

Intervention guidance

Enter

Rationale

The World Health Organisation defines mental health as:

“the state of well-being in which every individual realise his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community”.

There is a wealth of information and resources available to schools and settings to enable them to support children and young people’s social, emotional and mental health needs. However schools can often feel overwhelmed and unsure which are the most effective resources and interventions to use with children and young people. This is especially true regarding mental health interventions.

In North Yorkshire we believe that high quality interventions and support resources should be utilised to maximise impact and thus improve outcomes for **all** of our children and young people.

Since the introduction of the Special Educational Needs and Disabilities (SEND) Code of Practice (2015) pupils who were once identified as having “behavioural difficulties” are now identified as having social, emotional and mental health needs (SEMH). This promotes the idea that we must focus on identifying and meeting the need rather than the challenging behaviours which a child or young person may display.

In 2014 the NHS produced a report, “Future in mind” which is structured around 5 themes:

- Promoting resilience, prevention and early intervention
- Improving access to effective support
- Care for the most vulnerable
- Accountability and transparency
- Developing the workforce

Future in mind also encourages schools to develop whole school approaches to promoting good mental health and well-being and sees the school workforce as integral to the support for **all** children and young people.

This document aims to support schools and settings to understand the theory and value of a range of support and interventions often rooted in evidence based practice and as a result be able to further develop and provide the highest quality provision and support for the social, emotional and mental health needs of our children and young people.

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Chapter 1

Evidence Based Practice

Within **health**, Evidence Based Practice is “the use of current best evidence to make decisions about patient care” (www.minded.org.uk, 2017). It is based on the search for and appraisal of the best evidence, clinical expertise and experiences and also preferences and values of the patients being supported.

In health Evidence Based Practice helps to inform decision making and increases access to effective interventions as suggested by the National Institute for Clinical Excellence (NICE).

Within **education** these same principles apply, namely using the best up to date evidence and expertise available to inform development of strategy, provision, decisions and whole school improvement.

By using evidence based practice we can be confident that the support and interventions we are offering to our children and young people are of the highest quality and offer the best chance of maximum impact.

Expectations of Provision

In North Yorkshire we believe that it is of utmost importance for schools and settings to develop and provide high quality environments, opportunities and provision to support the social, emotional and mental health needs of children and young people. The most recent plan, “Young and Yorkshire 2” written by the North Yorkshire Children’s Trust has renewed the absolute commitment to achieving the 3 outcomes for children and young people in North Yorkshire to

- Have a **happy** family life,
- Have a **healthy** start to life
- **Achieve** with education as our greatest liberator

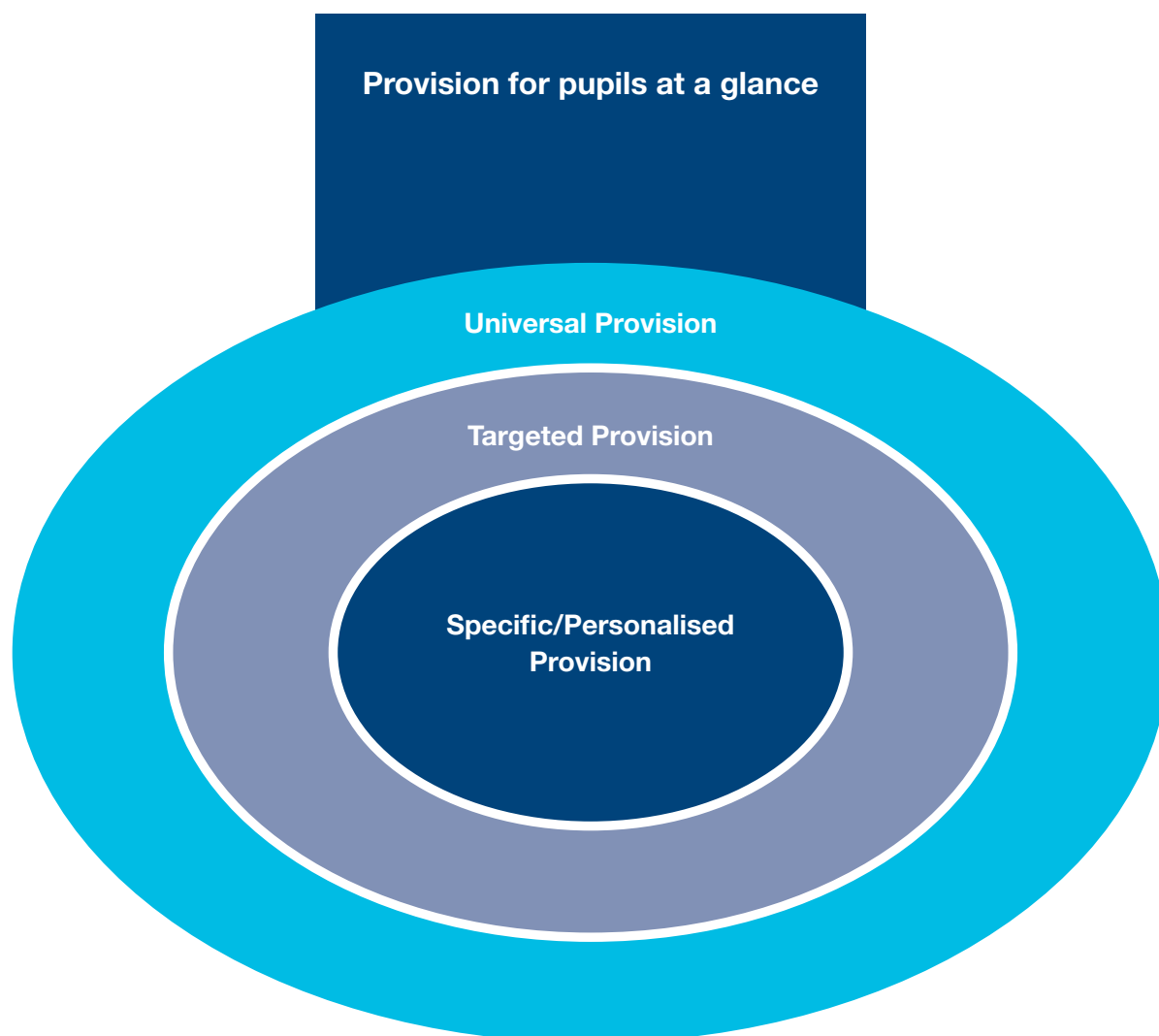


As educators of North Yorkshire Children and young people we have shared responsibility and accountability to ensure that the outcomes within Young and Yorkshire 2 are met so that our CYP achieve and have a healthy and happy start to life.

Young and Yorkshire 2 recognises the importance of social, emotional and mental health and the impact that these can have on children and young people in both positive and negative ways. The plan stresses the importance of early intervention to support mental health problems in childhood before the young person becomes an adult and the difficulties continue. The plan aims to strengthen resilience for all children and young people to “build confident communities and brighter futures for all.”

In 2016 the Department for Education laid out 8 characteristics that enable cultures and structures within a school to promote pupil’s mental health. These factors include having “**a graduated response to inform a clear cycle of support**” which supports children and young people to become more resilient and mitigate the risk of mental health problems.

This document uses a “graduated” structure to enable schools and settings to have clarity about expectations of provision, support and interventions available for all children and young people, no matter what level their needs are.

**Universal Provision:**

This is provision which is available for all pupils at all times regardless of needs designed to promote positive mental health and emotional well-being.

Targeted Provision:

This is provision for pupils with additional needs who may need reasonable adjustments made for them and /or need small group interventions to meet their social, emotional and mental health needs.

Specific/Personalised Provision:

This is provision for pupils with social, emotional or mental health needs who need reasonable adjustments and also highly personalised interventions and approaches to improve their social, emotional or mental health needs.

Chapter 2a.

Expectations of Provision

Universal Provision

In North Yorkshire we believe that high quality universal provision for all children and young people in schools and settings for their social, emotional and mental health **should** include:

- Development of a whole school holistic ethos and culture where good mental health is valued, prioritised and supported for all adults and children and young people
- An **absolute** commitment and drive to develop a physically, socially and emotionally safe and secure environment for all
- The promotion of well being
- Policies and provision in place including a commitment to anticipatory duties and promoting good practice for vulnerable groups
- Awareness of clear pathways for mental health support and close connections to other services
- Strong evidence of the use of pupil/parent/ stakeholder voice to evaluate impact and further develop provision and support available
- Strong commitment to and evidence of anti-bullying work
- The accurate and appropriate use of shared language where everyone is trained in and has full understanding of the language used and its true meaning
- An ethos where asking for help and support is okay and is welcomed
- A commitment to building resilience
- Opportunities to be fully listened to with actions then taken to support if needed
- An ethos where emotional resilience is valued as highly as academic achievement
- A leadership team which is committed to and operates in a way which reduces stigma connected to mental health and supports all to achieve positive mental health
- An enhanced responsiveness to the additional needs of vulnerable groups, for example, Lesbian Gay Bi-sexual Transgender (LGBT) pupils , Black Minority Ethnic pupils (BME)
- A strong parental strategy to support families to achieve positive mental health
- A tangible commitment that mental health is **everyone's duty**



Chapter 2b.

Services available and training opportunities

1. COMPASS BUZZ Level 1

Compass BUZZ is an innovative and free project which strengthens the mental health and wellbeing of children and young people aged 5-18 (25 with SEND) across North Yorkshire. The project works with schools and other key partners to increase the skills, confidence and competence of staff dealing with emotional and mental health concerns.

Compass BUZZ level 1 training

Compass BUZZ offers level 1 –prevention and promotion training which aims to impact the whole school workforce with information, advice and tools on the following:

- Mental Health and Stigma
- Risk and Resilience
- Promoting Wellbeing
- Promoting a whole school approach to Mental Health

Outcomes

As a result of our Level 1 training we hope to provide educational establishments with:

- A greater understanding of how mental health and wellbeing affects children and young people
- Confidence to recognise and reduce stigma
The ability to promote wellbeing
- Awareness of risk and protective factors and how the resilience framework can be used with children and young people
- The opportunity to develop a whole school approach to promoting mental health and wellbeing



2. COMPASS BUZZ Level 2

Level 2 training-Early identification of need

This training is for staff who have received our level 1-Prevention and Promotion training. We ask schools to select specific members of staff who will be able to assess need and deliver interventions for children and young people with mild to moderate Mental Health concerns.

Our level 2 training will offer the following:

- A deeper understanding of feelings and emotions
- Knowledge of Mental Health disorders
- Behavioural Presentations
- Advice on making an assessment
- Other services that could help
- Information to support Mental Health Problems

Outcomes:

- Awareness of how all emotions are healthy and needed
- An understanding of common mild to moderate Mental Health Disorders
- Behaviours that may present as a result of a Mental Health problem
- A deeper understanding of the information needed to help make an assessment on a child or Young Person Mental Health
- Awareness of other services and what they offer
- Practical advice on what can be done to help increase Mental Health and Wellbeing within your establishment

3. COMPASS BUZZ Level 3

Level 3 training- Early help and intervention

For staff who have received our Level 2 training and will be delivering intervention within their educational establishment.

Our level 3 training will offer the following:

- An evidenced based tool to measure children and young people's wellbeing
- The skills and knowledge to deliver interventions
- Evidence based approaches and resources to deliver one-to-one and group work interventions

Through our Level 3 training we will provide professionals with:

- An understanding of a wellbeing measurement tool that can be used within interventions
- The ability to plan interventions
- The confidence to deliver evidence based interventions

For further information training and support please contact: 01609 777662 or Freephone 0800 0087452. Alternatively you can

[Email: schoolmentalhealthproject@compass-uk](mailto:schoolmentalhealthproject@compass-uk)

4. MindEd website – FREE CPD for all adults

MindEd is a free educational resource on children and young people's mental health for all adults.

MindEd is suitable for all adults (regardless of profession) working with, or caring for, infants, children or teenagers; all the information provided is quality assured by experts, useful, and easy to understand

Outcomes:

- Increased knowledge to support children and young people's well-being
- Increased understanding to identify a child or young person at risk of a mental health condition
- Increased confidence to act on a concern and, if needed, signpost to services that can help

For further information please visit

<https://www.minded.org.uk/>

5. North Yorkshire Educational Psychology CPD Packages

The Educational Psychology Service supports colleges, schools and settings to implement the most effective package of intervention to achieve the best possible outcomes for children and young people, through various methods such as specialist consultation, psychological assessments, practical advice and training.

High quality, efficient and positive, the Educational Psychology service enables you to buy a package of professional support tailored to the needs of your organisation.

Provided by a team of highly trained Educational Psychologists, who are all registered and monitored by the Health and Care Professions Council, you can be confident that the team has the qualifications and expertise to deliver an exceptional service.

The service can be tailored to your specific requirements; be that individual consultation, community groups or whole school focus. We work with you in partnership to ensure that the support is provided in the best possible way to create long lasting and positive outcomes.

For further information support and training please contact <https://www.nyeducationalservices.co.uk/services/educational-psychology>

6. Healthy Child Team – Early identification

The HCT play a critical part in supporting the emotional mental health and wellbeing needs of children and young people.

The HCT work within a whole school approach, as health professionals they are trained to look for early signs of mental health problems.

The HCT support children and young people's social, emotional and mental health by delivering mental health promotion and prevention activities within schools and the community

The HCT support schools to work towards improving children's self-esteem, emotional wellbeing, anxiety management, friendships and relationships

As a service the HCT is visible, accessible and confidential and work to build resilience among children and young people to reduce the risk of mental illness.

Finally the HCT promotes and supports schools in the uptake of specialist support where required and respond to all referrals pathway.

Outcomes:

- Early intervention for improved outcomes.
- Raise self-esteem.
- Empowerment to support positive change
- Adopt a 'family-centred' approach
- Reduction in referrals on to specialist services
- Increase in numbers of CYP showing signs of positive Emotional and mental health after HCT interventions

For further information and support please contact the Customer Resolution Centre single point of contact on 01609 780780.

Alternatively please visit <http://cyps.northyorks.gov.uk/5-19-healthy-child-programme>

7. Education and Skills Service

Members of the Education and skills team (North Yorkshire County Council) can provide a range of support, guidance and training for schools to ensure they have a positive school culture and ethos which ensures the school is a safe and welcoming space for all pupils.

Outcomes:

- Support on reviewing the whole school culture and ethos
- SMSC / British Values training and audit tools are available
- Safeguarding reviews
- Equalities training and support to ensure the school is compliant with statutory requirements
- Creating an inclusive school – Celebrating different families, tackling homophobia, biphobic and transphobic language and bullying and supporting lesbian, gay, bisexual and transgender (LGBT) pupils
- Implementing an effective approach to student voice
- North Yorkshire Health and Wellbeing award

Members of the Education and Skills can also provide support, guidance and training team to ensure schools have an effective planned PSHE curriculum in place to support the teaching of emotional health and wellbeing and to ensure schools are compliant with the statutory duty to teach relationships and sex education and health education from September 2020 which incorporates emotional wellbeing. There are a range of CPD opportunities to support schools including:

- Termly PSHE and Health and Wellbeing networks for primary, secondary and special schools
- The National PSHE CPD qualification runs on an annual basis and is accredited by the University of Roehampton
- PSHE subject leadership training course

Central and bespoke training is available for a school / cluster of schools to support them:

- Implement an effective planned PSHE programme based on government guidance and effective best practice
- Delivering an effective emotional health and wellbeing curriculum
- Building resilience for the whole school community using the academic resilience approach
- Relationships and Sex Education for staff and parents/carers
- On-line safety (e-safety) for staff and parents/carers

Schools can access a range of guidance documents including the NYCC PSHE and Citizenship guidance for schools which contains the a PSHE entitlement framework for key stages 1-4 at <http://cyps.northyorks.gov.uk/health-wellbeing-pshe>

If you would like to discuss your schools requirements further please contact Clare Barrowman, Health and Wellbeing Adviser at clare.barrowman@northyorks.gov.uk or for further information please access the North Yorkshire Education Services (NYES) website www.nyeducationalservices.co.uk

8. Inclusive Education Service

Our Inclusive Education Service is professional, experienced and high quality. Through the delivery of quality CPD our highly qualified staff can enhance the work of schools, colleges and early year settings, to develop high quality universal provision to support the inclusion of all children and young people.

Working in partnership with schools to promote inclusion and achievement, we aim to secure better outcomes for children and young people with SEND across North Yorkshire and beyond.

The Service can offers a range of training to support schools to further improve their universal provision.

Training opportunities include:

De-escalation, SEAL, managing behaviour that challenges, Early identification of SEMH, improving attendance, exclusion, autism and supporting neuro developmental difficulties.

For further information and training please contact <https://www.nyeducationalservices.co.uk/services/inclusive-education-service>



Chapter 2c.

Recommended Approaches

1. THRIVE

Thrive is an evidence based systematic approach to the early identification of emotional developmental need in CYP so that differentiated provision can be put in place. It's preventative, reparative, pragmatic and easy to use.

It is a **whole school** approach which also can provide targeted and individual personalised interventions.

Outcomes:

- Increased attendance
- Improvement in learners emotional and social skills
- Improved relationships between peers and between learners and staff
- Evidence of progress in emotional and social skills
- Improved provision for vulnerable CYP
- Reduces stress

For further information support and training please contact <https://www.nyeducationsservices.co.uk/services/inclusive-education-service>

Tel. 01609533222 or alternatively visit www.thriveapproach.com

2. Academic Resilience Framework

Academic Resilience – beating the odds for better results, is an approach for schools devised by Professor Angie Hart and Lisa Williams, and adopted by YoungMinds.

Outcomes:

- Help any school establish systems to build 'resilience approaches' that support disadvantaged pupils over time through a whole school approach
- Will benefit all pupils from a school-wide approach to increasing academic resilience
- Raise achievement
- Offer 'quick wins' that can be implemented immediately
- Help identify pupils who are at risk of not fulfilling their academic potential
- Provide practical approaches to help pupils do better than might be expected
- Offer ideas to help everyone in the school community play a part

For further information and training please contact <https://www.nyeducationsservices.co.uk/> **Tel. 01609533222 or the Education and Skills Service contact** clare.barrowman@northyorks.gov.uk **or visit** <https://www.boingboing.org.uk/academic-resilience-approach-about/>

3. Restorative Practice/ Conflict Resolution

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

A report published by the Department for Education in 2010 gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.

Outcomes:

- Including increased attendance and reduced truancy
- Reduced exclusions
- Improved achievement
- Reduction or prevention bullying
- Reduce classroom disruption
- Reduction in antisocial behaviour
- Reduction and repair disputes between pupils, their families, and members of staff

For further information and training please contact <https://www.nyeducationalservices.co.uk/services/inclusive-education-service> **or alternatively contact** inclusiveeducation@northyorks.gov.uk

4. Positive Behaviour Support

PBS is a person centred framework for providing long term support to people with a learning disability, and/or autism, including those with mental health conditions, who have, or may be at risk of developing, behaviours that challenge. It is a blend of person centred values and behavioural science and uses evidence to inform decision-making.

Outcomes:

- Improved quality of a person's life and that of the people around them
- Provides the right support for a person, their family and friends to help people lead a meaningful life and learn new skills without unnecessary restrictions

For further information please visit <http://pbsacademy.org.uk/about-pbsacademy/>





5. Social, Emotional Aspects of Learning (SEAL)

SEAL is a "comprehensive whole school approach to promoting the positive social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools" (DCSF, 2007)

It is based on the delivery of support and activities to develop 5 key skills: motivation, self-awareness, social skills, managing feelings and empathy.

Outcomes:

- Increased attendance
- Increased engagement
- Improved relationships
- Increase in positive behaviours
- Raised attainment

For further information and training please contact <https://www.nyeducationsservices.co.uk/services/inclusive-education-service>

For further information about SEAL please visit <http://webarchive.nationalarchives.gov.uk/20110221192111/http://nationalstrategies.standards.dcsf.gov.uk/inclusion/behaviourattendanceandseal/seal>

6. Cool Fire

CoolFire is a unique, holistic approach to developing Emotional Literacy, wider mental health support and wellbeing – proving to positively change how you **Feel, Think** and **Act**.

CoolFire integrates a range of established therapeutic approaches within a mix of innovative programmes and workshops that activates the BodyMind's Feedback Loop on a daily basis, enabling pupils, teachers and school staff to develop a continuing state of Energised Calm. This will underpin all aspects of academic attainment through positive emotions, strong self-esteem, resilience and an inner balance of Mind, Body & Feelings.

Outcomes:

- Creates a whole school emotionally literate culture
- Improved pupil focus and concentration
- Improved pupil engagement and motivation
- Improved relationships
- Reduced stress levels for adults and pupils

For further information please contact <https://www.the-lightworks.co.uk/>

7. Mindfulness

Paying more attention to the present moment – to your own thoughts and feelings, and to the world around you – can improve your mental wellbeing. Some people call this awareness “mindfulness”. Mindfulness can help us enjoy life more and understand ourselves better. You can take steps to develop it in your own life.

Professor Mark Williams, former director of the Oxford Mindfulness Centre, says that mindfulness means knowing directly what is going on inside and outside ourselves, moment by moment.

Outcomes:

- Improved mental well being
- Prevent further depression in people who have had more than 3 bouts of depression in the past
- Improved focus and attainment
- Reduced stress
- Emotional regulation
- Increased compassion and conflict resolution skills

For further information about research and practice please visit <https://www.myeducationservices.co.uk/services/educational-psychology> or visit <https://mindfulnessinschools.org/>

8. Emotion Coaching

Based on research by American Psychologist John Gottman, Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement the child’s emotional state is verbal acknowledged and validated, promoting a sense of security and feeling ‘felt’. This activates changes in the child’s neurological system and allows the child to calm down, physiologically and psychologically

Inappropriate behaviours are not condoned in Emotion Coaching and when the child is calmer, incidents are discussed in a more rational and productive manner. Moves are made to problem solve and engage in solution-focussed strategies.

Outcomes:

- Increased achievement academically
- Improved relationships
- Reduction in challenging behaviours
- Improved physical health
- Increased emotional stability
- Increased resilience

For further information and training please Contact <https://www.nyeducationsservices.co.uk/services/educational-psychology> or **Visit** <https://www.emotioncoachinguk.com/>



Chapter 3a. Expectations of Targeted Provision

In North Yorkshire we believe that in addition to high quality universal provision, targeted provision in schools and settings for social, emotional and mental health **should** include:

- Easy to use “identification” pathways for support are in place and are clearly understood
- A pro-active approach in knowing and understanding **all** pupils regardless of need
- Accurate assessments of all pupil’s social, emotional and mental health
- Up to date and relevant CPD for all staff focused on social, emotional and mental health
- An awareness by all staff and governors about their responsibilities and accountability
- Pathways in place for mental health support for adults working at the school
- Regular professional multi agency briefings/meetings to discuss pupils
- A full understanding of any interventions delivered including their rationale/purpose and how to deliver them correctly
- A need to have and fully understand clear thresholds for mental health support
- A **guarantee** to deliver interventions
- Use of a “signs of safety” approach to identify some needs
- Group based interventions offered without the need for parental consent
- Support from multi-agencies to work with parents



Chapter 3b. Services available and training opportunities

1. Healthy Child Team Support

For those children and young people and families that require targeted interventions from the HCT to support them in becoming more resilient and improve their emotional wellbeing, a specific plan of care can be developed that identifies key outcomes and a pathway to achievement of these outcomes.

These interventions may be provided solely by the Healthy Child team or may be delivered in partnership with other services e.g. GP, Schools, CAMHS, locality specialist services Early Help.

The HCT will work in partnership with children, young people and parents to provide individualised 1 to 1 care which aims to promote behaviour change and sustain progress of health outcomes.

The HCT also offer support in schools to deliver targeted group work when a need is identified.

Access to the HCT is timely and responsive to individual and family needs. Services are delivered in locations and at times that are appropriate to the needs of the CYP and family this can include school, home visits or community locations.

Assessment is supported by strength based holistic validated assessment tools.

Outcomes:

- Plan of care to address needs optimising outcome for child and family
- Early identification of health development and wellbeing needs
- Responsive parenting, secure well attached happy CYP
- Reduction in referrals in and on to specialist services

For further information and support please contact the Customer Resolution Centre single point of contact on 01609 780780.

Alternatively please visit <http://cyps.northyorks.gov.uk/5-19-healthy-child-programme>

2. BUZZ US

BUZZ US is our confidential text messaging service for young people aged 11-18. The service allows young people the opportunity to message a Wellbeing Worker for support, signposting, information or advice around mental health and wellbeing. Some of the main reasons young people text BUZZ US are around: anxiety, bullying, self harm, eating problems, self esteem and stress.

If you think that this service would benefit a young person you know, you can recommend they text 07520631168. A Wellbeing Worker is on duty Monday-Thursday 9am-5pm and Friday 9-4.30pm. Outside of these ours, a bounce back text will be sent, signposting young people to emergency services and CAMHS crisis teams if they need immediate support in the meantime. We aim to reply to all messages within one working day.

3. Youth Mental Health First Aid (2 day accredited course)

Youth Mental Health First Aid (MHFA) is for everyone who works with, lives with or supports young people aged 8-18. They will teach you the skills and confidence to spot the signs of mental health issues in a young person, offer first aid and guide them towards the support they need.

Outcomes:

- An in depth understanding of young people's mental health and factors that affect wellbeing
- Practical skills to spot the triggers and signs of mental health issues
- Confidence to reassure and support a young person in distress
- Enhanced interpersonal skills such as non-judgemental listening
- Knowledge to help a young person recover their health by guiding them to further support – whether that's through self-help sites, their place of learning, the NHS, or a mix – engaging with parents, carers and external agencies where appropriate
- Ability to support a young person with a long term mental health issue or disability to thrive
- Tools to look after your own mental wellbeing

For further information and/or training please visit <https://www.nyeducationalservices.co.uk/services/inclusive-education-service>
<https://mhfaengland.org> **or contact**
Tel: 01609 533 222.

4. Early Help Service

Early Help within the Children and Families Service has embedded a whole family approach, to assessment, action planning and supporting children and young people. Children and Family Workers will be allocated to provide direct work to children and families when it has been identified that needs cannot be met by a single agency or universal agencies working together and that additional support is required. In these cases the Children and Families workers may:

- Deliver appropriate interventions in-line with the agreed action plans.
- Lead family network meetings, team around the family meetings and family plans alongside delivering direct evidence based interventions.
- Work with children and young people on social interactions skills, risky and emotional behaviour, and support to promote their engagement.
- Promote agreed planned interventions with children, young people and their parents/carers.
- Undertake group work and regular one to one sessions with young people and families to develop and enhance parenting skills and build relationships using evidence based models of intervention.

Outcomes:

- Empower families to be resilient and economically secure
- Protect those at risk of harm
- Encourage fun, happiness and enjoyment of life.
- Promote health and wellbeing through positive choices
- Improve social and emotional mental health and resilience
- Raise achievement and progress for all.

For further information and support visit <https://www.northyorks.gov.uk/prevention-service> **or contact North Yorkshire Early Help Service**
EarlyHelpEast@northyorks.gov.uk
EarlyHelpWest@northyorks.gov.uk
EarlyHelpCentral@northyorks.gov.uk

Chapter 3c.

Recommended Interventions

1. Lego Therapy

Lego therapy is an evidence based intervention for children with social difficulties to improve and practice their social interaction and communication skills.

It is particularly effective in supporting pupils with Autism, anxiety, depression or adjustment disorders.

Weekly sessions for pupils aged 5-17 years focus on collaborative LEGO® building projects to prompt interaction among the children and help them come up with their own solutions. Trained adult facilitators divide up the tasks within each group so that each student has a specific, clearly defined yet interactive role to perform. Students are required to work well together to achieve the end goal – the final LEGO® model!

Outcomes:

- Improved verbal and non-verbal communication
- Improved task focus
- Improved collaboration and problem solving with others
- Improved relationships

For further information and/or training please contact <https://www.nyeducationalservices.co.uk/services/inclusive-education-service> **or alternatively visit** <https://www.bricks-for-autism.co.uk/>

2. Motivational Interviewing

Motivational interviewing is a collaborative and evocative approach used which is goal orientated and person centred which enables the child or young person or indeed adult to make positive changes in what they do to reach a goal and.

Whilst this is an evidence based approach, there is a caveat to the success of using this approach with very young children due to their stage of cognitive development.

Outcomes:

- Increased motivation to make positive changes
- Increased growth mind set
- Improved caring ethos

For further information and/or training please contact <https://www.nyeducationalservices.co.uk/> **Tel: 01609 533 222.**

3. SEAL- small group interventions

SEAL promotes the positive social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools” (DCSF, 2007)

Small group SEAL provides early intervention for children who need additional support in developing their social, emotional and behavioural skills.

Outcomes:

- Development of key skills in depth
- Improved relationships
- Increased ability to reflect
- Increased self-awareness

For further information and training please contact <https://www.nyeducationalservices.co.uk/services/inclusive-education-service>

4. Emotional First Aid

Emotional First Aid is the initial support given to a CYP experiencing emotional distress, creating a healthy emotional environment with the child before any specific professional help is sought and obtained.

Outcomes:

- Promote Positive Emotional Health
- Provide Support & Reassurance
- Aid in accessing appropriate services
- Undertake risk assessment to help prevent harm to self or to/from others
- Create a healthy environment/ partnership with the young person: find strategies (Getting through this together)
- Assist in early detection and intervention
- Increase knowledge, reduce stigma and increase skill base

For further information and training please contact <https://www.nyeducationalservices.co.uk/> or alternatively visit <http://www.emotionalfirstaid.co.uk/>

5. THRIVE- Group Intervention

Thrive is an evidence based systematic approach to the early identification of emotional developmental need in CYP so that differentiated provision can be put in place. It's preventative, reparative, pragmatic and easy to use.

Group interventions can support children and young people who may have similar gaps or "interruptions" in their development. Through assessment a group action plan can be created and age appropriate strategies and activities will address any gaps in emotional development the group has.

Outcomes:

- Increased attendance
- Improvement in learners emotional and social skills
- Improved relationships between peers and between learners and staff
- Evidence of progress in emotional and social skills
- Improved provision for vulnerable CYP
- Reduces stress

For further information and support please contact <https://www.nyeducationalservices.co.uk/services/inclusive-education-service>
Tel. 01609533222 or alternatively contact www.thriveapproach.com

6. Parental Interventions/ CPD

Incredible years

The Incredible Years® is a series of interlocking, evidence-based programs for parents, children, and teachers, supported by over 30 years of research. The goal is to prevent and treat young children's behavior problems and promote their social, emotional, and academic competence. The Incredible Years® **evidence based parenting programs** focus on strengthening parenting competencies and fostering parent involvement in children's school experiences, to **promote children's academic, social and emotional skills** and **reduce conduct problems**.

Outcomes:

- Improved academic, social and emotional skills
- Reduction in challenging behaviours

For further information and/or training please contact North Yorkshire Prevention Service on <https://www.northyorks.gov.uk/prevention-service> or or contact North Yorkshire Early Help Service
EarlyHelpEast@northyorks.gov.uk
EarlyHelpWest@northyorks.gov.uk
EarlyHelpCentral@northyorks.gov.uk

7. ELSA – Emotional Literacy Support Assistant intervention

The accredited ELSA 6 day training is delivered by the Educational Psychology Service and focuses upon supporting the emotional health and wellbeing of pupils in school by giving them the support and intervention that they require.

It is an evidence-based training course, focusing on understanding the psychology of emotions and behaviour and applying this in an educational setting. Many areas are covered over the 6 days, including resilience, self-esteem, friendship skills, loss and bereavement and the use of story.

Supervision by Educational Psychologists involves supporting the work and professional development of the ELSAs, to assist them in understanding the psychology underpinning their work in schools. Supervision also provides opportunities to joint problem-solve as issues arise and to re-visit the content of the training when needed.

Outcomes:

- Delegates will have a deeper knowledge and understanding of the psychology of emotions in children/young people and know how this presents as behaviour
- Be able to plan, do and review an intervention for a known child or children
- Increased resilience, self-esteem and relationship skills

For further information and/or training please contact <https://www.nyeducationalservices.co.uk/services/educational-psychology>

8. “Nurture” group intervention

Nurture groups are founded on evidence-based practices and offer a short-term, inclusive, focused intervention that works in the long term. Nurture groups are classes of between six and 12 children or young people in early years, primary or secondary settings supported by the whole staff group and parents. Each group is run by two members of staff. Children attend nurture groups but remain an active part of their main class group, spend appropriate times within the nurture group according to their need and typically return full time to their own class within two to four terms. Nurture groups assess learning and social and emotional needs and give whatever help is needed to remove the barriers to learning. There is great emphasis on language development and communication. Nothing is taken for granted and everything is explained, supported by role modelling, demonstration and the use of gesture as appropriate. The relationship between the two staff, always nurturing and supportive, provides a role model that children observe and begin to copy.

Outcomes:

- Increased confidence
- Improved well being
- Improved achievement
- Increased responsiveness to others
- Improved relationships
- Increase in self-respect and pride in themselves

For further information and training please visit <https://www.nurtureuk.org/nurture>

Chapter 4a.

Expectations of Specific/ Personalised Provision

In North Yorkshire we believe that in addition to high quality universal and targeted provision being available for children and young people, specific personalised provision in schools and settings for social, emotional and mental health should include:

- Clear pathways understood by staff for referrals to other agencies
- Mental health held as a very high priority in the same way safeguarding is
- A clear structure of graduated response in place, for example accountability, systems etc.
- Highly effective multi-agency approach in place with the child and young person at the very centre
- An absolute commitment to share information where appropriate and in the benefit of the CYP
- Evidence of using the correct interventions at the right time and for the right reason



Chapter 4b.

Services available and training opportunities

1. Request for Involvement from the Inclusive Education Service Single Point of Access

Our Inclusive Education Service is professional, experienced and high quality. Consisting of a range of specialist support and provision including highly qualified staff, our service enhances the work of schools, colleges and early year settings, supporting their inclusion of children and young people who have special educational needs and disabilities (SEND).

Working in partnership with schools to promote inclusion and achievement, we aim to secure better outcomes for children and young people with SEND across North Yorkshire and beyond.

The Service offers a range of specialist areas providing consultancy, training, advice and individually tailored packages. We are able to support with the following areas:

- Cognition and Learning
- Communication and Interaction
- Autism
- Early Years Advisory for SEND
- Social, Emotional and Mental Health
- Hearing and Physical Impairment
- Dyslexia

Outcomes:

- School and child or young person receives support from the inclusive education service matched to the need.

For further information please contact the Inclusive Education Service or alternatively please visit <http://inclusiveeducation@northyorks.gov.uk>



2. COMPASS Reach

Compass REACH is a nurse led service that delivers evidence based psychosocial interventions to children and young people aged 9-19 (and up to 25 for those with special educational needs and disabilities) in North Yorkshire.

It is the specialist young people's **drug and alcohol treatment provider** for those young people who have been screened as having **moderate or high levels of need** with regards to substance misuse/alcohol.

The service also works with children and young people who may benefit from receiving **early help and prevention work** in relation to **emotional wellbeing and mental health** issues.

Outcomes:

The service measures the "distance travelled" by young people accessing COMPASS REACH interventions and strives to help them make sustainable lifestyle changes that improve their long term health, resilience and emotional well-being.

- Reduce young people's risk taking behaviours
- Support young people to access other specialist or universal services where appropriate
- Ensure continuity of care for young people who need continued substance misuse treatment into adulthood
- Reduce risk of harm by providing accurate and up to date information to young people

For further information and support please visit <http://www.compass-uk.org/compass-reach/>

3. Child and Adolescent Mental Health Services (CAMHS)

CAMHS stands for Child and Adolescent Mental Health Services. CAMHS are the NHS services that assesses and treat young people with emotional, behavioural or mental health difficulties.

There are local NHS CAMHS services around the UK, with teams made up of nurses, therapists, psychologists, support workers and social workers, as well as other professionals.

Most CAMHS services work with the whole family to support a young person's health.

This might include coming along to assessment and treatment appointments, depending on the child's age and what level of involvement they want.

In North Yorkshire the local CAMHS services are led by different NHS trusts depending on your home address.

For further information and support from your local CAMHS service please contact the following:

Craven area

(Bradford District Care NHS Foundation Trust): **Tel: 01535661531**

Harrogate and Rural District

(Harrogate and District NHS Foundation Trust), Scarborough, Whitby, Ryedale, Hambleton and Richmondshire (Tees, Esk and Wear Valleys NHS Foundation Trust): please contact the CAMHS single point of access on **Tel: 03000134778.**

If a situation is urgent then call Harrogate - 01423 726900, Northallerton - 01609 718810 or Scarborough - 01723 346000

Selby and Easingwold area

(Vale of York clinical commissioning group / Tees, Esk and Wear Valleys NHS Foundation Trust): please contact CAMHS single point of access on **01904 615345**

Chapter 4c.

Recommended Interventions

1. THRIVE Individual action plan

Thrive is an evidence based systematic approach to the early identification of emotional developmental need in CYP so that differentiated provision can be put in place. It's preventative, reparative, pragmatic and easy to use.

An individual baseline assessment will identify the stage of development in which the child or young person has gaps or “interruptions”. An action plan identifying age appropriate strategies and activities will help to close those gaps and reduce the developmental “interruptions” which in turn will help to improve social, emotional and mental health needs.

Outcomes:

- Increased attendance
- Improvement in learners emotional and social skills
- Improved relationships between peers and between learners and staff
- Evidence of progress in emotional and social skills
- Improved provision for vulnerable CYP
- Reduces stress

For further information and support please contact <https://www.nyeducationalservices.co.uk/services/inclusive-education-service> **Tel. 01609533222 or alternatively contact** www.thriveapproach.com

2. Graded Exposure Therapy

Graded Exposure is an evidence based treatment used to tackle avoidance of feared situations, activities or objects due to anxiety. It works through a process called habituation, a gradual reduction in the physical sensations of anxiety. This would need to be delivered by someone who is trained to deliver this intervention.

Outcomes:

- Reduced fear and anxiety
- Possible increased engagement as fear reduces

For further information contact your local CAMHS service.



3. Behavioural Activation (for low mood/depression)

Behavioural activation is an intervention which uses behavioural theory to support a young person who is experiencing low mood/depression.

Recent research indicates that it is as effective as Cognitive Behaviour Therapy in delivering outcomes.

It involves identifying activities which give a child or young person meaning and reward which impacts on their mood. Scheduling of such activities aims to lift their mood and results in increased motivation to engage in further activities. The key to success is in following the activity plan each day rather than following the “mood” which may inhibit engagement in tasks. This would need to be delivered by someone who is trained to deliver this intervention.

Outcomes:

- Raised mood
- Increased engagement in everyday activities

For further information please contact

<https://www.nyeducationalservices.co.uk/services/inclusive-education-service>

4. Dialectical behaviour therapy (DBT)

DBT was originally developed by Marsha Linehan in the early 1990's. Dialectical behavior therapy (DBT) treatment is a type of psychotherapy — or talk therapy — that utilizes a cognitive-behavioral approach. DBT emphasises the psychosocial aspects of treatment. It is support oriented, collaborative and cognitive based. It has 4 key modules, namely, mindfulness, interpersonal effectiveness, distress tolerance and emotional regulation. This would need to be delivered by someone who is trained to deliver this intervention.

Outcomes:

- Increased emotional regulation
- Increased interpersonal skills
- Reduction in negative challenging behaviours

For further information contact your local CAMHS service.



5. Cognitive Behaviour Therapy

Cognitive behaviour therapy can be for individuals and for small groups. Cognitive behavioural therapy (CBT) is a talking therapy that can help you manage your problems by changing the way you think and behave.

It's most commonly used to treat anxiety and depression, but can be useful for other mental and physical health problems. CBT is based on the concept that your thoughts, feelings, physical sensations and actions are interconnected, and that negative thoughts and feelings can trap you in a vicious cycle. CBT aims to help you deal with overwhelming problems in a more positive way by breaking them down into smaller parts. You're shown how to change these negative patterns to improve the way you feel. Unlike some other talking treatments, CBT deals with your current problems, rather than focusing on issues from your past. It looks for practical ways to improve your state of mind on a daily basis.

This would need to be delivered by someone who is trained to deliver this intervention.

Outcomes:

- Improvement in mental health disorders
- Improvement in being able to deal with symptoms of some physical health conditions
- Improved state of mind

For further information contact

<https://www.nyeducationalservices.co.uk/services/educationalpsychology/>

6. Drawing and Talking intervention

Drawing and Talking is a child-centred therapy focusing on prevention, early intervention and recovery of mental health issues.

Drawing and Talking is a safe and easy to learn serial drawing technique for use with children and young people who have suffered trauma or have underlying emotional difficulties affecting their mental health and well-being. The technique is based on Jungian and Attachment (Bowlby) theories.

Drawing and Talking therapy supports those who are not realising their full potential either socially or academically.

Outcomes:

- Improved behaviour
- Improved access and engagement with the curriculum
- Increased self-esteem

For further information and training please contact <https://www.nyeducationalservices.co.uk/services/inclusive-education-service/> or visit <http://www.drawingandtalking.com/>



Definitions/ Glossary/ Acronyms

CYP	Children and Young People
Evidence Based Practice (EBP)	The use of current best evidence to make decisions which provide the best support/ interventions to meet need.
Intervention	The action taken to support the needs of the pupil, this can be at whole school level, targeted or personalised.
Request for Involvement (RFI)	The form that is completed to access Inclusive Education Service Support.
Single Point of Access (SPA)	Single Point of Access panel to request Inclusive Education Service support
Specific/Personalised Provision	Provision for pupils with significant social, emotional or mental health needs who need reasonable adjustments and also highly personalised interventions and approaches to improve their social, emotional or mental health needs.
Targeted Provision	Provision for pupils with additional needs who may need reasonable adjustments made for them and /or need small group interventions to meet their social, emotional and mental health needs.
Therapeutic	It involves talking about your thoughts with a professional to: better understand your own thinking and behaviour. understand and resolve your problems. recognise symptoms of mental illness in yourself.
Universal Provision	Provision which is available for all pupils at all times regardless of needs designed to promote positive mental health and emotional well being.

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