



Description of the Service

The School Wellbeing Service (SWS) is a school based early intervention mental health (MH) support service. It is jointly funded by Health, Local Authority and Schools.

Role of the School Wellbeing Worker

The School Wellbeing Workers (SWW) are managed by the Local Authority (LA), clinically supervised by Child Adolescent Mental Health Service (CAMHS) and based across a cluster of schools. Their focus is to work with children and young people (cyp) and school staff around emerging and developing mental health need. They provide schools with consultation and advice, training, direct work in partnership with school staff and increased communication with specialist CAMHS services.

The school wellbeing service operate using a universal, targeted and specialist model.



Universal

The universal whole school approach of ‘How to calm your Meerkat’ is offered to all primary schools. This includes whole staff training (45 mins), followed by modelling the approach in a class of the schools choice. We ask that schools wanting to take on this whole school approach to emotional regulation look to send staff to watch the classroom modelling and ensure the school are able to then provide this through the school. Resources are provided.

The SWS also offer mental health awareness training to staff, this is at a basic awareness raising level.

All secondary schools and colleges can participate in ‘Mental Health Champions’, this is peer support project with the aim being to train young people to run and manage campaigns around promoting positive wellbeing in their settings.

If you are interested in taking up any of our universal offers, please speak to your SWW.

Targeted

Requests for access to and involvement of the School Wellbeing Worker

The SWS is a consultation based service. Requests, access or referrals for the involvement of the SWW are negotiated, prioritised and agreed through a consultation discussion between the SWW and pastoral lead in each school. If requests for SWW involvement come from external agencies these will be re directed to the pastoral lead to arrange a consultation discussion with the school’s SWW in order to discuss the cyp.



Who we work with

The service is targeted at the cyp who are presenting mental health issues and concerns that are below an intervention from specialist CAMHS and above what school pastoral structures can support. This could involve a range of presenting needs and concerns:

- **Anxiety**—where there is a concern that anxiety may begin to impair functioning at school / home. This might include panic attacks, emotional regulation, phobias, separation anxiety and MH hygiene/psycho education.
- **Developing Low mood and depression**-(early detection) –where there is concern that low mood begins to interfere with functioning at school/ home. Early physical and cognitive symptoms.
- **Poor self-regulation**—where cyp find it difficult to focus their attention, control their emotions and manage their thinking behaviour and feelings and this is impacting on their MH.
- **Low self-esteem**—Lacks confidence, negative self-concept, fixed mindset, socially isolate.
- **Risk taking behaviour**-including self harm. Any behaviour that is harmful to a cyp that is impacting on their MH
- **Lack of resilience**—fixed mindset, easily gives up, poor coping strategies, learned helplessness.
- **Trauma/loss and attachment difficulties**—Where there are concerns that cyp have experienced trauma/loss or attachment difficulties and this is impacting on their MH.
- **Eating disorders**-(early detection) sporadic and chaotic eating that is causing concern at school and home. Increased exercise and restricted diet.
- **ASD and ADHD**—support with potential early identification and referral for screening.

What we don't do

The service is not targeted at; support and interventions that schools staff eg ELSAs could provide as part of the school's established pastoral support systems, concerns about and response to behaviour that does not have a mental health underpinning cause, mental health diagnosis, pre assessment for specialist referrals, leading on early help support packages, direct work with families, long term ongoing sustained direct work with children and young people.

How we work

The start of all contact and work with the service is a consultation discussion. This structured, assessment, problem solving consultation discussion will generate a shared plan with agreed actions for different agencies, workers, staff to deliver including the SWW. The shared plan could involve the following:

- **Signposting**-to other agencies-including Local Area Teams (LAT-Early help), IDAS (Domestic violence), Danesgate Outreach (Behaviour), Parenting programmes, Relate, Young Minds, Cruse (Bereavement)
- **Advice / strategies / resources** – evidence based MH interventions, strategies, tools, websites
- **Referral to and or advice from CAMHS** – referrals will be completed by Schools (with support from SWW). SWW can seek advice and guidance from CAMHS in relation to early intervention
- **1:1 / Group work interventions**—this should be delivered in partnership with school staff eg ELSA
- **Contribution to a bigger plan**-SWWs can provide MH support and intervention for a child/ young person alongside other agencies (eg LAT) as part of a bigger plan and package of support.



Direct work

The amount of direct work that each SWW is leading on per school and across their cluster will be monitored carefully and challenged appropriately to ensure that the SWS resource is being targeted effectively in line with the service objectives. All direct work that is agreed for the service, will be delivered in partnership with school staff, fixed term, measured, outcome / goal focused and linked to MH evidenced based interventions and strategies. Direct work will typically cover 6-8 sessions, in line with the MH research and evidence of the length of time/number of sessions that has the maximum therapeutic impact.

Link to Local Area Team (LAT)

SWW will work closely with Local Area Support Practitioner (LASP) around the early help offer where there is a clear and identified mental health need for the child and young person. The SWW will contribute to problem solving discussions around mental health and contribute mental health input to bigger plans and packages of support.

Specialist

Link to Single Point of Access (SPA) in CAMHS

It is good practice for a school to have completed a consultation discussion with a SWW and explored early intervention strategies and support before a referral is made to specialist CAMHS. However it is recognised that this is not always appropriate and needed and a consultation discussion should not be seen as pre assessment or screening for appropriate referrals to specialist CAMHS provision. If a referral does not meet the CAMHS threshold or criteria, advice, guidance and signposting will be provided by the CAMHS SPA team. The SPA will signpost to LAT if a broad and or complex early help package of support is needed for the child and family. Requests and signposting for the involvement of the SWW will be negotiated, prioritised and agreed through a consultation discussion between the SWW and pastoral lead in each school.

On occasion we do support settings with liaising with CAMHS. In order for us to do this, we will need to complete a consultation have consent from the parent/carer for information sharing.

Staffing structure:

- 1 School Wellbeing Service Team Leader (SWSTL)
- 6 School Wellbeing Workers (SWWs) in geographical clusters

Due to a maternity leave, we are currently trialling the introduction of a new post - School Wellbeing Assistant (SWA) - reporting directly to one of our experienced Wellbeing Workers. This is in line with the tiered approach taken by the Mental Health Trailblazers.