it is proposed that a range of learning offers in attuned interactions is made available to all establishments, staff and partners who have contact with children and young people. This will enhance the front line interactions staff have with children and young people in one-to-one and group settings, helping children to feel listened to and valued. This development will link closely with other universal health and wellbeing offers, in particular the development of nurturing approaches.
- 2.21 At the additional level an offer of further school counsellors will be made to all schools. Monies will be devolved to establishment to enable them to utilise the existing SAC/PEF procurement framework to secure accredited counsellors. Employing the

number of counsellors required for this initiative across Scotland is likely to be a challenge. Education and Families propose to fund accredited counselling training to existing staff as part of a sustainable workforce development plan in Session 19/20.

- 2.22 In tandem with the year 1 programme of work Education and Families in conjunction with partners will conduct an options appraisal utilising the methodology previously approved for the Council Review Programme. This will consider what type of counselling service will enable school staff to engage children with appropriate support services within their local communities and at an early stage.

Mental health curriculum

- 2.23 The curriculum workstream was established to review the existing programme of mental health and wellbeing education being delivered to the children and young people in our schools and centres, agree a number of improvement actions and identify the training needs of staff.
- 2.24 The Scottish Government published the findings of their review of Personal and Social Education (PSE) in January 2019. PSE is the delivery model for Health and Wellbeing (H&W) and learning in PSE/H&W is designed to ensure that all children and young people develop the knowledge and understanding, skills, resilience, capabilities and attributes which they need for mental, emotional, social and physical wellbeing.
- 2.25 Amongst many other things, the findings from the engagement sessions undertaken to produce the report, highlighted the importance of mental health education as a priority. There was also an acknowledgement that the delivery of H&W/PSE was inconsistent and, in some areas, not given the priority it requires.
- 2.26 The early findings of the NLC group indicate that in order to support our children and young people achieve good mental health and wellbeing, we must first ensure that all establishments create a 'rights –based' culture. Recognising, respecting and promoting the rights of children and young people, in a supportive ethos is essential to improving outcomes. Many of our schools are already on this journey and have achieved or are committed to working towards becoming a 'Rights-Respecting School'.
- 2.27 To support establishments create and maintain this rights – based culture, consideration must be given to relevant policies, resources and programmes. Our aim is that all establishments will develop a plan for continuous improvement of mental health and wellbeing as part of their core Health & Wellbeing programme.
- 2.28 It is acknowledged that establishments are at different stages of development along this journey and that the needs of the children and young people in each establishment will vary.
- 2.29 The workstream also recognises that there are many areas of excellent practice in North Lanarkshire which are contributing to improving the mental health of our communities and these include:
- Solihull approach training
 - Rights respecting schools commitment
 - Nurture training and development
 - Work to build pupil and staff resilience
 - Commitment to Growth Mindset approaches
 - Development of Pupil Voice/Leadership opportunities

- 2.30 Despite the results of the health and wellbeing survey carried out by 'Realigning Children's Services' indicating that most children living in North Lanarkshire and who responded, appear happy, consider themselves healthy, like the areas they live in and have good relationships with family, peers and teachers, mental health, wellbeing and resilience difficulties are seen to affect a small but significant number of young people across all backgrounds.

Staff wellbeing: mental health and emotional resilience

- 2.31 Education and Families workforce needs to be fully equipped to support the mental health and wellbeing needs of children, young people and their families.
- 2.32 This requires an approach that recognises and addresses the mental health and wellbeing needs of the workforce itself, and includes the development of emotional resilience for dealing with intense and challenging work situations.
- 2.33 Research into mental health, wellbeing and resilience among teachers and social workers indicates higher levels of work related stress, anxiety and depression than in many other occupational groups. The emotional impact of working with children, young people and families affected by attachment, trauma and psychological distress, is cited as a factor that increasingly impacts not only on employee wellbeing but on the quality of the service the employee is able to provide.
- 2.34 Fortunately, research also highlights positive actions that employers and employees can take to help reduce the stress, anxiety and depression experienced by staff. This includes a set of learnable skills and practices that support the development of emotional resilience. Within Education and Families, we are combining a number of these actions into a strategic and co-ordinated approach that will help to improve mental health and resilience across our workforce.
- 2.35 The improvement actions selected are fully aligned with and supportive of the corporate strategy for addressing the mental health and wellbeing of all council employees. They will be developed, implemented and evaluated by Education and Families officers working in conjunction with corporate colleagues and Trade Union representatives. Actions will be delivered in the context of a wider programme of corporate activity.
- 2.36 The actions identified have been categorised under the following four headings. Further detail is provided in the Delivery Plan - Staff Wellbeing: Promoting Positive Mental Health and Emotional Resilience attached at Appendix One.

1. Signposting

Providing digital access to information, services and resources that promote and support staff mental health, wellbeing and resilience and enable staff to recognise and respond to their own needs and challenges.

2. Support

Providing a range of one to one and group support options for staff, including those affected by emotionally intense or critical work situations and those experiencing mental health challenges

3. Skills Development

Providing staff with a range of learning and development opportunities that can extend their knowledge and understanding of the skills, strategies and practices that support effective stress management and resilience in an education and social work setting

4. Stigma Free, Supportive Culture

Working with staff teams to create workplace environments where day to day practices promote mental wellbeing, and where staff feel able to talk openly about mental health issues

- 2.37 The approach suggested supports the development of a workforce able to recognise and respond confidently to its mental health needs and challenges. The outcome over time will be an increasingly resilient and consistently effective workforce that continues to function well under pressure and adapt to the ever changing demands of challenging work situations.
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3. Equality and Diversity

3.1 Fairer Scotland Duty

As regards the Fairer Scotland conversation, the development and delivery of this Education and Families Mental Health Wellbeing and Resilience Delivery Plan across the Education and Families Service will allow a greater focus on strong mental health as an outcome for all young people

3.2 Equality Impact Assessment

Improving mental health will be a positive step towards greater equality for children and young people using our services. As such the delivery of this plan will support the wider equality agenda.

4. Implications

4.1 Financial Impact

The actions outlined in this plan can be fully supported through receipt of additional grant in respect School Counselling coupled with existing resources allocated to this activity.

4.2 HR/Policy/Legislative Impact

The development and delivery of this delivery plan will have no HR impact and may provide evidence of meeting our legislative requirements in a broad area of responsibilities such as equalities, disability and corporate planning.

4.3 Environmental Impact

There will be no environmental impact.

4.4 Risk Impact

Developing and delivering a mental health delivery plan will be a useful component in reducing future risks around young people, mental health and wellbeing in the future.

5. Measures of success

- 5.1 The measures of success are contained within the Education and Families Mental Health, Well-being and Resilience Delivery Plan at Appendix One.

6. Supporting documents

6.1 Appendix 1 - Mental Health Mental Health, Well-being and Resilience Delivery Plan

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ⁱ South Lanarkshire Partnership, Stronger Together, 'Getting it Right for Every Child' 2017-2020;
https://www.southlanarkshire.gov.uk/downloads/file/11688/childrens_services_plan_2017-2020

Education and Families Mental Health, Well-being and Resilience Delivery Plan

The purpose of this delivery plan is to support the delivery of a range of improvement actions focused on improving the mental health, wellbeing and resilience of all children and young people in North Lanarkshire.

Our Ambition

The Plan for North Lanarkshire is our vehicle for delivering shared priorities and improving outcomes for North Lanarkshire. The **Plan** is a high level strategy to communicate our priorities and provide a focus for activities and resources. The ambition statements in the plan are a huge opportunity to develop North Lanarkshire as the place to *Live, Learn, Work, Invest and Visit* by mustering combined resources and delivering change in a dynamic way that recognises the need for partnership and co-operation to address challenges through integrated solutions to make a difference.

Contained within the Plan one of the 5 key priorities is to ***‘support all children and young people to realise their full potential.***

To ensure we achieve this priority, we have identified 5 ambition statements:

- Raise attainment and skills for learning, life and work to enhance opportunities and choices
- Enhance collaborative working to maximise support and ensure all our children and young people are included, supported, and safe
- Engage children and families in early learning and childcare programmes and making positive transitions to school
- Invest in early interventions, positive transitions, and preventive approaches to improve outcomes for children and young people
- Engage with children, young people, parents, carers and families to help all children and young people reach their full potential

Supporting the ambitions contained in The Plan for North Lanarkshire, **The North Lanarkshire Children’s Services Plan 2017-2020**, is our key local partnership ‘driver’ for children’s services improvement across North Lanarkshire and includes *improving outcomes for looked after children and young people* as one of its four key priorities together with *neglect (including substance and alcohol misuse), prevention and mental wellbeing and resilience.*

Our Vision

Our children and young people will be safe, healthy, active, nurtured, responsible, respected, achieving and included so they can realise their potential and grow to be successful learners, confident individuals, effective contributors and responsible citizens. Everyone has a part to play in achieving our vision for children and young people in North Lanarkshire. We will provide a broad range of services and supports to meet the needs of all children. For the majority, this will be within our universal services. Some children will require additional supports and a small number will need specialist or intensive services to meet their needs

Our Learning

Adverse Childhood Experiences (ACEs)

Research over recent years has led to a deeper understanding of the impact of Adverse Childhood Experiences (ACEs) on the mental health, wellbeing and resilience of adults. An adverse childhood experience is a term given to describe all types of abuse, neglect and other traumatic experiences that happen to individuals under the age of 18 years categorised in the ten categories identified below.



Research findings highlight the links between ACEs and health inequalities and the need to build on strategies that increase resilience in all children and young people by recognising the importance of targeting specific social and emotional skill development. The importance of one stable adult relationship which often acts as a protective buffer and allows children and young people to develop skills needed to cope with adverse life experiences is also recognised. One of the key messages that has arisen in discussion about ACEs is the need to use awareness of these to guide practice and also to recognise the key impact of strengthening resilience as a key factor in mitigating against the influence of ACEs.

Trauma informed practice

Given the growing awareness of the prevalence of adverse and traumatic experiences in childhood and an understanding of the impact of these, awareness is growing of the impact of 'trauma informed practice'. This recognises the correlation between trauma and poorer outcomes which may be caused by the direct impact of the trauma, the impact of the trauma on a person's coping response or the impact of the trauma on a person's relationships with others.

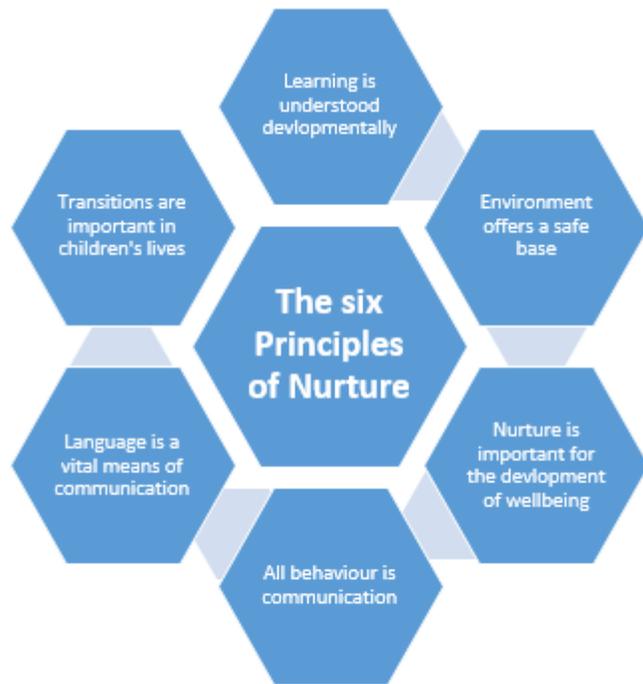
A response to adverse experiences will be impacted by both individual factors (such as previous experiences, poverty, developmental level, presence of a disability) and experiential factors (chronic or single event, nature of event, availability of support, severity, physical proximity, presence of stigma, availability and quality of interventions). Importantly, what makes an experience traumatic is the individual's reaction to the event rather than the event itself.

The evidence base is emerging that trauma informed practice can support identification of need and lead to improved outcomes for those affected by trauma. Considering support through a trauma informed lens can contribute to a greater understanding of the reasons underlying some children's difficulties with relationships, learning and behaviour.

Nurture and resilience

Nurturing approaches are based on the understanding of child development and the importance of attachment, and take account of current advances in neuroscience and the understanding of brain development. Children display proximity seeking behaviours in order to get the attention of their caregiver and the caregiver's response in those early interactions results in the child developing an attachment style that is either secure or insecure. This attachment relationship is important for future long-term outcomes where secure attachment is viewed as a protective factor which can enhance social and emotional well-being and insecure attachment is seen as a risk factor in relation to well-being. The key importance of attachment with adults has been well documented as a

foundation for building resilience in young people and supporting their ability to engage in learning experiences. The 6 principles of Nurture are illustrated below:



This approach forms the basis of North Lanarkshire's framework for the promotion of health and wellbeing and underpins Education and Families response to all key policies with respect to wellbeing, relationships and behaviour as well as linking directly with our self-evaluation frameworks.

Our Values

Within our Children's Services Plan, we have identified the following key values which focus on the principles of rights, respect, inclusion, families, community engagements and partnership.

1. Children, young people and families are stakeholders and partners in the planning and delivery of children's services.
2. All children and young people are included, irrespective of health, gender, ethnic origin, age, sexual orientation, economic circumstances, religion or belief.
3. We promote and safeguard the rights of children and young people and make sure everybody is aware of these rights and understand what they are, as expressed in the United Nations Convention of the Rights of the Child.
4. Getting it Right for Every Child is our approach to working with children and young people.
 - We are child centred - children are viewed as individuals and their wider world is recognised.

- Shift to prevention - we seek to identify difficulties and solutions as early as possible to prevent more or bigger problems in the future.
 - Partnership - we work together to ensure children, young people and families get the support they need when they need it.
5. We take an asset based approach that recognises and builds on the strengths that already exist within children, young people, their families and communities.
 6. We promote resilience in those experiencing adversity.
 7. We work together to reduce inequalities and the impact of poverty on children and families.
 8. Our actions are informed by evidence, or contribute to an evidence base and new ideas are tested and evaluated.
 9. We gather information to identify the needs of children, young people and families in North Lanarkshire, determine what is important, decide where we target our resources, and identify how we can improve.

Our Approach

Our approach recognises that children and young people do best when they are well supported by their parents and carers, family and communities. It is underpinned by the values of respect, inclusion, fairness, community engagement and partnership and links closely to Getting it Right for Every Child, the national approach to improve outcomes and support the wellbeing of children and young people by offering the right help at the right time from the right people.

The approach empowers children, young people and parents by recognising and promoting their rights. Effective delivery depends on the development of good quality relationship based practice that embraces partnership working with children and families and strives to ensure that the entitlement of all children and young people to be safe, healthy, active, nurtured, achieving, respected, responsible and included is realised. Positive social and emotional development in childhood and adolescence has been shown to be associated with better outcomes and greater wellbeing. North Lanarkshire's children and young people experience more positive emotional wellbeing and behaviour than might be expected given the level of poverty and deprivation. This may be linked to the strong foundation already built through relational and positive approaches and provides a firm base for further improvement.

Studies of Resilience (the capacity to thrive in the face of adversity) clearly indicate the factors which can lead to positive outcomes for children and young people. It has been shown that a safe base and feelings of connectedness are pivotal in supporting children to overcome adversity. The importance of sensitive, attuned relationships, skilled relating and positive valuing of the child in enabling children and young people to overcome adversity underpins approaches to ensuring that all children and young people have the fullest opportunity to grow, develop and realise their potential.

Building on an ethos of nurture and partnership with families, clear identification at an early stage of those children and young people who are experiencing any form of adversity through an understanding and analysis of their experience and behaviours (*know the child, follow the child*) underpins the implementation of intervention at the appropriate level in line with a staged intervention, Getting it Right and a health promoting approach.

The life trajectory for children and young people experiencing adversity is well documented. Intervention at an early opportunity to ameliorate difficulty, minimise risk and prevent further escalation of difficulty is also well evidenced. Staged intervention and GIRFEC planning pathways are based on this understanding as is the principle of proportionate and appropriate intervention and support. Some children and young people may require targeted support, for example to deal with loss or bereavement. Others may require specialist therapeutic input or multi agency planning and support.

Our values, principles and approach to 'supporting all children and young people realise their potential' means that we recognise the importance of family and community and whilst keeping the child or young person at the centre that we work holistically and collaboratively. We understand that many parents, families and carers have been, or are, themselves impacted by adversity including poverty and that an inclusive, strength and asset based approach and trauma informed and relationship based practice are also critical to our approach to family support.

Improvement Actions - Nurture and resilience workstream

Needs Analysis/Data and analysis

Since the development of the NLC Nurture Self-evaluation Framework in the academic session 2016-17, several key areas of impact have been identified. Research indicated that raising awareness of nurture principles and nurturing approaches led to improved pupil perception of learning, reduced emotional and conduct problems, reduced levels of hyperactivity and peer problems with an increase in pro-social behaviours. Further embedment across establishments resulted in a partnership with parents, carers and education staff in session 2017-18, with evaluations highlighting an increase in staff confidence and overall knowledge of nurture principles. Within the 2018-19 session, the understanding of longer-term impact illustrated an increase in professional understanding and implementation of principles in their practice. Moreover, impact on both children and young people's attendance and attainment has been identified through a case study approach in two establishments.

Proposed intervention	Impact measurement	Lead	Timescale
<p>Nurture principles to be embedded in establishments through the use of the NL Nurture Self Evaluation. This will be done by:</p> <ul style="list-style-type: none"> Delivering the revised multi-session training model in early years and primary establishments who have included this within their Delivery Plans in 2019-20) Identifying schools for secondary nurture pilot and begin readiness/scoping work Support the self-evaluation process within 6 target secondary schools in order to strengthen nurturing approaches using the North Lanarkshire Nurture Self-Evaluation Framework. Continue to provide support to the establishments currently embedding nurturing approaches following their self-evaluation process 	<p>Within each establishment pre and post-test measures will be used to track the following:</p> <ul style="list-style-type: none"> Individual professional understanding, and application of the 6 nurture principles. The reported frequency individual professionals apply each nurture principle. Whole establishment application of each nurture principle. <p>Bespoke measures selected with each establishment will gather data on the impact of subsequent interventions implemented.</p> <p>Children and young people views will be gathered either through existing establishment data and/or qualitative measures</p> <p>Within each secondary establishment in addition to the measures above pre and post measure of pupil health and wellbeing will be collected.</p> <p>School based H&W data will also be used to reflect outcomes over time.</p>	<p>Psychological Service and Scottish Attainment Team</p>	<p>June 2020</p>
<p>Proposed intervention</p>	<p>Impact measurement</p>	<p>Lead</p>	<p>Timescale</p>
<p>Pilot the use of the Nurture Self Evaluation within a Children's House.</p>	<p>As before pre and post measure of:</p> <ul style="list-style-type: none"> Individual professional understanding, and application of the 6 nurture principles. The reported frequency individual professionals apply each nurture principle. 	<p>Education and Families – Social Work, Virtual School,</p>	<p>September 2019 to June 2020</p>

	<ul style="list-style-type: none"> • Whole establishment application of each nurture principles. • Young people's health and wellbeing. 	Psychological Service	
<p>Needs Analysis/Data and analysis</p> <p>Resilience research indicates that there are key factors which can help children to thrive in the face of adversity (Daniels and Wassell, 2002).</p> <p>A workforce confident in assessing and planning for children's health and wellbeing using resilience research as part of the team around the child/GIRFEC processes can contribute to improved outcomes for children's health and wellbeing and narrowing of the poverty related attainment gap.</p> <p>Research within North Lanarkshire has documented positive impact through the use of the resilience toolkit. From 2017-19 there was a significant increase in professional's confidence in their understanding of resilience upon completion of training. Furthermore when the resilience toolkit was used in conjunction with VERP this resulted in positive impact on pupil attainment in terms of increased overall CEM scores. More specifically, children's developed ability increased in schools receiving Resilience Toolkit input and VERP compared to comparison schools.</p>			
<p>Provide on-going professional development in the area of resilience and the use of the resilience toolkit with an aim to:</p> <ul style="list-style-type: none"> • Improve professional knowledge of resilience. • Enable staff to analyse and interpret their GIRFEC assessment information within a resilience framework to identify protective and risk factors in children (using the resilience toolkit) • Undertake more robust planning for vulnerable children • Identify more appropriate interventions/approaches based on the assessment (supported by the resilience toolkit). • Improved outcomes from children (based on targets set in individual plans). 	<p>Evaluation will be at an individual level i.e. through improved planning and capturing outcomes over time (by the school) for individual children and young people e.g.</p> <ul style="list-style-type: none"> • Pupil plans will reflect a clearer understanding of the individual profile of needs (compared with older plans). • Outcomes for children and young people will improve, as reflected in on-going monitoring of plans at school level.' <p>School based tracking and monitoring H&W data for individual children/young people. Case studies data reflecting clearer planning and improved outcomes over time.</p> <p>Evaluation of interventions at class or school level may be linked to planning for individual children and young people but would be evaluated separately.</p>	Psychological Service	September 2019 to June 2020
Proposed intervention	Impact measurement	Lead	Timescale
Extend the use of the Resilience Toolkit within the Virtual School		Virtual School Lead, Social Work, Psychological Service	

Needs Analysis/Data and analysis			
Contribute to GIRFEC self-evaluation processes.			
Completed audit with a sample of S25 (voluntary looked after) cases within Education and Families. Purpose is to evaluate use of GIRFEC core components.	Evidence of planning in relation to GIRFEC wellbeing pathways.	GIRFEC Team	November 2019
Identify staff practice development needs following audit.			
Needs Analysis/Data and analysis			
To support establishments to change practice following use of the nurture self-evaluation			
Increase staff understanding and application of the 6 Nurture Principles in order to improve outcomes for children.	Bespoke evaluations will be selected based on the intervention/area selected. They will focus on the extent in which the nurture principle has been embedded and the impact of this change in practice.	Psychological Service	June 2020
Develop staff development resources to support the 6 Nurture Principles in conjunction with a reference group from <ul style="list-style-type: none"> • Health • Virtual school • SAC • Social Work • School Colleagues (EYs, Primary, Secondary) 	Impact on staff will be measured using post measures from the relevant section of the Nurture Self-Evaluation Framework		
Staff development opportunities will be delivered to establishments to increase knowledge and understanding relating to the nurture principle selected.	Pre and post-test measures will chart impact on children.		
	Existing school based tracking and monitoring H&W data for individual children will also be used to measure impact.		

Improvement Actions – Promoting Positive Mental Health and Suicide Prevention workstream

Needs Analysis/Data and analysis – Additional Supports

At the level of additional support the work done to promote nurture and resilience will be key intervention in promoting positive mental health. At the additional support level key groups will be considered for early intervention. Mental health and wellbeing difficulties are seen to affect young people across all backgrounds but with increased prevalence with particular groups of vulnerable young people.

Audit Scotland Found that

- 45% of Looked after children had at least one mental disorder
- 36% of young people with learning disabilities had a mental illness
- 95% of young people with convictions in custody having had least one mental health problem
- 33% of young carers show signs of mental health issues
- Children in low income households are 3 times more likely than children from more affluent families to develop mental health problems.

Proposed intervention	Impact measurement	Lead	Timescale
Delivery of a range of training offers in attuned interactions will be made available to establishments, staff and partners who have contact with children and young people e.g. the Solihull Approach, Video Enhanced Reflective Practice.	Measurement of impact will be based on : <ul style="list-style-type: none"> • Increased knowledge and skills of staff in supporting young people • Numbers of staff trained in supporting children and young people 	Education and Families including SAC and Psychological Service	March 2020
Consider options for delivery of a school based counselling service for children aged 10 and over	A full options will be carried out involving Education and Families staff and partners and an operating model for counselling in schools	Psychological Services	December 2019
Development of targeted approaches to engage vulnerable groups through small tests of change to achieve improved GIRFEC planning focused on nurture, building resilience and improving mental health.	For all groups impact will be measured through before and after measures. These will focus on: <ul style="list-style-type: none"> • Explicit addressing of measures to promote mental health in GIRFEC planning • Attendance at school • Involvement in positive social activity outside of school • Involvement in anti-social behaviour • Reported relationships between young people and carers 	Social Work and Partner Agencies	August 2020

<p>For Looked after children work to improve GIRFEC planning and intervention will take place involving a single Social Work locality and the virtual school to develop planning that will improve mental health.</p> <p>Self-Directed Support assessment and planning will be monitored to ensure focus on improving mental health for young people with learning disabilities.</p> <p>Mental health improvement will be considered as part of the Youth Justice approaches being developed under the Whole Systems Approach extension and development. To include family support to improve parent/ child relationships where possible alongside an approach from staff based on nurture and resilience</p> <p>As part of the work being undertaken to support Young Carers through the Carers Strategy and Young Carers Statements, development of positive mental health will be considered.</p> <p>Within the Improving Pathways Initiative low income households will be a priority group to develop early intervention methods to promote positive mental health.</p>	<p>Impact measure through the above measures from sampling plans and records.</p> <p>As part of the development of Self Directed Support a focus on mental health will be developed and plans will be sampled to measure the impact of this, alongside the above measures.</p> <p>The impact of this approach will be measured through sampling of plans to consider evidence of nurture, resilience building and family support approaches in interventions.</p> <p>Young carer's statements will be sampled to consider evidence of nurture, resilience building approaches alongside evidence of the above approaches.</p> <p>The group developing this initiative will consider low income households as a priority group. The impact of the approach on these households will be considered through the above indicators.</p>	<p>Social Work</p> <p>Social Work</p> <p>Social Work</p> <p>Social Work</p> <p>Improving Pathways Group</p>	<p>August 2020</p> <p>August 2020</p> <p>August 2020</p> <p>August 2020</p> <p>June 2020</p>
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Needs Analysis/Data and analysis – Intensive Supports

For those children and young people requiring more intensive interventions a range of actions are proposed. Children and Young People's Mental Health appears to be an increasing issue, with referral to Child and adolescent mental health services increasing since 2013/14 by 22% nationally. Child and Adolescent Mental Health Services (CAMHS) Lanarkshire, has seen an increasing trend in referral patterns across recent years with referrals doubling from 2012 to 2018. Alongside this there have been issues with CAMHS services meeting the demand. CAMHS in Lanarkshire currently have staffing rates running at 15.8 FTE personnel per 100,000 population whilst the Scottish average is around 18.5. This indicates the need to maximise early intervention approaches using GIRFEC based approaches promoting positive mental health at that level; and prioritising the small number of cases that need a specialist CAMHS service.

Alongside this there has been a rise in suicide rates across Scotland with the Information Services Division of NHS Scotland reporting a 15% increase between 2017 and 2018. This followed a fall between 2014 and 2017 and as suicide numbers annually are low it is difficult to be clear about this rise being significant. The peak age for suicide is over 35 but suicide numbers for young people remain a concern and require services across Education and Families to do all that is possible to prevent suicide.

Proposed intervention	Impact measurement	Lead	Timescale
<p>Update and relaunch of Lifelines resource as a suicide prevention tool across Lanarkshire. This will include development work focussed on :</p> <ul style="list-style-type: none"> - knowledge and skills with regard to suicide prevention for primary teachers - suicide prevention awareness raising sessions for S1 to S3 pupils. 	<p>Measurement of impact will be based on :</p> <ul style="list-style-type: none"> • Number of schools/clusters with updated resources available for suicide prevention. • Increased knowledge and skills of staff in supporting young people at risk of suicide and self-harm. Measured through self-report. • Numbers of primary staff trained in supporting children and young people at risk of suicide and self-harm. • Number of S1 to S3 pupils trained in the area of suicide prevention. 	<p>Psychological Services</p>	<p>August 2020</p>
<p>Delivery of Suicide TALK for all senior pupils, to allow them to become aware of opportunities to intervene appropriately with peers to reduce risk of suicide.</p>	<p>Numbers of senior pupils going through Suicide Talk training.</p>	<p>Social Work /Lanarkshire Suicide Prevention Group</p>	<p>June 2020</p>
<p>In order to respond appropriately and capture any learning from instances of suicide or attempted suicide, there will be an update and re-launch of the Critical Incidents Policy for Education and Families.</p>	<p>Updated policy available for schools/clusters.</p>	<p>Psychological Services</p>	<p>June 2020</p>
<p>Following the development of the updated Lifelines approach, pilot the delivery of cluster based Professional Development Sessions for Pupil Support</p>	<p>Impact of the Pilot will be based on Increased knowledge and skills of Pupil Support Staff and SMT in use of Lifelines Resource in assessing risk and intervening to reduce it.</p>	<p>Pan-Lanarkshire Suicide Prevention Group</p>	<p>December 2020</p>
<p>Staff and SMT in the implementation of the updated Lifelines Resource. This will be focussed on assessing risk and intervening to reduce it.</p>	<p>Pre- and post- pupil wellbeing measure for focus group of young people. (Involving of Research and Development Officers to robustly capture data)</p>	<p>Psychological Service</p>	<p>December 2020</p>

<p>As part of Transforming Pathways development consider how CAMHS referrals can be better targeted. This will involve CAMHS in the Transforming Pathways approach focusing on one school cluster. To better target the limited resources available from this specialist service and maximise the impact of earlier interventions.</p> <p>As part of the new Self Directed Support children's Service Pilot, Explore the use of self-directed support models with young people with ongoing mental health difficulties.</p>	<p>Impact will be measured through:</p> <ul style="list-style-type: none"> • Increase in the number of young people supported through earlier intervention methods • Decrease in requests for assistance to CAMHS which are seen by the service as inappropriate • Positive outcomes being seen for young people by the team around the child within the Transforming Pathways cluster <p>Increase in self-directed support packages provided to young people with mental health difficulties resulting in improved personalised outcomes.</p>	<p>Transforming Pathways Group</p> <p>Social Work</p>	<p>June 2020</p> <p>August 2020</p>
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Improvement Actions: Mental health curriculum workstream

Needs Analysis/Data and analysis

The national review of Personal and Social Education highlights that PSE has the capacity to be extremely beneficial in young people's education. Overall, 35% of pupils indicated that PSE was somewhat helpful. However, pupils in S1/2 saw it as extremely helpful while S4/4/6 found PSE to be only slightly helpful.

Despite this, the wellbeing survey undertaken as part of the Realigning Children's Services agenda indicated that North Lanarkshire's children and young people experience more positive emotional wellbeing and behaviour than might be expected, given the level of deprivation. A comprehensive programme of health and wellbeing delivered through PSE contributes to these encouraging statistics.

Proposed intervention	Impact measurement	Lead	Timescale
<p>Conduct a full review of existing resources, programmes of work and agencies used to support the delivery of mental health and wellbeing through PSE and other whole school programmes.</p> <p>Identify if the national results reflect the position in NLC and understand the difference in the value being placed on the impact of PSE input in the Broad General Education when compared with the Senior Phase.</p> <p>Look to provide greater opportunities for peer mentoring and utilising other young people to support the delivery of PSE.</p> <p>Identify opportunities for staff to develop their skills and confidence through training and support, to enable them to deliver high quality, effective PSE lessons.</p>	<p>Information gathered will allow for comparison with national data.</p> <p>Status of PSE is improved within and across schools at all stages.</p> <p>The content of PSE courses becomes more relevant and is driven through pupil consultation.</p> <p>Staff confidence improves. Subject is taught by knowledgeable and committed staff who understand the needs of the young people and the pressures they face.</p> <p>We see an increase in high quality support being provided to schools and, where appropriate, third sector agencies involved in supporting mental health curriculum.</p> <p>Referrals to Educational Psychologists and Counselling Services for mental health issues, reduce.</p>	<p>Education Officer, Continuous Improvement Service</p>	<p>January 2020</p>

Improvement Actions: Mental health curriculum workstream

Needs Analysis/Data and analysis

To provide staff with a framework that supports the planning, delivery and evaluation of health and wellbeing.

For the past four years education staff have been working with the Health Promotion team in NHS Lanarkshire to create a Health resource that provides nurseries and primary schools with a planning, delivery and evaluation framework for the full health and wellbeing curriculum within schools and communities. More recently this has been significantly enhanced to become an online resource. healthyschools@lanarkshire.scot.nhs.uk Linking the Experiences and Outcomes of Curriculum for Excellence to the SHANARRI Indicators, it is a comprehensive programme which allows staff to use their resources age and stage appropriately and assists in the planning of lessons. Currently around 70% of primary schools and nurseries are using the framework.

As part of the Scottish Attainment Challenge, Health and Wellbeing Strategy, we have identified H&W Champions in all schools. These colleagues provide a vital link to each establishment and help co-ordinate H&W activity.

Proposed intervention	Impact measurement	Lead	Timescale
<p>Organise a programme of training sessions in clusters to introduce Healthy Schools to those establishments who have still to train staff.</p> <p>Continue to develop the partnership with NHS(L) to extend the 'Healthy Schools' resource from Early to Fourth level.</p> <p>Identify experienced practitioners to support NHS colleagues shape the resource that will cover Secondary education.</p> <p>Identify resources that are being used to support the delivery of mental health and wellbeing and share with colleagues in cluster and across NLC.</p> <p>Ensure all H&W Champions are fully aware of available mental health support agencies and programmes. They know where to turn to for support.</p>	<p>All Primary and Nursery establishments in NLC have signed up to use the framework.</p> <p>Framework is completed for both Third and Fourth Level.</p> <p>Role of the 'Champions' is seen by schools as a key resource and enhances support to all staff delivering PSE/H&W.</p>	<p>Education Officer</p> <p>NHS(L) Health Promotion Team</p> <p>SAC H&W Team</p>	<p>August 2020</p>

Improvement Actions - Staff wellbeing workstream (mental health and emotional resilience)			
<p>Needs Analysis/Data and analysis Feedback from employees and the Staff Wellbeing Task Group suggests a need to:</p> <ul style="list-style-type: none"> • Increase awareness of existing provision e.g. NL Life, especially in schools • Establish a digital presence dedicated to staff wellbeing • Identify and share recommended resources 			
Proposed intervention	Impact measurement	Lead	Timescale
<p>1. Signposting for Staff (Information, Services and Resources)</p> <p>Signpost/ promote key resources:</p> <ul style="list-style-type: none"> • NL Life, with a key focus on Work Well NL content • NLC Mental health policy, framework and guidance note (when complete) • Corporate wellbeing campaigns and activities <p>Establish Staff Wellbeing presence on approved digital platforms and networking sites (Yammer, Twitter, Glo) - share information/ exchange good practice</p> <p>Create online library relevant to ‘helping professions’ e.g. preventing secondary stress; modelling emotional competence and resilience</p>	<ul style="list-style-type: none"> • Monitor uptake/ engagement with NL Life • Issue NL Life poster for display in all workplaces • Number of school visits to promote NL Life • Measure online traffic • Gather feedback from wellbeing champions • Measure online traffic 	<p>Employee Relations & Talent and Organisational Development</p> <p>Welfare Officer & Employee Relations</p>	<p>December 2019</p> <p>December 2019</p> <p>March 2020</p>
<p>Needs Analysis/Data and analysis Academic research and Trade Union studies highlight growing concern about the impact on educators and social workers of working with children and families in emotionally intense situations. Support is recommended. Research cites peer support as a critical protective factor in the development of resilience for social workers and educators. It fosters connection, collaboration and a collegiate approach Employee feedback indicates staff are looking for additional support, that includes opportunities to connect with colleagues experiencing similar challenges</p>			
<p>2. Direct Support for Staff</p> <p>Extend formal support available to staff, and include opportunities for developing and sharing good wellbeing practice</p>	<ul style="list-style-type: none"> • Monitor the number of employees engaging with different forms of support • Gather feedback from employees accessing forms of support to assess the respective impacts 	<p>Welfare Officer</p> <p>Psychological Services</p>	<p>October 2019</p>

<ul style="list-style-type: none"> • Promote Time for Talking, the Employee Counselling Service • Establish a debrief format that can be offered/ provided for individuals and groups following involvement in emotionally intense or critical work situations • Promote Peer Support Groups (Informal Collaborative Support) for staff regularly involved in emotionally intense and challenging work e.g. child protection coordinators, head teachers, social work / education staff dealing with trauma and distressed behaviour Provide guidelines and support to groups. • Incorporate mental health/ wellbeing discussion into PRD process 		<p>Child Protection Development Officer</p> <p>Continuous Improvement Service</p>	<p>December 2019</p> <p>March 2020</p> <p>August 2020</p>
<p>Needs Analysis/Data and analysis Research into teacher/ social worker stress, wellbeing and resilience identifies helpful skills and practices. These are for the focus for the skills development work described here. Research suggests skills development impacts positively on: employee wellbeing, engagement and job satisfaction, and on the quality of the service delivered to children, young people and families An integrated approach emphasises the relevance of concepts and skills covered for adults as well as for children and young people. It promotes greater self-awareness, understanding and empathy in staff.</p>			
<p>3. Skills Development for Staff Create, deliver and evaluate learning and development opportunities in stress management and resilience building Include knowledge and skills to help staff manage unhelpful thoughts, feelings and behavioural responses when under pressure and facing significant challenge. Support the development of skills, strategies and practices that can be embedded into day to day routines and work practices.</p> <ul style="list-style-type: none"> • Customise existing NLC Resilience Building course to maximise relevance/ optimise impact for staff working 	<ul style="list-style-type: none"> • Participants complete a pre and post course self-assessment to measure the perceived impact of attendance at course/s – post course assessment carried out at one month, three month and 6 month intervals • Participants are invited to gather feedback from colleagues, family and friends on any impact they have observed in the participant (optional) 	<p>Welfare Officer and Talent and Organisational Development</p> <p>As above</p> <p>As above</p>	<p>December 2019</p> <p>March 2020</p> <p>March</p>

<p>with children and families. Make customised courses available to all staff</p> <ul style="list-style-type: none"> • Create a resilience building/ stress management programme, consisting of a series of short related sessions for twilight to cluster groups and localities • Include/ further develop a focus on staff wellbeing in key programmes that support the health, wellbeing and resilience needs of children and young people e.g. Trauma Informed Practice Training, Nurture Principles Training, Solihull Approach • Include a staff wellbeing focus in courses within the education leadership framework 		<p>As above</p> <p>Continuous Improvement Service</p>	<p>2020</p> <p>January 2020</p>
<p>Needs Analysis/Data and analysis North Lanarkshire council is committed to ending mental health stigma and discrimination in the workplace. It supports the development of a culture where practice promotes and supports mental wellbeing for all stakeholders. It recognises the importance of staff modelling good practice for children, young people and families.</p>			
<p>4. Stigma Free, Supportive Culture</p> <p>Work with staff teams to create workplace environments where day to day practices promote mental wellbeing, and where staff feel able to talk openly about mental health issues</p> <ul style="list-style-type: none"> • Support and monitor the piloting of the ‘See Me in Work’ programme being delivered by See Me in three secondary schools during 2019/20 • Promote relevant standards and expectations to managers and leaders (NLC Mental Health Framework for all) (‘How Good is Our School 4’ section 1.4 ‘Leadership and Management of Staff’, and General Teaching Council Standards for head teachers) 	<p>The ‘See Me in Work’ programme involves the completion of an organisational profile within each school, along with the completion of a mental health check by employees.</p> <p>Baseline data will be compared with re-assessment data gathered 12 – 16 months later</p> <p>The impact of interventions and activities included in programme will also be assessed.</p>	<p>Welfare Officer, Head Teachers of Pilot Schools</p> <p>Staff Wellbeing Task Group/ Continuous Improvement Service</p>	<p>October 2020</p> <p>August 2020</p>