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TRAFFORD COUNCIL

AGENDA PAPERS MARKED 'TO FOLLOW' FOR

HEALTH SCRUTINY COMMITTEE

Date: Tuesday, 13 March 2018

Time: 6.30 p.m.

Place: Committee Room 2&3, Trafford Town Hall, Talbot Road, Stretford, M32 0TH.

A G E N D A	PART I	Pages
6. **HEALTHY YOUNG MINDS UPDATE**		1 - 4

To receive a report from Manager of the Healthy Young Minds Service.

8. **YOUNG PEOPLES MENTAL HEALTH TASK AND FINISH GROUP**		5 - 40

To receive the draft report of the Health Scrutiny Committee's task and finish group.

9. **LONELINESS TASK AND FINISH GROUP UPDATE**		41 - 42

To receive a briefing from the Vice Chairman of the Committee.

THERESA GRANT
Chief Executive

Membership of the Committee

Councillors J. Harding (Chairman), Mrs. P. Young (Vice-Chairman), Miss L. Blackburn, Mrs. J.E. Brophy, Mrs. A. Bruer-Morris, R. Chilton, Mrs. D.L. Haddad, J. Lloyd, K. Procter, S. Taylor, Mrs. V. Ward and M. Young (ex-Officio).

<u>Further Information</u>
For help, advice and information about this meeting please contact:

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This agenda was issued on **Monday, 5 March 2018** by the Legal and Democratic Services Section, Trafford Council, Trafford Town Hall; Talbot Road, Stretford, Manchester, M32 0TH

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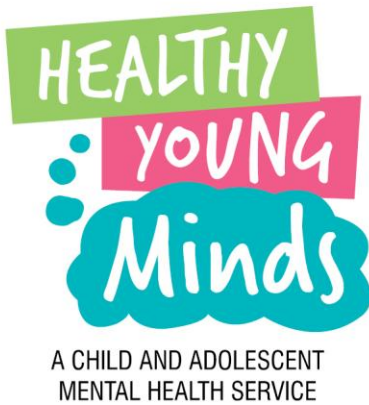
Trafford HYM Update March 2018

A short update on service progress has been requested by Trafford Health Scrutiny Review Group. This paper provides a briefing on the significant service developments, successes and challenges for Trafford HYM service moving forward.

Service Capacity

The service has seen a 48% increase in accepted referrals over the previous 2 years, despite significant recent investment into the third sector as part of the Local Transformation Plan. Whilst prevention and lower level support for CYP is critical, there is still a high demand for a specialist service. Investment in the specialist service has been minimal and not consistent with investment into other comparable Healthy Young Minds provided by Pennine Care NHS Foundation Trust in 5 other Greater Manchester towns.

The service has recently complete a staffing re-structure to align the skills to one which reflects the nations CAMHS picture and ensure maximum release of clinical capacity whilst maintaining the ability to provide high quality clinical care and treatment.

Pennine care's business intelligence and performance department have worked in partnership with service leaders to ensure available capacity is effectively utilised and much good work has been completed to reduce waiting times and improve performance against the KPI's.

In addition to this a comprehensive capacity and demand analysis has been completed based on full establishment of all posts in the agreed new structure, current referral rates and core HYM pathways.

The analysis of this work identifies that in order to meet the current demand the service is short of 5.8wte clinical capacity to meet the current referral rate. An options paper to support investment in the service has been presented to the CCG.

Waiting Times

The service has completed waiting list interventions, with several weeks of routine work ceased to allow waiting list work. The service has developed its group offer to increase treatment capacity. Good progress has been made but it is clear that progress isn't sustainable in the medium term within the current resources. Should there be no investment in the service then conversations regarding pathways will need to begin to ensure KPI's are consistently met.

EPR

Trafford HYM has been working with an electronic/data system that has been inadequate for the needs of a modern NHS service. There has been a detailed options appraisal completed and a system selected which will go live on 26th March 2018.

This is a significant challenge for the service due to the training time required for all staff and the change in established processes. The team are engaged and excited about the system and have been supported by clinical staff from other HYM services.

Implementation of this system will allow reporting against all Greater Manchester CAMHS outcomes and importantly allow a much better understanding of the needs of CYP in Trafford.

Service Staffing Updates

The service has been on the trust risk register due to challenges in consistent staffing, with the use of agency and other temporary staff higher than would be liked. The service has recently been successful in some key recruitment and HYM is very pleased to have attracted experienced CAMHS talent to the service.

At the end of March there will be a voluntary redundancy and the new service leadership team will be established:

- Lynne Pender, Service Operational Manager
- Dr Stephanie Jamieson, Lead Consultant Clinical Psychologist
- Dr Kishan Sharma, Lead Consultant Psychiatrist

Trafford HYM will continue to be supported by the HYM Directorate and share and contribute to learning across 6 town HYM services.

Challenges

There remain a number of challenges for the service which the senior leadership team will work with stakeholders to address:

- Data flow to mental health minimum data set and reporting against national access targets
- Level of demand on urgent care pathway, specifically 16- 18 years follow up
- Accommodation, split site and lack of adequate accessible clinical space
- National and regional workforce shortages

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TRAFFORD COUNCIL

Report to:	**Health Scrutiny Committee**
Date:	**13th March 2018**
Report of:	**Chairman of Health Scrutiny Committee**

Report Title

Young People's Wellbeing

Summary

A review of the support available to Children and Young People with mental health problems within Trafford.

Recommendation(s)

That the Committee agree the following recommendations and refer the report to the Executive:-

1) Trafford Commissioners and Providers of Emotional Wellbeing & Mental Health services work together to develop and implement a standardised, evidence based training programme that could be rolled out across schools / organisations that provide services for children & young people.
2) Trafford Council to work with organisations to promote the Thrive Stepped Care approach to Emotional Health & Wellbeing.
3) Trafford Council to work with school nurse and schools to improve confidentiality processes and identify named leads in schools.
4) Trafford Council to work with Governing Bodies to ensure that mental health and emotional wellbeing is an agenda item for meetings. To consider advocating a MH Lead on the Governing Body.
5) Trafford Council to consult with schools around the Mental Health Strategy and work with them to develop deliverable outcomes.
6) Trafford Council to ensure that children & young people are involved in the shape and design of future services that are evidence based and high quality.
7) Trafford Council to ensure children & young people are involved in the evaluation of services commissioned.
8) Commissioned services are to be outcome focussed and most importantly easy to access, built around the needs of children & young

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people.

9) **Commissioned services are to adopt a "Whole Family" approach. All services must give children & young people the opportunity to set goals, tell their story once.**

10) **Third sector organisations are critical to assist with strong collaboration/ partnership approaches. Trafford Council to ensure that these providers are part of the Mental Health strategy delivery plan.**

11) **Health Scrutiny Committee to be regularly updated of changes to services / exception reports/ good news stories.**

<u>Contact person for access to background papers and further information:</u>

Name: Alexander Murray

Extension: 4250

1. **Background**

2. Following the first meeting of the Health Scrutiny Committee held on 13th July 2016, it was formally agreed by Committee members that Young Peoples Emotional Wellbeing would be the subject matter for a piece of Task & Finish work. The issue of Children's and Young Peoples mental health had been on the Committees agenda for a number of meetings following the recent review and restructure of Child and Adolescent Mental Health Services (CAMHS) across Trafford .Trafford's Youth Parliament had also expressed an interest in mental health services for young people across Trafford and the Committee felt that members of the YP would be a valuable source of information and would assist the Committee in reaching their conclusions and recommendations.

3. **Scope**

4. **The Future in Mind report highlighted the findings of 2004 survey on prevalence of MH problems in children and adolescents, the study estimated that:**

   a. **9.6 % or nearly 850,000 children and young people aged between 5-16 years have a mental health disorder.**

   b. **7.7% or nearly 340,000 children aged 5-10 years have a mental health disorder.11.5% or around 510,000 young people aged between 11-16 years have a mental health disorder.**

   c. **This means in an average class of 30 schoolchildren, 3 will suffer from a diagnosable mental health disorder.**

   d. **Many mental health conditions in adult hood showed first signs in childhood – there is evidence of poor experiences of CAMHS/ early intervention.**

5. The initial scoping meeting of the task and finish group was held on the 12th September 2016. This meeting was aimed at setting out the vision of the task and finish group work and to set an outline for investigations. Committee members agreed at the meeting that as the recent CAMHS review was ongoing and the new model had not yet been implemented scrutinising CAMHS further would not add any significant value to this piece of work.

6. Committee members agreed that the group should focus upon the early offer available to children and young people prior to referrals to CAMHS. The group agreed to focus upon children aged between 11 and 16 (secondary School) as there had been recognition that mental health problems at this age had been a significant issue for a number of years. Future in Mind estimated that 11.5% of children in secondary school suffer from a mental disorder. That equates to roughly 1907 children within Trafford secondary schools currently experiencing mental health disorders of some form. In order to gain a picture of what was available to children within Trafford the group were to generate a questionnaire for school staff,

to arrange a meeting with the Councils Commissioners and to meet with the Youth Parliament. It was believed that by engaging with these groups a picture of the services available to children could be built and any gaps in provision identified and recommendations arrived at.

7. Questionnaire

8. The first piece of work carried out by the group was to create a questionnaire designed for school staff (appendix 1). The group decided that as the questionnaire was to be aimed at staff it was essential to keep it short so that it could be completed within 15 minutes without placing extra onus of work on staff. Once the format was agreed the questionnaire was sent out to Head Teachers in order to be cascaded to staff. The questionnaire recorded the school that the participant worked at and job role. This was to ensure anonymity was maintained for participants whilst enabling the results to be grouped in meaningful ways.

9. In total 45 members of staff completed the survey from 18 different schools 25 participants (55.6%) were teachers, 3 were teaching assistants, 8 were none teaching staff and 9 classified themselves as other (this included assistant head teachers, pastoral leads and a SEND Manager). The questionnaire consisted of both multiple choice and open ended questions and focused upon what support was available to pupils, how support was advertised, and how staff were trained and supported. The aim of this was to show staff member's knowledge of the services as well as to discover the services which schools provided.

10. The Questionnaire was designed and distributed using survey monkey which enabled the results to be downloaded in an excel spreadsheet (appendix 2) for analysis. A first level analysis was performed looking at overall trends in responses. It was evident that there were large differences in the knowledge base and the involvement that participants had around Mental Health practices within schools. There were a number of participants that seemed to have little or no knowledge of many aspects of their schools support for children and others who were aware of all aspects. It is clear from the responses to the multiple choice answers that the majority of staff members were aware that there were pastoral policies, team leads, and counsellors at their school when they were available. However, the open-ended questions showed that knowledge of the details was often lacking and/or inaccurate. The most positive aspect of the responses was that 43 out of the 45 participants knew of at least one form of support offered to children within their school.

11. There was a clear difference between the answers given by those in management positions within the schools and non-management staff. Those in management were able to provide great detail as to the services provided whilst other none management staff members were often vague or unaware, apart from those who were directly associated with the mental health offer in the school. This was most

evident within the two schools which had the highest number of participants. At these schools there were some extremely detailed responses and some which lacked any detail. Those at the top end of detail were the most senior members of staff and the reduction in detail correlates closely with the reduction in the participant's role. Teaching assistants that completed the survey showed the lowest levels of knowledge. Non-teaching members of staff showed excellent levels of knowledge with regards to services and processes but as this group were not asked to state their roles their answers could not be counted when looking at this trend.

12. Question 4 looked at how services were advertised to pupils and the responses showed that the most commonly used forms of communication were school assemblies (14), referral made by an adult (11), and form time and posters (10 for both). Overall there were 16 different methods listed showing that there was a great deal of options available to schools. The most that any one participant put was 7 and no school used all 16 showing that there were many forms of communication not utilised.

13. Question 15 asked participants about the support received from external agencies. Participants named 22 different organisations that worked with schools. The most commonly referred to service with 16 (55%) responses out of those who provided an answer (excluding answers of none or don't know) listed CAMHS/Healthy Young Minds. Of those that mentioned the service 8 (50%) referred to having issues with waiting times or demand. This backs up the findings of Future In Mind in suggesting that further work needs to be done around early intervention and prevention to reduce the demand for high level crisis services. The second most referred to services were 42nd Street and School Nurses with 6 participants mentioning each one. This shows that whilst there are a large number of organisations providing support across Trafford it is Council services which are the most known and utilised within schools.

14. Question 7 asked what training was available to staff. All of the schools had at least one participant list that training was available. However, 11(25%) of participants stated they had received no or limited training, this included some teachers. The majority of answers that did mention a form of training mentioned other staff cascading knowledge to the rest of the faculty 8 (18%). This could explain the no training response by some participants as they may not consider these sessions as official training. The other main type of training reported was recognition and referral training; again some staff may not see this as mental health training. Question 16 asked participants what additional support they would like and 14 (44%) out of the 32 who responded to the question stated that they wanted additional training. This strongly suggests that the level of training staff members receive within Trafford does not appear to be enough to inspire confidence in their abilities to deal with children with emotional wellbeing/ mental health problems.

15. The other responses received to question 16 were requests for additional support both from external agencies (CAMHS/Healthy Young Minds were the most mentioned) and from within the school which, when taken into account with the requests for additional training, would suggest that there a large number of staff who feel they need to increase their knowledge base around the schools approach to dealing with mental health issues. However, the fact that the staff are requesting this support and the way in which they phrased their answers e.g. "(I would like) Information I can give to students" shows a willingness to take part and help pupils. Therefore the issue may be one of provision and not culture within schools. 4 of the responses to question 16 directly mentioned a lack of funding and stretched resources as a concern.

16. Meeting with Commissioners

17. Committee members met with Commissioners on the 27 January 2017. Prior to meeting with Commissioners the Task and Finish group were sent the specifications for the FLAIR (Fun Local Activities that are Innovative) service. This was a service commissioned by Trafford Council specifically to support Children & Young People experiencing emotional wellbeing issues in their lives. Children were to access this service through self-referral or referral from the CAMHS service. The Committee were reassured to see that the specification for the service directly referenced Future in Mind showing the issues identified within the report had been addressed by the design.

18. The service consisted of the child having a limited number of meetings with a FLAIR "broker" who would then help them to choose an activity with one of the pre-approved providers which had specially trained staff selected from the "Flair Menu". The children who were referred into the service had a greater level of need than had originally been anticipated that the project would support ,with some children requiring multiple sessions with "brokers " to prepare them to attend sessions and some young people not able to attend any sessions at all. This difference increased both the amount of time that children spent in the service and the level of dropout. In their attempts to provide the best service that they could for the young person the FLAIR brokers at times ended up "going off menu" to find services that met the children's needs which in turn led to more delays. A combination of these factors led to the service not being able to reach the numbers of children required in order for it to be cost effective and as a result it was decided that the project would not be extended past its original pilot phase.

19. The project had shown the impact that parents can have on children and the importance of having a whole family approach to support offered. The level of need identified by those who contacted the service highlighted a gap in provision to the Commissioning team. Whilst there are organisations such as 42nd Street which

offer Tier 2 support for children aged 13 and older there is no such support for those under 13. Trafford planned to set up another pilot scheme to create a service which would address this gap and was to be funded through NHS funding of £50,000 and a further £50,000 from the Council.

20. Committee members requested information about other services available as part of the wider offer to young people in Trafford. Officers informed Committee members that there was a wide variety of services available for children within Trafford. Work had recently been completed which mapped all the services across Trafford and was to be put on the Trafford Service Directory. It was recognised that more work needed to be done around communication with children in Trafford and work was ongoing to create an insert to go into school planners to inform pupils of the services available. On a Greater Manchester level a GM Thrive hub was to be created which would offer resources to all GM authorities. Officers reported that Trafford were working with the Youth Cabinet on the design of services and consulting with them regularly.

21. When asked about the lack of training reported within the questionnaire the officers responded that Trafford offered a number of training courses to schools and all organisations who work with children. The training courses covered a wide range of issues that affect children and schools were informed of these courses through their pastoral leads. These training sessions were separate to those that were to be offered by the remodelled CAMHS service. The training for staff and the services commissioned by the Council were aimed at reducing the waiting times for CAMHS and creating a full holistic approach towards children's mental health.

22. **Meeting with Trafford Youth Cabinet**
23. Two Councillors from the Task & Finish group met with the Trafford Youth Cabinet to ask them for their thoughts about services that were currently on offer both in and outside of school, how well they felt these were communicated to them, and what they wanted in terms of support. During the course of the discussions with the Youth Cabinet the following themes emerged;

24. Training – The young people felt that teachers weren't using the correct/technical terminology about mental health issues. Many believed that staff were not trained enough; especially those who delivered Personal, Social, and Health Education (PSHE) lessons. Altrincham Grammar was the exception to this as the pupils thought staff members were knowledgeable. Teachers also needed to be approachable, especially the pastoral lead, and that pupils should play some role in the appointment of pastoral leads.

25. Confidentiality – The young people wanted an anonymous system that they would be able to use from their own devices. They wanted to be able to know who they were contacting through the system as there were some teachers that they did trust and others they did not. It was felt that there was a lack of confidentiality for those who were accessing services within school. This included practices such as young people being taken out of lessons at specific times, putting bright orange or yellow notes in the register and even announcing in the lesson that someone is going to the counsellor which lead to other pupils identifying that they may be accessing counselling. They all felt that when a child speaks about an issue to a teacher that teacher should ask them if it is ok to involve others.

26. Lessons on Mental Health – A large number of the young people felt that they should have lessons which taught them about Mental Health issues. They said that they would like information laid out - "if you feel this then you may have x, y or z". Many felt that mental health problems weren't dealt with until it came to exams. A number of schools didn't cover mental health in lessons and it was only covered within assemblies. PSHE was not a regular lesson at all schools and only a quarter of those who did have regular lessons felt they were worthwhile. The children raised the idea of having a consistent approach taken across Trafford schools to the teaching of PSHE.

27. Boys – A number of boys said that it was very difficult for them to come forward because of the male culture if you had mental health problems, especially in an all-boys school.

28. Hormones/Bad Behaviour – Many felt that adults were too quick to put emotional problems down to hormonal problems and therefore didn't listen, especially with girls. The young people also felt that many teachers equate bad behaviour with mental health and vice versa.

29. Faith Schools – It was raised that in faith schools the mixing of religion and counselling can disadvantage those children not of the same faith e.g. a Muslim child may not wish to be counselled by a Christian vicar in a chapel.

30. **Meeting with Commissioners**

31. Following the overall completion of the FLAIR service the Committee Members met with Commissioners again to examine the final results of the pilot and to hear about the Council's planned next steps. The FLAIR project had been successful trialling a collaborative approach to delivery and in raising the profile of children and young people's mental health. The project had also led to the upskilling of professionals across a wide range of community and voluntary sector partners. However, due to children and young people presenting to the service with much higher level needs than anticipated the project had not been cost effective. The learning from FLAIR led to the identification of gaps in Tier 2 support for children and young people

under 13 years of age. LTP investment for 2017/18 was to be directed towards the gaps that the pilot project identified.

32. Since the previous meeting Trafford had completed the insert for school planners which would be available to schools for the 2017/18 school year. Another piece of work had been done which looked at search terms children would use to find mental health services on the Trafford Directory. The Commissioners told the Councillors that they had been involved in some work with a group called the Mental Health Network (MHN). The MHN was a small local organisation which had been created by 2 former pupils of Altrincham Girls School which offered mental health training, assembly and lesson plans, and suggested that schools sign a pledge to commit to tackling mental health issues. They have worked with 6 schools in the area and plan to extend this reach to other schools.

33. The group discussed the use of online resources as a low cost solution that would allow young people anonymity, which had been highlighted as a key concern by the Youth Parliament. The Commissioners said that the planner insert gave a link to a Pennine Care website which had a list of approved apps including some basic online therapy/ support offered by Mind.

34. **Meeting with the Mental Health Network**
35. Following the meeting with Commissioners the Committee Members arranged to meet up with Mental Health Network. At this meeting it was explained that the Network was going through an organisational change to become a charity called Youth Mental Health Matters (YMHM). Lauren Barclay (one of the founders) informed the Councillors that they were continuing the work that the Network had begun and were looking to expand upon that base. The pledge that schools signed up to was shown to the group and YMHM explained the various work streams which was ongoing. The two main focuses for YMHM going forward was securing status as a Charity and organising their first event in Trafford. They had met with the Mayor of Greater Manchester Andy Burnham and were planning to do a piece of work around breaking down the stigma of mental health across GM.

36. Through their work YMHM had identified a number of issues within Trafford. One of the biggest problems was confidentiality. One of the ways YMHM tackled this was to put numbers on the back of bathroom doors in schools that pupils could use to contact services anonymously. They had heard from every school that they had worked with that school nurses were not available for enough hours per week. They had also found that form tutors were a key point of contact for children and that the senior leaders in schools were well trained but this was not true of less senior staff members, who were more likely to be approached by pupils.

37. **Details of New Commissioned Services**

38. The specifications for the two services which were to be commissioned following the conclusion of the FLAIR project were shared with the Task and Finish group members. The Specifications were aimed at the creation two services. One which provided an online offer for 11-18 year olds and another which provided emotional health and wellbeing support for children aged 5-12 years. Both specifications directly referenced the FLAIR project and the learning it had provided. The background of the specification for the online service also referenced the secondary schools conference held in Trafford in November 2016 which identified the need for online anonymous support for children.

39. Both of the services were to be aimed at increasing emotional resilience, developing positive coping mechanisms, building strong relationships, and increasing protective factors for those assessed with a moderate level of need to prevent escalation. The Online support was to do this through interventions including 1-1 counselling and group/peer support with appropriately qualified counsellors. The support for children aged 5 – 12 was to use therapeutic approaches such as; drama therapy, counselling, mentoring, group support, behavioural techniques, and family support. It was anticipated that this service would mainly offer group interventions with additional 1:1 support where required. Potential providers were asked to consider how they would engage with parents and teachers as the ability to offer training and support to these groups would add value to the project.

40. Both services were to be aimed at engaging with children and young people who had previously not accessed services. The online approach would do this by offering a new avenue for young people to access support. The support for 5 – 12 was to accomplish this through the design of the service, which was to include the ability to self-refer. The design was also to have a clear plan of how service users would 'step-down' from the service through self-help, support from parents, and their school. Both services were required to be aware of the full range of provision and opportunities which promoted emotional health and wellbeing within Trafford. This included the ability to sign post to other services and to inform their users how to access them, such as the Council's full service offer through the Trafford Service Directory.

41. The success of the services was to be determined mainly through a reduction in referrals to CAMHS. Additional outcomes of the services were to be; increased emotional resilience, coping mechanisms, protective factors, improved self-esteem, self-image, social presentation and identity, improved participation, engagement and interest in activities, and improved relationships and social engagement. The way that these were to be measured was to be agreed by the successful provider and the Council. The successful providers would also be expected to use something similar to the Strengths and Difficulties Questionnaire and show that at

least 2/3 of service users experienced a positive improvement as a result of the intervention.

Recommendations:

1. **Trafford Commissioners and Providers of Emotional Wellbeing & Mental Health services to consider the development and implementation of a standardised evidence based training programme to be made available to all schools and organisations that provide services for children and young people.**
2. **Trafford Council to expand on their work with organisations in promoting the Thrive Stepped Care approach to Emotional Health and Wellbeing.**
3. **Trafford Council to work with school nurses and schools to improve confidentiality processes and identify named leads in schools.**
4. **Trafford Council to work with Governing Bodies to ensure that mental health and emotional wellbeing is an standard agenda item for meetings. To consider advocating a MH Lead on the Governing Body.**
5. **Trafford Council to consult with schools around the Mental Health Strategy and work with them to develop deliverable outcomes.**
6. **Trafford Council to continue to involve children and young people in the shaping and design of future services that are evidence based and of high quality.**
7. **Trafford Council to ensure children and young people are involved in the evaluation of services commissioned.**
8. **Commissioned services are to be outcome focussed, easy to access, and built around the needs of children and young people.**
9. **Commissioned services are to continue to develop towards a "Whole Family" approach. With all services giving children and young people the opportunity to set goals, and ensure they only have to tell their story once.**
10. **Trafford Council are to ensure that third sector organisations have a role in developing the Mental Health strategy delivery plan.**
11. **That the Health Scrutiny Committee to receive regular updates of changes to services which should include exception reports and good news stories.**

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TRAFFORD
COUNCIL

Young People's Wellbeing

1. Which School do you work for?

2. What is your role at the school?

◯ Teacher

◯ Teaching Assistant

◯ Non-Teaching Member of Staff

◯ Other (please specify)

3. What is on offer for pupils at your school who suffer from mental health issues?

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4. How is this communicated to pupils?

5. Is there anything on the school's intranet or learning platform promoting mental health support or to promote good mental health and wellbeing?

◯ Yes

◯ No

◯ Don't know

6. What is the school's process when it comes to mental health issues?

7. What training is provided to enable you to deal with mental health issues?

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8. Is additional training provided for staff members who support pupils experiencing emotional difficulties?

◯ Yes

◯ No

◯ Don't know

9. What does this training entail?

[   ]

50%

Next

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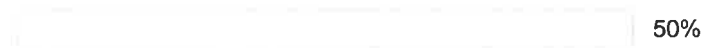
See how easy it is to create a survey.

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Young People's Wellbeing

1. Which School do you work for?	
Answer Options	Response Count
	45
answered question	45
skipped question	0

Number	Response Date	Response Text	Categories
1	Jan 23, 2017 8:41 AM	Sale High School	
2	Jan 19, 2017 4:10 PM	Lostock College	
3	Jan 17, 2017 10:01 AM	Sale High School	
4	Jan 17, 2017 9:37 AM	Sale Grammar School	
5	Jan 17, 2017 8:04 AM	Broadoak School	
6	Jan 16, 2017 5:51 PM	Stretford High School	
7	Jan 16, 2017 4:32 PM	The Dean Trust Ashton on Mersey School	
8	Jan 16, 2017 3:50 PM	Stretford |High	
9	Jan 16, 2017 3:06 PM	Sale High School	
10	Jan 11, 2017 5:44 PM	Broadheath Primary School	
11	Dec 7, 2016 11:04 PM	Stretford high school	
12	Dec 7, 2016 4:25 PM	Stretford High School	
13	Dec 7, 2016 12:35 PM	Stretford high school	
14	Dec 7, 2016 10:23 AM	Stretford high school	
15	Dec 7, 2016 9:55 AM	Stretford High School	
16	Dec 7, 2016 9:41 AM	Sretford high	
17	Dec 7, 2016 9:40 AM	Stretford High School	
18	Dec 7, 2016 9:34 AM	Stretford High School	
19	Dec 7, 2016 9:11 AM	Stretford High School	
20	Dec 7, 2016 9:09 AM	Stretford High School	
21	Dec 7, 2016 9:09 AM	Stretford High School	
22	Nov 30, 2016 4:17 PM	Manor Academy	
23	Nov 30, 2016 9:37 AM	Flixton Girls School	
24	Nov 29, 2016 2:04 PM	Ashton On Mersey School	
25	Nov 29, 2016 1:46 PM	Manor Academy	
26	Nov 29, 2016 12:30 PM	Manor Academy	
27	Nov 29, 2016 11:17 AM	Manor Academy	
28	Nov 29, 2016 11:11 AM	Manor academy	
29	Nov 29, 2016 11:11 AM	AGGS/ Alliance for Learning	
30	Nov 27, 2016 1:45 PM	Loreto Grammar School	
31	Nov 22, 2016 4:38 PM	Altrincham College	
32	Nov 22, 2016 1:52 PM	Altrincham Grammar School for Girls	
33	Nov 22, 2016 11:35 AM	Loreto Grammar School	
34	Nov 22, 2016 11:12 AM	Manor academy	
35	Nov 21, 2016 11:27 PM	Manor Academy	
36	Nov 21, 2016 9:28 PM	Aca	
37	Nov 21, 2016 8:36 PM	Altrincham college	
38	Nov 21, 2016 8:25 PM	Altrincham College	
39	Nov 21, 2016 6:15 PM	Manor academy	
40	Nov 21, 2016 11:28 AM	Stretford Grammar School	
41	Nov 21, 2016 11:25 AM	manor academy	
42	Nov 21, 2016 11:12 AM	Egerton High School	
43	Nov 21, 2016 10:14 AM	St ANtony's	
44	Nov 21, 2016 10:07 AM	Wellacre	
45	Nov 21, 2016 9:51 AM	Manor Academy	

2. What is your role at the school?

Answer Options	Response Percent	Response Count
Teacher	55.6%	25
Teaching Assistant	6.7%	3
Non-Teaching Member of Staff	17.8%	8
Other (please specify)	20.0%	9
	answered question	45
	skipped question	0

Number	Response Date	Other (please specify)	Categories
1	Jan 17, 2017 10:01 AM	Pastoral manager	
2	Jan 16, 2017 5:51 PM	Assistant Head Behaviour & Safety	
3	Jan 16, 2017 4:32 PM	SEND manager	
4	Dec 7, 2016 11:04 PM	Deputy Head	
5	Nov 29, 2016 11:11 AM	Head of the Teaching School	
6	Nov 22, 2016 1:52 PM	Vice Principal	
7	Nov 22, 2016 11:35 AM	Assistant Headteacher	
8	Nov 21, 2016 10:14 AM	Assistant Head	
9	Nov 21, 2016 10:07 AM	Inclusion Manager	

3. What is on offer for pupils at your school who suffer from mental health issues?

Answer Options	Response Count
	44
answered question	44
skipped question	1

Number	Response Date	Response Text	Categories
1	Jan 23, 2017 8:41 AM	2 forms of in-school counselling Aspire (inclusion) support Support from Pastoral staff	
2	Jan 19, 2017 4:10 PM	school based CAMHS support	
3	Jan 17, 2017 10:01 AM	counselling support paid for by school. Mentoring. pastoral support. School nurse	
4	Jan 17, 2017 9:37 AM	Counselling service, Wellness Sessions - various year groups, 'The Hub' - an area in the school where students can go and 'relax'.	
5	Jan 17, 2017 8:04 AM	We have trained Mentors and coaches who support all students who are struggling emotionally. We have a strong Pastoral system where relationships are built meaning early identification is easier. Children know where to come if they are finding things difficult. 42nd St visit the school for one day per week to offer counselling support to our students. We have a fully qualified counsellor on our staff who is available to provide counselling support. We have a good relationship with the school nurse and endeavour to involve our parents in situations. We provide sessions via PSE in emotional well-being and run stress buster sessions for KS$	

The hub - drop in first thing and lunch time.

Welfare Team - 4 specialists who offer 1 to 1's to support varying issues.

Pastoral Team - 10 specialists individuals who offer 1 to 1's and day to day support.

Central Referral Meeting - staff send referrals with any concerns where this is discussed and appropriate action/intervention offered.

Various after school groups for differing issues.

Bespoke packages of support.

External agency support depending on need and 'Team around child' meetings.

Assembly content.

6	Jan 16, 2017 5:51 PM	Curriculum content.
7	Jan 16, 2017 4:32 PM	We have a Wellbeing group which offers support in terms of a 'listening' mentor, relaxing activities such as art and yoga. Our pastoral team work with individual pupils and their families. The SEND team work 1-1 with pupils following plans and strategies from Healthy Young Minds. they participate in multi agency meetings.
8	Jan 16, 2017 3:50 PM	Safe space (Hub), one-to-one support, Pastoral Support Plans, small group therapy (music, art, dance, acting, social skills, sport, cooking...) one to one therapy (counselling, drawing and talking) CAMHS in-school Tier 2 service Talkshop Trafford BlueSci outside school agency
9	Jan 16, 2017 3:06 PM	GP mentoring social group
10	Jan 11, 2017 5:44 PM	
11	Dec 7, 2016 11:04 PM	Hub offering therapeutic sessions including one to one and group work both with internal team of welfare staff and external agencies. Pastoral team (some non teaching) to dedicate time and support. City Year Mentors operate to support academic progress.
12	Dec 7, 2016 4:25 PM	Nurse, Head of Year referrals, SEND dept, SEND referral to Student Welfare
13	Dec 7, 2016 12:35 PM	Hub AdviseTrained staff
14	Dec 7, 2016 10:23 AM	First aid and student services to call ambulance and designated staff.
15	Dec 7, 2016 9:55 AM	The Hub, Pupil Support Team, RISE (anti bullying team), safeguarding group
16	Dec 7, 2016 9:40 AM	We have a Pastoral Team to support students with all issues, including mental health. The school nurse also has a drop in once a week.
17	Dec 7, 2016 9:34 AM	Counsellor and a Hubb Room
18	Dec 7, 2016 9:11 AM	Key workers
19	Dec 7, 2016 9:09 AM	CAMS
20	Dec 7, 2016 9:09 AM	School nurse, counselling, hub time

21	Nov 30, 2016 4:17 PM	meeting with Camhs Pastoral support 1:1 Counselling Small group sessions centred around anxiety, positive strategies etc CBT School nurse Mentoring - various kinds on offer Hope Mountain resources Referrals to specialist support such as LGBT, 42nd Street, Talkshop etc Self Esteem workshops Referral process to MES Mental Health conference for parents
22	Nov 30, 2016 9:37 AM	
23	Nov 29, 2016 2:04 PM	Relate Counsellor, EMS listening Therapy, 1 - 1 mentoring, Calm Club. Teacher working party currently focusing on improving the web site and make it more user friendly for parents
24	Nov 29, 2016 1:46 PM	play therapy sessions, time out to talk to designated staff
25	Nov 29, 2016 12:30 PM	Pastoral support provided by school staff .
26	Nov 29, 2016 11:17 AM	CAHMS, In school therapy sessions
27	Nov 29, 2016 11:11 AM	They have access to mentoring and in house confidential sessions
28	Nov 29, 2016 11:11 AM	Our Teaching School offers Mental Health First Aid : http://allianceforlearning.co.uk/course/mental-health-first-aid/ We also offer Mindfulness: http://allianceforlearning.co.uk/course/pupil-mindfulness-b/ Appointments with the school counsellor, in school one day per week. Appointments or drop in with the school nurse one day per week. Appointments or drop in any day with the school chaplain. Support from Year co-ordinator who also liaises with family and other agencies. Daily support from Form Tutor (30 mins per day with class)
29	Nov 27, 2016 1:45 PM	Peer to peer mentoring with a Sixth Form student
30	Nov 22, 2016 4:38 PM	Pastoral support through the pastoral system, councillors regularly come into school to run one to one sessions peer mentoring. 6th form buddy system, Form tutors support their pupils. Student Support centre. Links to local authority support.

31	Nov 22, 2016 1:52 PM	school nursewellbeing ambassadorsmindfulness in the curriculumrelate42nd streetschool nurse

Counselling

School Nurse

Mentoring-Lay Chaplain

Mentoring-Relevant adult

Preventative activities eg Meditation, mindful colouring etc, PSHCE programmes

32	Nov 22, 2016 11:35 AM	
33	Nov 22, 2016 11:12 AM	not aware of anything . some children confine in certain staff.
34	Nov 21, 2016 11:27 PM	We have a strong pastoral support system and link closely with CAMHS. Counselling
35	Nov 21, 2016 9:28 PM	Pastoral aupport
36	Nov 21, 2016 8:36 PM	School nurse/ counselling/ SEAL sessions
37	Nov 21, 2016 8:25 PM	Pastoral support and counselling support.
38	Nov 21, 2016 6:15 PM	There are some therapy sessions but nothing specific
39	Nov 21, 2016 11:28 AM	We have a Relate Counsellor and also pay for an additional counsellor to support students one day a week and to run Art therapy classes. We also have an emotional resilience programme in school
40	Nov 21, 2016 11:25 AM	in house counselling

CAMHs

School Nurse

Family Support Worker

1:1 sessions

41	Nov 21, 2016 11:12 AM	Mentoring
42	Nov 21, 2016 10:14 AM	open door policy; 2 well-being mentors; access to CAMHS one morning per week; knowledgeable staff who will refer to relevant external agencies, currently CAMHS Tier 3; Blue Sky; Ed psych; Talk Shop; St Mary's

At Wellacre I run the Inclusion Centre. This is the perfect environment for a pupil suffering with mental health issues. It is quiet, set away from the main school building with a safe environment. The pupils in here can be booked in for set lessons and/or on a reduced timetable or for full time for a period of weeks. The students follow their usual curriculum but alongside this we offer interventions and mentoring to work on confidence, self esteem, etc. The Inclusion Centre is also open at breaks and lunch for targeted pupils.

Aside from the Inclusion Centre, we have a pastoral team that focus on mentoring cohorts, specific interventions, working with internal and external agencies such as CAMHs, the school nurse etc.

| 43 | Nov 21, 2016 10:07 AM | We have lots of programmes whereby the pupils can also run |

interventions e.g peer mentoring, anti bullying ambassadors, prefects, after school clubs.

1:1 Intervention sessions

Counselling

Art/play/lego therapy

Drop-in Centre for pupils experiencing emotional crisis with bespoke staff team

| | 44 | Nov 21, 2016 9:51 AM | | |

4. How is this communicated to pupils?

Answer Options	Response Count
	44
answered question	44
skipped question	1

Number	Response Date	Response Text	Categories
1	Jan 23, 2017 8:41 AM	Signposted when in need	
2	Jan 19, 2017 4:10 PM	Through individual conversations and assemblies to the whole school, PHSE super learning days	
3	Jan 17, 2017 10:01 AM	Pastoral managers, school website and also signposts to outside agencies.	
4	Jan 17, 2017 9:37 AM	Through school handbooks and the school website	
5	Jan 17, 2017 8:04 AM	There are posters around school. Some is taught in lesson. Other services are suggested as part of meetings to support students. Word of mouth as our school community is quite tight knit. Assemblies. Through curriculum. Posters. Specific boards around school.	
6	Jan 16, 2017 5:51 PM	Via Pastoral & Welfare Team	
7	Jan 16, 2017 4:32 PM	We communicate with pupils during break and lunchtime or with 1-1 time as necessary	
8	Jan 16, 2017 3:50 PM	Students are referred to central team by Heads of Year or Head of Department if they have concerns about them - social, academic, attendance, punctuality, emotional.	
9	Jan 16, 2017 3:06 PM	Pastoral team pass on information and information on the school website.	
10	Jan 11, 2017 5:44 PM	If need is perceived children invited	

| 11 | Dec 7, 2016 11:04 PM | Pastoral team monitor students closely and make central referral if they require additional support. Email addresses available to students to refer safeguarding or worries they have. Assemblies, form time assemblies, student leaders, anti-bullying student ambassadors all share info with young people. Extra curricular clubs etc advertised widely. |
| 12 | Dec 7, 2016 4:25 PM | posters, mentioned in assembly/form time, referred 1:1

School letter |
13	Dec 7, 2016 12:35 PM	Parents
14	Dec 7, 2016 10:23 AM	Very often through SEND department.
15	Dec 7, 2016 9:55 AM	Through staff referrals and open emailing. Not many pupils can actively seek out help themselves.
16	Dec 7, 2016 9:40 AM	They are introduced to the team when they start, and are informed who to speak to if they have any issues.
17	Dec 7, 2016 9:34 AM	Posters and Word of mouth through Formtutors etc
18	Dec 7, 2016 9:11 AM	Assemblies
19	Dec 7, 2016 9:09 AM	Students identified with issues are sent for referral
20	Dec 7, 2016 9:09 AM	assembly, posters round school
21	Nov 30, 2016 4:17 PM	no idea
22	Nov 30, 2016 9:37 AM	Form time, assemblies, 1:1s, PSHE lessons
23	Nov 29, 2016 2:04 PM	All staff aware of available support in school this is publicised during form time, assemblies and the Web Site
24	Nov 29, 2016 1:46 PM	Through staff offering this to pupils who they think need it
25	Nov 29, 2016 12:30 PM	Mainly in form time .
26	Nov 29, 2016 11:17 AM	Don't know
27	Nov 29, 2016 11:11 AM	Only when staff feel the need.
Pshe

Form Time

Assemblies |
| 28 | Nov 29, 2016 11:11 AM | Pastoral TIme |
| 29 | Nov 27, 2016 1:45 PM | Through assemblies, the form period programme, form tutors, and in writing in the school planner, posters in school, curriculum booklets for students and parents. |
| 30 | Nov 22, 2016 4:38 PM | Through assemblies, Pastoral leaders, form tutors, peer mentors, posters displayed in corridors
assemblies

lessons

form time

website |
| 31 | Nov 22, 2016 1:52 PM | planner
One-to-one discussions where support explained

General ethos of School-talk to an adult if there are any concerns, signposting

Info to parents at School events and one-to-one conversations |
32	Nov 22, 2016 11:35 AM	Signposting in PSHCE
33	Nov 22, 2016 11:12 AM	Not aware of anything
34	Nov 21, 2016 11:27 PM	Support provided as required.
35	Nov 21, 2016 9:28 PM	Through hoy
36	Nov 21, 2016 8:36 PM	Assembly and through meetings with heads of year

37	Nov 21, 2016 8:25 PM	Mainly verbally to students who require support.	
38	Nov 21, 2016 6:15 PM	It's not. It's not very good. We need something more.	
39	Nov 21, 2016 11:28 AM	Advertised around the school and on school bulletins	
40	Nov 21, 2016 11:25 AM	through our smart centre	
41	Nov 21, 2016 11:12 AM	During school sessions	
42	Nov 21, 2016 10:14 AM	Community Notice Board; through teachers and Progress leaders and EWO as well as DSL.	
43	Nov 21, 2016 10:07 AM	There are many posters around school, during assemblies, talking to their form teachers and learning directors. Early identification by staff Pupils timetabled for intervention sessions	
44	Nov 21, 2016 9:51 AM	All pupils know about the drop-in (SMART) Centre	

5. Is there anything on the school's intranet or learning platform promoting mental health support or to promote good mental health and wellbeing?

Answer Options	Response Percent	Response Count
Yes	36.4%	16
No	43.2%	19
Don't know	20.5%	9
	answered question	**44**
	skipped question	**1**

6. What is the school's process when it comes to mental health issues?

Answer Options	Response Count
	42
answered question	**42**
skipped question	**3**

Number	Response Date	Response Text	Categories
1	Jan 23, 2017 8:41 AM	Welfare concerns, communication with parents, alerting appropriate agencies, referrals/ signposting	
2	Jan 19, 2017 4:10 PM	Speak to the student, speak to the parent, advise of support that can be offered in house and by external agencies, refer to school based CAMHS	
3	Jan 17, 2017 10:01 AM	high importance, good communication between all parties, easy access to pastoral support and then wider support	
4	Jan 17, 2017 9:37 AM	Student who presented with a mental health issue would be referred to the pastoral team who then would make a decision about appropriate course of action.	
5	Jan 17, 2017 8:04 AM	We operate a referral system for staff to complete if they have any concerns about a child that is not necessarily 'learning related'. The 'Yellow Form' is filled in by staff detailing concerns and this is passed to our Pupil Support Team who meet the child to discuss the situation and support available. This is done discreetly and with the child's emotional well-being at the centre. External referrals/contact with parents will be made as required. Knowing the children and forging great relationships allows our Pastoral and Welfare teams to know when support is needed as they notice changes or for students to come and ask for help.	
6	Jan 16, 2017 5:51 PM	Central Referral Meeting - weekly meetings to discuss any concerns or referrals in from staff. This allows professionals to look at current support and intervention and what the next steps need to be.	

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7	Jan 16, 2017 4:32 PM	Pupils are able to ask for help themselves via the pastoral system or be referred to the SEND team either by teaching staff or parents. We hear of some pupils from external agencies.
8	Jan 16, 2017 3:50 PM	Work with young person (see above for some of the initiatives), and their families. Refer on if concerns are such that we cannot manage them
9	Jan 16, 2017 3:06 PM	Discuss with child (if appropriate), discuss with parents, offer support and make referral if wanted.
10	Jan 11, 2017 5:44 PM	Refer to SENco
11	Dec 7, 2016 11:04 PM	Assessment is made using SDQ type questionnaires. If concerns follow then school nurse also assesses child and parents involved with next steps...processes from initial assessment very dependent on need. Next steps may be internal monitoring, internal support one to one, internal support in groups, referral to another agency such as Healthy Young Minds or GP or other.
12	Dec 7, 2016 4:25 PM	Referral to staff responsible Referral to the trained staff
13	Dec 7, 2016 12:35 PM	Put on a programme
14	Dec 7, 2016 9:55 AM	Unsure.
15	Dec 7, 2016 9:40 AM	I don't know - the team who deal with it are fully aware though! I know who to speak to if anything comes up.
16	Dec 7, 2016 9:34 AM	On the SIMMS data and SEN coordinator deals with it!
17	Dec 7, 2016 9:11 AM	Safeguarding protocol
18	Dec 7, 2016 9:09 AM	Unknown
19	Dec 7, 2016 9:09 AM	don't fully know
20	Nov 30, 2016 4:17 PM	don't know
21	Nov 30, 2016 9:37 AM	When a pupil is identifies, either through staff awareness, or a student referring themselves, they are referred to the "Health and Wellbeing Panel" - a team of 5 staff. This team then act as a "triage" to determine the best course of action in order to support the pupil. Referrals can be made to agencies and support listed above, or issues can be addressed in-house if staff are trained and able to support.
22	Nov 29, 2016 2:04 PM	when a pupil is identified via school or outside agency, relevant staff informed, details added to restricted data base, pupil supported in school and meetings with agencies attended
23	Nov 29, 2016 1:46 PM	To address the issues as they arise
24	Nov 29, 2016 12:30 PM	Discussed with a member of SLT .
25	Nov 29, 2016 11:17 AM	Refer to SENCO/Safeguarding Staff
26	Nov 29, 2016 11:11 AM	Unsure
27	Nov 29, 2016 11:11 AM	The school has wellbeing high on the agenda and part of the schools SDP -I'll let another member of staff answer the detail on this question.
28	Nov 27, 2016 1:45 PM	Any member of staff with a concern about a student will communicate it to the student's form tutor, who will share the information with the year co-ordinator. If a student raises a concern about themselves or another student, likewise. The year co-ordinator works with the student to arrange support, liaising with family, other staff in school and outside agencies as appropriate. Records are kept by all parties and the year co-ordinator has a central role in tracking support and progress.
29	Nov 22, 2016 4:38 PM	Form tutors/ teaching staff highlight any issues to Heads of Pastoral teams. Multi action approach is followed depending on the need of the individual
30	Nov 22, 2016 11:35 AM	Speak to the student, inform parents (unless not appropriate), discuss support, signpost, monitor intervention
31	Nov 22, 2016 11:12 AM	Not aware of anything

		Form tutors / Key Stage Manager would identify a potential issue and discuss with parents. Potential support that school can offer would be considered and advice given to parents to discuss with GP / consider referral to CAMHS.
32	Nov 21, 2016 11:27 PM	
33	Nov 21, 2016 9:28 PM	Offer a member of staff for first point of call then inform child protection officer and head of learning
34	Nov 21, 2016 8:36 PM	Referral to counselling. Consult with parents. Referral to CAMHS via school nurse or doctor
35	Nov 21, 2016 8:25 PM	Very dependant on nature of concerns.
36	Nov 21, 2016 6:15 PM	Current teaching through pshe to students to become more aware. Deal with the same as any other issues.
37	Nov 21, 2016 11:28 AM	referral to counsellor plus liaise with SENDCO to develop strategies
38	Nov 21, 2016 11:25 AM	Ask parents to go to their GP or see the school nurse.
39	Nov 21, 2016 11:12 AM	School will follow up with 1:1 sessions. Ask for help from the school nurse. Call an annual review of pupils needs. Make a referral to Healthy Young Minds. Possibly refer to the Trafford MES
40	Nov 21, 2016 10:14 AM	Referral to well-being mentors or referral to CAMHS through DSL/Deputy DSL; making trained staff available to speak with students
41	Nov 21, 2016 10:07 AM	The member of staff will usually contact the relevant person, this could be the pupils mentor or learning director to see if they are aware of the issues. They may also need to inform the CPO depending on the issue. They also might need to fill out a school nurse referral form. A number of learns have a diagnosis of SEMH and therefore staff are highly skilled in managing the needs of these young people. We recognise learners through early identification and offer support through a number of different ways eg behaviour support plan, 1:1 intervention sessions including a number of therapies.
42	Nov 21, 2016 9:51 AM	Bespoke packages delivered by key workers

7. What training is provided to enable you to deal with mental health issues?

Answer Options	Response Count
	41
answered question	41
skipped question	4

Number	Response Date	Response Text	Categories
1	Jan 19, 2017 4:10 PM	Whole school training from the school based CAMHS worker	
2	Jan 17, 2017 9:37 AM	Very little.	
3	Jan 17, 2017 8:04 AM	Two key staff in Pupil Support receive external training in Safeguarding and emotional well-being. This includes the school counsellor who attends training every two years on mental health and emotional well-being. Internal training is then provided to staff formally every two years but informally as part of whole school training - pupil's emotional well-being is paramount to their academic success and therefore it forms part of all pastoral training.	
4	Jan 16, 2017 5:51 PM	This comes internally from our Lead Welfare Practitioner or is sourced externally by myself.	
5	Jan 16, 2017 4:32 PM	All staff know who to ask for help and some staff- again the pastoral team and the SEND team have attended specific courses on different aspects of mental health	

6	Jan 16, 2017 3:50 PM	On site welfare team are highly trained and skilled to train wider staff body in areas such as trauma, DV, attachment, exam stress and relaxation. Team can also offer family support (Escape Parenting)
7	Jan 16, 2017 3:06 PM	Not sure - TSCB training courses? Not specifically mental health though.
8	Jan 11, 2017 5:44 PM	Planned for the future but little to date

SENco provides signpost to websites or useful written information |
9	Dec 7, 2016 11:04 PM	Experts employed and on site to deliver training to staff both in mental health (self harm, attachment, DV, trauma, bereavement, eating etc) as well as deal with concerns during school time.
10	Dec 7, 2016 4:25 PM	Start of year all staff allocated time (1 hour ish) during Inset
11	Dec 7, 2016 9:55 AM	Other than how to recognize and refer, not much.
12	Dec 7, 2016 9:41 AM	None
13	Dec 7, 2016 9:40 AM	We have Safeguarding Training every year, and we know who we need to speak to for help or guidance.
14	Dec 7, 2016 9:34 AM	CPD session once a year at start of year
15	Dec 7, 2016 9:11 AM	N/A

Safeguarding training |
16	Dec 7, 2016 9:09 AM	Non
17	Dec 7, 2016 9:09 AM	?
18	Nov 30, 2016 4:17 PM	none
19	Nov 30, 2016 9:37 AM	Training provided by specialist agencies to all staff during INSET time

Specialist, more in-depth training provided to pastoral / safeguarding staff

Staff are able to attend Mental Health Parent Conference

Mindfulness training offered to staff

Opportunities to attend external training - eg Mental Health Conferences, training on individual issues such as bereavement

Staff always cascade / circulate training materials to other members of the team when they have attended a training session |
20	Nov 29, 2016 2:04 PM	Training courses run by TBSC attended by relevant staff
21	Nov 29, 2016 1:46 PM	None
22	Nov 29, 2016 12:30 PM	I have not received any to date but have only started on 1st Sep this year
23	Nov 29, 2016 11:17 AM	None
24	Nov 29, 2016 11:11 AM	None
25	Nov 29, 2016 11:11 AM	Mental Health First Aid see above
26	Nov 27, 2016 1:45 PM	Staff receive regular training on dealing with a range student welfare issues, including mental health and mostly relating in some way to mental health. This takes place periodically and as necessary when specific needs arise.
27	Nov 22, 2016 4:38 PM	Inset training
28	Nov 22, 2016 1:52 PM	training for staff through the teaching school, external courses, supervision for pastoral staff
29	Nov 22, 2016 11:35 AM	Staff trained in last 3 years in eating disorders and self harm
30	Nov 22, 2016 11:12 AM	None .
31	Nov 21, 2016 11:27 PM	I have not received any specific training, just support from colleagues.
32	Nov 21, 2016 9:28 PM	Various cpd and safe guarding 1 each year
33	Nov 21, 2016 8:36 PM	Limited.

34	Nov 21, 2016 8:25 PM	CPD Awarenesss raising opportunities eg eating disorders	
35	Nov 21, 2016 6:15 PM	None	
36	Nov 21, 2016 11:28 AM	External courses where appropriate for relevant staff	
37	Nov 21, 2016 11:25 AM	none	
38	Nov 21, 2016 11:12 AM	The Deputy Head is attending a two day course in January and will filter down the results via inset on twighlight sessions.	
39	Nov 21, 2016 10:14 AM	DSL has attended the feedback meeting after transformation of CAMJS and is due to attend the secondary meeting on Thursday 24th November	
40	Nov 21, 2016 10:07 AM	Internal CPD, external agencies Restorative Practice CSE PREVENT	
41	Nov 21, 2016 9:51 AM	Positive Handling	

8. Is additional training provided for staff members who support pupils experiencing emotional difficulties?

Answer Options	Response Percent	Response Count
Yes	51.2%	22
No	27.9%	12
Don't know	20.9%	9
	answered question	43
	skipped question	2

9. What does this training entail?

Answer Options	Response Count
	27
answered question	27
skipped question	18

Number	Response Date	Response Text	Categories
1	Jan 23, 2017 8:41 AM	Awareness, strategies etc	
2	Jan 19, 2017 4:10 PM	dependent on needs, we have provided whole school training on things such as; self-harm, LAC needs and psychotic episodes	
3	Jan 17, 2017 9:37 AM	Courses attended through Trafford Safeguarding.	
4	Jan 17, 2017 8:04 AM	External training - as identified throughout the year. This has taken a number of forms and is usually attended by the School Counsellor In the last year some of the training my team has had: CSE FGM Self Harm Young Carers	
5	Jan 16, 2017 5:51 PM	HBT (Homophobic/Biphoic/Trans-phobic)	
6	Jan 16, 2017 4:32 PM	Staff can request a place on any appropriate course	
7	Jan 16, 2017 3:50 PM	Can be one-to-one with SEND team members of welfare team members. Supervision offered to year team inside school and Head of Student Welfare has supervision from social services.	

8	Dec 7, 2016 11:04 PM	On site experts share expertise and offer supervision. Pastoral staff are trained by external agencies if expertise does not exist in school - training last year for example included FGM, LGBT and attachment. Staff trained to deliver Escape parenting courses to support families.
9	Dec 7, 2016 4:25 PM	Unknown
10	Dec 7, 2016 9:55 AM	Not sure
11	Dec 7, 2016 9:34 AM	A talk given to all staff
12	Dec 7, 2016 9:09 AM	don't know
13	Nov 30, 2016 9:37 AM	Specialist, more in-depth training provided to pastoral / safeguarding staff Key staff are able to attend Mental Health Parent Conference Opportunities to attend external training - eg Mental Health Conferences, training on individual issues such as bereavement Staff always cascade / circulate training materials to other members of the team when they have attended a training session
14	Nov 29, 2016 2:04 PM	individual or group training run by outside agencies - Well Being training delivered to HOY and then HOY delivered to form teachers.
15	Nov 29, 2016 1:46 PM	Not sure
16	Nov 29, 2016 11:11 AM	Training from the Teaching School/ BFET
17	Nov 27, 2016 1:45 PM	To an extent, all staff support students with a range of emotional difficulties. Staff are trained however, to share information and serious or on-going concerns will be referred to teachers with specific roles - Year Co-ordinator, Chaplain, safeguarding leads. Members of staff with these roles have received additional training from external agencies and from our own in house provision.
18	Nov 22, 2016 4:38 PM	N/A I haven't had the training
19	Nov 22, 2016 1:52 PM	Supervision and any specific training courses
20	Nov 21, 2016 9:28 PM	Optional training events by various companies who specialise
21	Nov 21, 2016 8:25 PM	Opportunity to attend external training sessions if relevant
22	Nov 21, 2016 6:15 PM	N/a
23	Nov 21, 2016 11:25 AM	N/A
24	Nov 21, 2016 11:12 AM	We will find out in early 2017 as a result of the INSET
25	Nov 21, 2016 10:14 AM	Supervision with DSL
26	Nov 21, 2016 10:07 AM	How to spot early signs, how to act upon the signs, what types of mental health, etc.
27	Nov 21, 2016 9:51 AM	Counselling

10. Does your school have a pastoral care policy?

Answer Options	Response Percent	Response Count
Yes	79.5%	35
No	6.8%	3
Don't know	13.6%	6
	answered question	44
	skipped question	1

11. Does your school have a pastoral care lead?

Answer Options	Response Percent	Response Count
Yes	88.6%	39
No	4.5%	2
Don't know	6.8%	3

		answered question	44
		skipped question	1

12. Is there a counselor at your school?

Answer Options	Response Percent	Response Count
Yes	62.8%	27
No	32.6%	14
Don't know	4.7%	2
	answered question	43
	skipped question	2

13. How do children book an appointment with the school nurse or counselor?

Answer Options	Response Count
	43
answered question	43
skipped question	2

Number	Response Date	Response Text	Categories
1	Jan 23, 2017 8:42 AM	Through their Head of House	
2	Jan 19, 2017 4:12 PM	Students know when the school nurse is in school to drop in to see her, or school will refer to school nurse who will pick them up	
3	Jan 17, 2017 10:03 AM	student services or pastoral managers	
4	Jan 17, 2017 9:49 AM	They can refer themselves by going to our student services and requesting an appointment or use the CONFIDE electronic system to request an appointment by contacting a member of staff. When a student is referred through the pastoral system the pastoral leaders complete a referral form.	
5	Jan 17, 2017 8:03 AM	School Nurse has a weekly 'drop in' and therefore children can just knock and see her. Children can approach counsellor directly or they may be referred by a member of staff such at their Head of Year who has been working with them and has become aware of their difficulties School nurse through the drop in days.	
6	Jan 16, 2017 5:56 PM	Counselor - not a specific counselor but several practitioners who deliver 1 to 1 sessions.	
7	Jan 16, 2017 4:35 PM	They can ask the pastoral team or any teacher.	
8	Jan 16, 2017 3:53 PM	Through their Head of Year who makes a referral.	
9	Jan 16, 2017 3:08 PM	Through the pastoral team referrals.	
10	Jan 11, 2017 5:45 PM	NA	
11	Dec 7, 2016 11:14 PM	Hub is a central space to support most vulnerable. Students can self refer to hub by turning up at break or lunch. Central referrals made to weekly team (welfare, safeguarding and behaviour leads as well as SENDco attend). Student email "help@strefordhigh.com" available for student use to ask for support. Significant number of student leaders in school to support their peers and know how to advise and refer students on.	
12	Dec 7, 2016 4:26 PM	Unknown - information with SEND	
13	Dec 7, 2016 10:07 AM	Not sure	
14	Dec 7, 2016 9:42 AM	They can speak to the nurse at the drop in sessions, or speak to their Head of Year/ someone on the Pastoral team..	
15	Dec 7, 2016 9:41 AM	Weekly drop in	
16	Dec 7, 2016 9:34 AM	Dont know - perhaps ask student services	
17	Dec 7, 2016 9:11 AM	Don't know	

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18	Dec 7, 2016 9:10 AM	Drop ins with nurse one day a week
19	Dec 7, 2016 9:10 AM	e-mail, via person
20	Nov 30, 2016 4:17 PM	don't know
21	Nov 30, 2016 11:20 AM	Pupils can be referred to the counsellor by ANY member of staff - so anyone that the pupil discloses to. The HWB Panel arrange the appointments with the counsellor to ensure pupils are prioritised, and that all are seen. The school nurse is done in the same way - ie any member of staff can refer, but the school nurse also has a drop in sessions, where no appointments are necessary
22	Nov 29, 2016 2:09 PM	Via PSM HOY SMT parents
23	Nov 29, 2016 1:51 PM	Open door- the school nurse is in school at a designated time and pupils can see her
24	Nov 29, 2016 12:32 PM	Not sure .
25	Nov 29, 2016 11:18 AM	Don't know
26	Nov 29, 2016 11:13 AM	Unsure
27	Nov 29, 2016 11:12 AM	via Pastoral team School nurse - they can book an appointment or drop in to sick bay on the advertised day (poster in school)
28	Nov 27, 2016 1:54 PM	School counsellor - via their Year Co-ordinator.
29	Nov 22, 2016 4:46 PM	Drop in sessions, heads of learning or through form tutors via the SENCO
30	Nov 22, 2016 1:53 PM	through their senior tutor Counsellor-by referral only
31	Nov 22, 2016 11:35 AM	School Nurse-By referral or drop in
32	Nov 22, 2016 11:15 AM	School nurse is suppose to come in every Tuesday break time. This is not the case.
33	Nov 21, 2016 11:43 PM	School nurse supposed to be available for pupils to drop in or be referred by staff.
34	Nov 21, 2016 9:30 PM	Through hoy
35	Nov 21, 2016 8:38 PM	Via heads of year School nurse - drop in sessions
36	Nov 21, 2016 8:27 PM	Counsellor - through SEAL co-ordination working closely with safeguarding staff
37	Nov 21, 2016 6:16 PM	No idea
38	Nov 21, 2016 12:20 PM	Through class tutor.
39	Nov 21, 2016 11:31 AM	Children are referred as a result of identification of need or book via the school office
40	Nov 21, 2016 11:14 AM	Through sessions with any of our staff. We have a debrief every night after school and discuss the issues that the students are experiencing
41	Nov 21, 2016 10:17 AM	Speak to a member of staff who will make that referral - they can ask for an appointment without disclosing the reason why.
42	Nov 21, 2016 10:11 AM	Drop in sessions on a Tuesday in the school nurses room. The counselor comes every Friday these appointments are normally booked by the assistant SENDco however if a pupil issue arises they can be put in as priority.
43	Nov 21, 2016 9:57 AM	Pupils are referred by their Key Stage Manager. Because of their additional learning difficulties, pupils do need support when engaging with professionals.

14. What support is in place for you to debrief?	
Answer Options	Response Count
	39
answered question	39

Number	Response Date	Response Text	Categories
1	Jan 19, 2017 4:12 PM	Pastoral team are able to do this every day within the close team.	
2	Jan 17, 2017 10:03 AM	team meeting one hour per week. very little	
3	Jan 17, 2017 9:49 AM	informal discussion.	
4	Jan 17, 2017 8:03 AM	Supervision is provided to the school counsellor and dept lead. Pastoral Heads meet with core group fortnightly to discuss issues and counsellor or Head of Dept is available for staff to talk to when they have been involved in a difficult situation	
5	Jan 16, 2017 5:56 PM	I have a great team who are all very supportive of each other and there is a culture of 'sharing' and 'getting things out' between us all.	
6	Jan 16, 2017 4:35 PM	There are opportunities for staff to get together to discuss pupil's issues.	
7	Jan 16, 2017 3:53 PM	As above	
8	Jan 16, 2017 3:08 PM	Access to Relate counsellor if needed.	
9	Jan 11, 2017 5:45 PM	Access to speak to team leader, SENCO or head at any time	
10	Dec 7, 2016 11:14 PM	Supervision offered to staff in school through their line managers or welfare team. Safeguarding lead gets supervision externally. School employs a counsellor to work with staff.	
11	Dec 7, 2016 4:26 PM	Unknown	
12	Dec 7, 2016 10:07 AM	None/Not sure	
13	Dec 7, 2016 9:42 AM	The Safeguarding team offer a chance for us to debrief if we need to.	
14	Dec 7, 2016 9:34 AM	we can talk to coordinator directly	
15	Dec 7, 2016 9:11 AM	Don't know	
16	Dec 7, 2016 9:10 AM	n/a	
17	Dec 7, 2016 9:10 AM	don't know	
18	Nov 30, 2016 4:17 PM	none	
19	Nov 30, 2016 11:20 AM	Discussion with colleagues, HWB Panel so discussion can take place on best support - team approach, rather than making decisions alone. Supervision available.	
20	Nov 29, 2016 2:09 PM	Support from senior members of staff.	
21	Nov 29, 2016 1:51 PM	Pastoral team meetings including the Vice Principle	
22	Nov 29, 2016 12:32 PM	Just need to find the time	
23	Nov 29, 2016 11:18 AM	Line manager .	
24	Nov 29, 2016 11:13 AM	None	
25	Nov 29, 2016 11:12 AM	Unsure	
26	Nov 27, 2016 1:54 PM	Pastoral team	
		Form tutors are supported by their Year Co-ordinator, who in turn is supported by the Assistant Head for Student Welfare or Director of Sixth Form for KS5. All staff are supported by the School Chaplain.	
27	Nov 22, 2016 4:46 PM	Pastoral Teams	
28	Nov 22, 2016 1:53 PM	supervision for all pastoral staff	
29	Nov 22, 2016 11:15 AM	None	
30	Nov 21, 2016 11:43 PM	Nothing set in place.	
31	Nov 21, 2016 9:30 PM	Pastoral leaders Child protection officers	
32	Nov 21, 2016 8:38 PM	Liaising with counsellors and nurse. Not formal	
33	Nov 21, 2016 6:16 PM	None	
34	Nov 21, 2016 12:20 PM	none	
35	Nov 21, 2016 11:31 AM	Counsellor liaises with the school Pastoral lead	
36	Nov 21, 2016 11:14 AM	Every Night all staff attend these sessions.	

37	Nov 21, 2016 10:17 AM	DSL has supervision sessions with staff; head has supervision sessions with DSL. Also DSL will talk to CAMHS worker	
38	Nov 21, 2016 10:11 AM	Pastoral meetings once a week. Good communication between myself and my line manager.	
39	Nov 21, 2016 9:57 AM	Debrief sessions occur regularly through "Pastoral Board" and "Pastoral Meetings"	

15. What support is available for dealing with mental health issues from other organisations?

Answer Options	Response Count
	39
answered question	39
skipped question	6

Number	Response Date	Response Text	Categories
1	Jan 23, 2017 8:42 AM	Meetings, closely liaising Blu Sci 42nd Street	
2	Jan 19, 2017 4:12 PM	Talk Shop	
3	Jan 17, 2017 10:03 AM	none	
4	Jan 17, 2017 9:49 AM	Referral through school nurse to healthy young minds. Very little. Healthy Minds - waiting list too long and threshold too high.	
5	Jan 17, 2017 8:03 AM	Support from 42nd St is good.	
6	Jan 16, 2017 5:56 PM	We take what support we can get from any external providers. This has been less due to funding cuts everywhere.	
7	Jan 16, 2017 4:35 PM	School receives support from Trafford Healthy Young Minds and also Social Services.	
8	Jan 16, 2017 3:53 PM	School nurse works with us to assess individuals.	
9	Jan 11, 2017 5:45 PM	Little	
10	Dec 7, 2016 11:14 PM	Some support from Healthy Young Minds, 42nd Street, school nurse, GPs, Elevate Youth, Mermaid, Proud Trust, Engage Youth, Medical School, NESTAC, speech and language therapist, EP..all used by school for various reasons and support / advice.	
11	Dec 7, 2016 4:26 PM	Unknown - information with SEND	
12	Dec 7, 2016 10:07 AM	Not sure - not aware as a non pastoral teacher	
13	Dec 7, 2016 9:42 AM	I don't know. We do have external organisations that come in to school, but I don't know which of them deal with mental health issues.	
14	Dec 7, 2016 9:34 AM	DOnt know	
15	Dec 7, 2016 9:11 AM	Don't know	
16	Dec 7, 2016 9:10 AM	don't know	
17	Nov 30, 2016 4:17 PM	cahms	
18	Nov 30, 2016 11:20 AM	All listed in other answers - but once we refer in, we get to little back.	
18	Nov 29, 2016 2:09 PM	In touch with outside agencies - Healthy Young Minds, Early intervention team, 42nd street, talk shop - regular contact when required, visits to school to see pupils, meetings for updates	
18	Nov 29, 2016 1:51 PM	If it is requested by us and then we can follow through any advice and put in place any strategies	
18	Nov 29, 2016 12:32 PM	All seems to be individually arranged by tutors .	
18	Nov 29, 2016 11:18 AM	None	
18	Nov 29, 2016 11:13 AM	None	
18	Nov 29, 2016 11:12 AM	lots & we have trained Mental Health First Aid staff	
18	Nov 27, 2016 1:54 PM	We work with a number of agencies including CAMHS, 42nd Street, Junction 17, Phoenix Futures and social services.	

18	Nov 22, 2016 4:46 PM	SEND, The School Nursing Service, Community Clinics, GP's, Family support 'MEND' Multi agency bodies.
18	Nov 22, 2016 11:35 AM	Students have been referred onto CAMHS, 42nd Street etc
18	Nov 22, 2016 11:15 AM	None
18	Nov 21, 2016 11:43 PM	CAMHS provide information to support the management of specific pupils Cahms
18	Nov 21, 2016 9:30 PM	Carol kendrick
18	Nov 21, 2016 8:38 PM	CAMHS
18	Nov 21, 2016 8:27 PM	CAMHS - waiting times
18	Nov 21, 2016 6:16 PM	Try to ring CAMHS but such a long wait time it's a joke for autistic pupils who NEED help asap.
18	Nov 21, 2016 12:20 PM	There is limited amount of organisational support available for young people who are in crisis and a long waiting list to see a health care worker
18	Nov 21, 2016 11:31 AM	when and where appropriate we have worked with external agencies.
18	Nov 21, 2016 11:14 AM	AFL Health is a package that the staff are enrolled in and can access for their own personal needs each year.
18	Nov 21, 2016 10:17 AM	We work quite closely with CAMJHS and can seek advice from Talkshop and other in the Early help Hub
18	Nov 21, 2016 10:11 AM	CAMHS, Stronger families, GP, school nurse, counselor etc give us advice/support on how to deal with the particular student or mental health issue as a whole
18	Nov 21, 2016 9:57 AM	We link regularly with CAHMS/School Nurse/Alcohol and Drugs services

16. What additional support would you like to receive?

Answer Options	Response Count
	35
answered question	35
skipped question	10

Number	Response Date	Response Text	Categories
1	Jan 17, 2017 10:03 AM	training, close communication from other services. central hub to signpost to all levels of mental health support. some free in school support (maybe trainees) to make it available to wider audience as school has little funding.	
2	Jan 17, 2017 9:49 AM	Where to complete more training for staff - both whole school and pastoral leaders.	
3	Jan 17, 2017 8:03 AM	Greater communication and access to Healthy Young Minds. We feel we provided a high level of support in terms of low level intervention but when a child is in crisis we do not feel the support is available and a long term support plan cannot be made. Too much is expected of us as education providers, we are not mental health specialists. We sometimes feel that because we have the systems in place we are expected to support a higher level of need than we feel professionally comfortable with.	
4	Jan 16, 2017 5:56 PM	More external support, which is free, from providers and the NHS. This needs to be at phase 1 in schools and not until it gets more severe for the young person down the line.	
5	Jan 16, 2017 4:35 PM	As much as possible as we have more and more pupils with mental health difficulties.	

6	Jan 16, 2017 3:53 PM	Increased input from medical services - esp to work on site with students with eating disorders, self harm incidents and suicide threats. Improved waiting times for Healthy Young Minds referrals to go through. Better communication with HYM regarding students they are working with - can we support their work and they support us with advice and guidance? More mental health training.
7	Jan 16, 2017 3:08 PM	More services available to refer to for poor mental health. Specialist training
8	Jan 11, 2017 5:45 PM	Access to 1-1 specialist support for individual children
9	Dec 7, 2016 11:14 PM	Because we do such a lot with young people already we would like it if Healthy Young Minds (CAMHS) could react more quickly to cases we refer on....and it can become financially draining on the school when paid services are brought in so financial support (possibly a funding stream we could make bids into) would be appreciated.
10	Dec 7, 2016 10:07 AM	proactive mental health programme for students, multiple staff (volunteers including myself) who can be trained to act as mental health ambassadors, more education about services available to students and how they can proactively use them without invite.
11	Dec 7, 2016 9:34 AM	N/A
12	Dec 7, 2016 9:11 AM	N/A
13	Dec 7, 2016 9:10 AM	more awareness school counsellor
14	Nov 30, 2016 4:17 PM	staff support if facing stress etc Better communication and referral system re CAMHS / Healthy Young Minds. Need to be able to refer in directly, and be kept updated on all referrals, whether made through school or not.
15	Nov 30, 2016 11:20 AM	"Emotionally Friendly Schools" model in Salford could be adopted in Trafford?
16	Nov 29, 2016 2:09 PM	After school sessions to inform and support parents
17	Nov 29, 2016 1:51 PM	Acquire a deeper understanding -so perhaps further training
18	Nov 29, 2016 12:32 PM	Regular access to counsellor
19	Nov 29, 2016 11:18 AM	Don't know Training.
20	Nov 29, 2016 11:13 AM	Support in how to work with students
21	Nov 27, 2016 1:54 PM	The whole staff could benefit from a speaker from 'Mind' or similar organisation to raise awareness of the 'big picture' of mental health issues for young people in the UK and the best ways to respond.
22	Nov 22, 2016 4:46 PM	Information I can give to students
23	Nov 22, 2016 1:53 PM	a list of where to signpost students to in Trafford Support in the School setting eg access to CAMHs worker or other mental health professional in School.
24	Nov 22, 2016 11:35 AM	Failing that, communication from CAMHs re students they are working with, lower waiting times for CAMHS/HYM
25	Nov 22, 2016 11:15 AM	Training and information to support the children.
26	Nov 21, 2016 11:43 PM	We have a number of pupils that would benefit from more support and CAMHS are so over-subscribed that they do not have capacity. They would benefit from expert advice and someone outside school to talk to. We also have a lot of 'minor' issues relating to eating which would be useful to have more advice on.
27	Nov 21, 2016 9:30 PM	Clearer training on how to respond to a child suffering and being able to feel confident in the decision made.
28	Nov 21, 2016 8:27 PM	Quicker access to a range of support services
29	Nov 21, 2016 6:16 PM	Lots

30	Nov 21, 2016 12:20 PM	More training and recognition for staff who deal with children and young people with mental health issues.
31	Nov 21, 2016 11:31 AM	Any support is conditional to budgets - but would like a resilience programme in PSHCE and to extend the provision of the school counsellor so that more support can be provided
32	Nov 21, 2016 11:14 AM	None
33	Nov 21, 2016 10:17 AM	More focused training - this may happen in the upcoming conference on 24th November.
34	Nov 21, 2016 10:11 AM	I would personally like more training on mental health issues as I think this issue is only going to get bigger so we need to be more prepared in education for this increase as it will fall to us, with shortages in the hospitals and general mental health facilities/agencies.
35	Nov 21, 2016 9:57 AM	It would be interesting to see what else is on offer across Trafford. There doesn't appear to be a bespoke offer on the Trafford Local Offer?

TRAFFORD COUNCIL

Briefing to: **Health Scrutiny Committee**
Date: **13th March 2018**
Report of: **Health Scrutiny Committee**
Briefing Title

Loneliness Task and Finish Group Update

At the start of the Municipal year it was agreed that Trafford's two Scrutiny Committees would undertake a joint piece of Task and Finish work looking into the problem of loneliness within Trafford. The group has met four times during the year with the first two meetings discussing the scope of the review and the others being with Council Officers and representatives of Age UK respectively. In addition to these meetings the Chairman of the group has met with the Greater Manchester Ageing Hub and Councillors have conducted their own investigations.

Whilst the work so far has identified much of what is being done within Trafford to tackle loneliness there are still a number of gaps in the picture of Trafford's services that need to be explored. These include meeting with volunteers who work at Cyril Flynn, Getting Feedback on the success of the pilot project run by GMFRS in Village ward, meeting with the Interim Director of Public Health, and looking into the Del Panno fund. The aim is to complete these additional pieces of work and have a draft report ready for the group to consider prior to the first meeting of the Scrutiny Committees in the 2018/19 municipal year.

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