



**WIRRAL
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Wirral Mental Health & Emotional Wellbeing: School Survey 2017 Results

Wirral Intelligence Service

January - 2018

Wirral Mental Health & Emotional Wellbeing: School Survey 2017 Results

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Version Number	Date	Authors
1.0	January 2018	Hannah Cotgrave – Wirral Intelligence Service

Content overview

Abstract	Summary of “Future in Mind: Mental Health & Services in Wirral Schools” 2017 survey results.
Intended or potential audience	External <ul style="list-style-type: none">• Wirral Schools• Education• Cheshire & Wirral Partnership Trust Internal <ul style="list-style-type: none">• Future in Mind Steering Group
Links with other topic areas	<ul style="list-style-type: none">• Children & Young People• Mental Health• Mental Health: Children, Young People & Families

Key findings

- 68 schools responded to the survey, predominantly from mainstream primary (53 of 68)
- 49 schools reported that staff had accessed training provided by CAMHS, with 57 respondents confirming that their staff had used the CAMHS service
- According to feedback, major improvements have been noted in the CAMHS service with the introduction of the Advice and Consultation line. However, there are still concerns over the delay in pupil's accessing therapeutic support after referral. This is also reflected below
- Overall, 74% of respondents stated that they were satisfied with the Advice and Consultation line provided by CAMHS, with 69% also being satisfied with communication and liaison with the service. However, 51% expressed dissatisfaction with the effectiveness of young people's access to therapeutic support in CAMHS
- In terms of issues perceived by schools as affecting the mental health and wellbeing of their pupils, the lack of self-confidence, low self-esteem and poor self-image was thought to have the greatest impact. This was followed by exam/school pressure, behavioural problems and issues within the home/family environment
- 35 of 68, or 52.9% of respondent schools were undertaking to buy-in additional mental health services to supplement their mainstream offer. Of these, most reported that the services were accredited
- Schools are providing a wide range of in-house alternatives to mainstream provision, with 37 different services being reported. Such services include Pressure Point, Edsential and counselling services
- 37 schools do currently purchase additional Speech and Language Therapy (SALT) services, with most buying from private providers (16) rather than additional NHS provision (14)
- The most common strategy in supporting the mental health and wellbeing of staff was to ensure 1:1 communications meetings (or 'Supervision') was available. Access to 1:1 and/or group support services, and appropriate mental health and wellbeing policies in place were also identified
- Promoting a supportive and open school culture was the predominant key point in the reported whole school approaches to emotional health and wellbeing
- 58.1% of schools do not have a mental health and wellbeing policy in place, however, 77.4% state that mental health and wellbeing is a priority in their school development plan

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Background to survey

This survey was undertaken on behalf of the Wirral Future in Mind Steering Group in order to ascertain and understand some key components related to:

- Children & Young People's mental health
- How services were able to respond to that expressed need
- How schools were able to work with Child & Adolescent Mental Health Services
- The views of school leaders in relation to key mental health issues
- Access to Speech & Language Therapy (SALT) services
- Approaches to Staff Wellbeing
- Whole school approaches to improving mental health and wellbeing

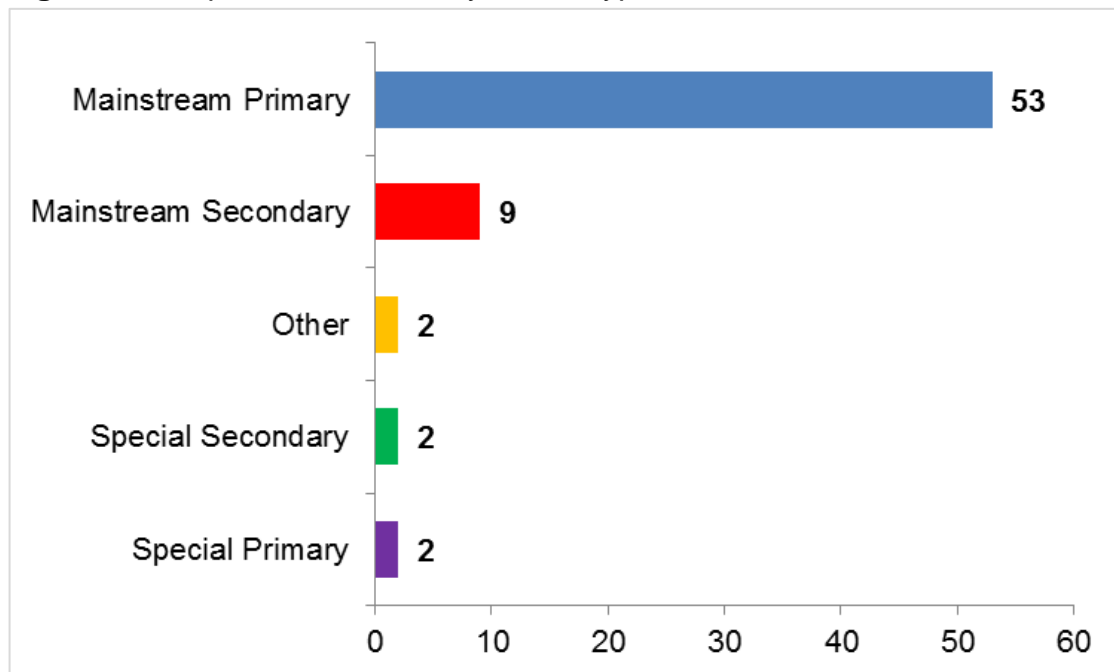
The survey was originally undertaken in Summer 2016 where 46 schools responded; the survey was initially available in June 2016 before being redistributed in September 2016. The survey was then repeated in Autumn 2017, with 68 schools responding to the survey; a 48% increase in respondents.

The survey questions ([Appendix 1](#)) and subsequent responses are presented in graph format with some additional context. The results form a key information source for local service planners and commissioners to continue developing ideas and solutions to meet local need.

Survey Results

Figure 1 shows the breakdown of schools who responded to the survey (n=68) by type.

Figure 1: Responses received by school type



As can be seen in Figure 1, the majority of schools responding were mainstream primary schools. [Appendix 2](#) shows the full list of schools who participated in the survey.

Table 1 shows that the proportional representation is similar in 2016 and 2017; mainstream primary being the most represented group.

Table 1a: Proportion of responses by school type, 2016 and 2017

School Type	2016	2017
Special Primary	6.5%	2.9%
Special Secondary	4.4%	2.9%
Other	4.4%	2.9%
Mainstream Secondary	15.2%	12.9%
Mainstream Primary	69.6%	77.9%

Note: Those schools defined by “Other” refer academies and “all-through” schools (i.e. 3-18 years)

Table 1b: Proportion of responses by schools compared to total schools by broad school type, Wirral, 2017

School Type	2017
Special Schools	33.3%
Mainstream Secondary Schools	52.4%
Mainstream Primary Schools	56.7%

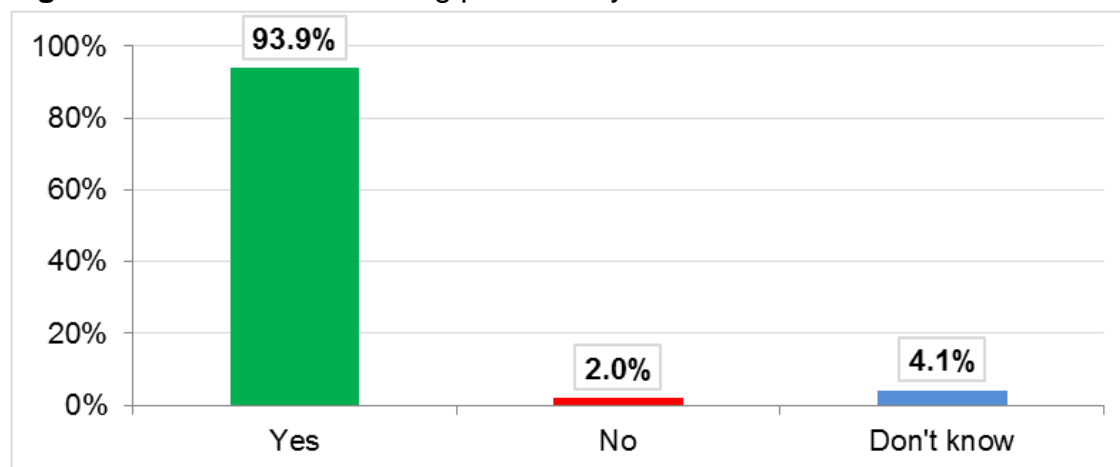
As Table 1b shows, more than half of both mainstream primary and secondary schools responded, with a third of special schools also completing the survey.

Child & Adolescent Mental Health Service (CAMHS)

Training

Participants were asked whether any of their staff attended the training provided by CAMHS. Of the 68 participants, 49 (or 72%) had staff that had attended the training. Figure 2 shows of these 49 respondents, 46 (or 94%) felt that the training had met the needs of their organisation.

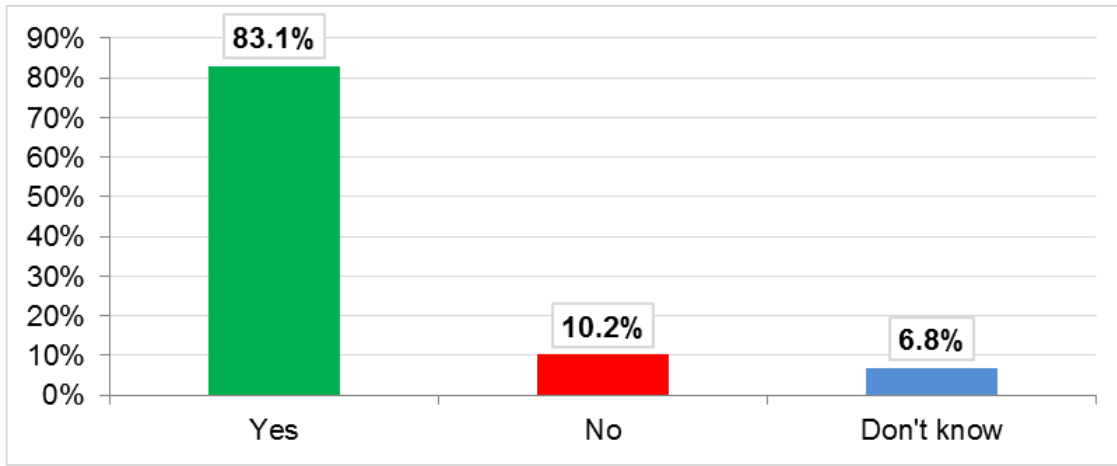
Figure 2: Feedback on training provided by CAMHS



Advice & Consultation Line

Participants were asked if their staff had used the Advice & Consultation Line provided by CAMHS; of the 68 respondents, 57 (or 84%) had used the service. Figure 3a shows the feedback received from those 57 respondents around whether their needs were met by the service.

Figure 3a: Feedback on Advice & Consultation Line provided by CAMHS



Participants were also asked to provide their views and experience of CAMHS service provision. This was provided by a multiple choice question, the breakdown of which is detailed in Figure 3b.

Figure 3b: Your views on the service provided by CAMHS

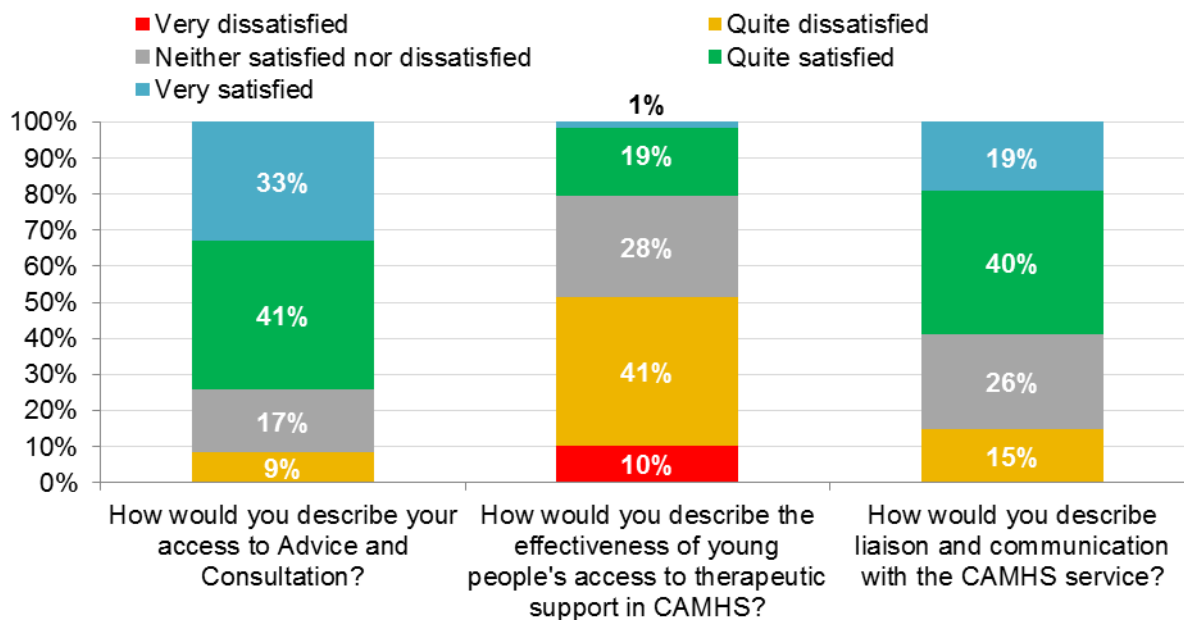


Figure 3b shows that 74% of respondents (or n=51) were either “Quite Satisfied” or “Very Satisfied” with access to the Advice & Consultation Line. Similarly, the majority of respondents were satisfied with liaison and communication with CAMHS (59% or n=40).

In contrast to this, the majority of respondents were dissatisfied (with 10% being “Very dissatisfied”) with the effectiveness of access to therapeutic support; 51% expressing dissatisfaction overall, or n=35.

Further qualitative analysis was undertaken on the comments provided in the feedback around CAMHS service provision. These responses have been analysed and coded by topic/theme for the purposes of this report. Table 2 details this feedback in rank order of the most common shared views.

Table 2: Qualitative analysis of CAMHS service provision feedback

Comment Type	Description	Rank
Positive Outcome	Excellent advice & consultation line service	1
Positive Outcome	Service improving	2
Positive Outcome	Excellent training provided	3
Positive Outcome	Staff reassured by advice being provided	4
Negative Outcome	Lengthy waiting lists	1
Negative Outcome	Strain on teaching and support staff following advice only	2
Negative Outcome	High threshold criteria	3
Negative Outcome	Resources not always appropriate	4
Negative Outcome	Difficulties in contacting service	5
Negative Outcome	Advice too basic or same as existing school policy	6
Negative Outcome	Difference in cases identified as priority between school and CAMHS	7
Suggestion/ Opportunity	Improve communication with parents and/or school staff	1
Suggestion/ Opportunity	Extra "layer" for those not meeting criteria but with more support requirements than school can provide	2
Suggestion/ Opportunity	Identified Mental Health Worker for school clusters	3
Suggestion/ Opportunity	More discussion around discharging pupils	4
Suggestion/ Opportunity	More face to face contact with CAMHS service, e.g. needs assessments, audits, etc	5

As Table 2 shows, respondents were able to identify positive and negative outcomes as well as make suggestions, relating to their experience of CAMHS service provision.

The most common positive outcomes reported by respondents was the excellent service they have received when using the Advice & Consultation Line; this was closely followed by comments regarding the noticeable improvements within the CAMHS service.

The 2016 survey results suggested that participants were unhappy with the length of time it took for young people to receive a therapy session. This notion is also apparent in the 2017 survey, where “lengthy waiting lists” was the most commonly reported negative outcome. This was followed by participants feeling that the teaching and support staff would not have the capacity to effectively manage pupils were only advice was received.

In line with this, one of the top suggestions/opportunities was for the implementation of a “middle layer” – comments refer to a process for those who do not meet the criteria threshold but would also not benefit from advice only. The most frequent suggestion/opportunity focussed in improving communication with parents and/or school staff, for example, allowing telephone consultations to be scheduled when parents are in attendance at the school.

In order to summarise feelings around the responses, there are some quotes (below) from the survey that may add some context to the content:

...One of our urgent cases has just been discharged to our utmost bewilderment. What do we and parents do if we disagree with child being discharged from the service?

...Feedback based on current and historic issues, especially re CAMHS waiting lists. Situation is definitely improving and the Future in Mind project is having a positive impact already, it's just too early for this impact to filter through to the children we serve.

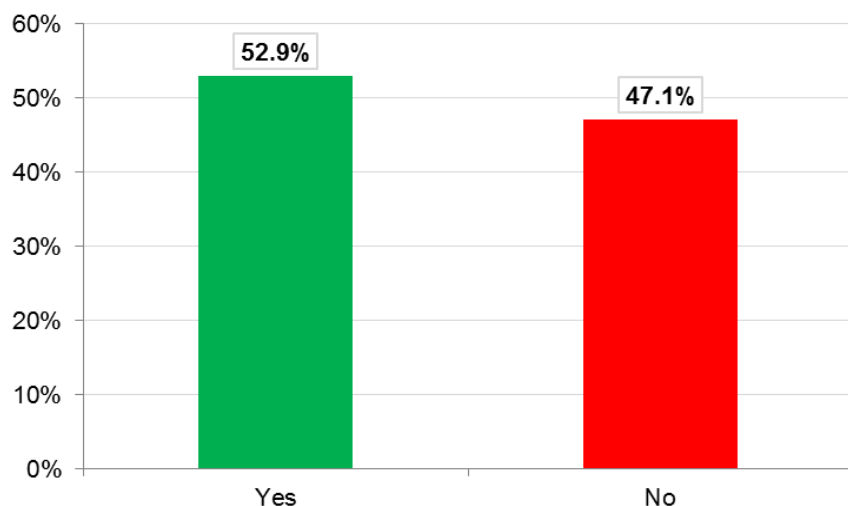
...Since the project began the clinician advice has significantly supported the work in my school.

...When we speak to staff at CAMHS they are very knowledgeable and supportive. Accessing support can take longer. The helpline is excellent, but can still take a few days for calls to be returned due to the demand on the new service.

Additional Mental Health support services for pupils

Participants were asked if they bought in additional mental health service provision for their school to support their pupils. As seen in Figure 4, just over 50% of schools (or 35 of 66) do buy in additional mental health provision.

Figure 4: Do you buy-in additional Mental Health support services for the pupils at your school?



The services and additional options being bought-in by the 35 schools were:

- Counselling Service
- Thumbs Up
- Brook
- Action 4 Children
- Caritas
- Education Psychologist
- Play Therapy
- Additional trained staff
- Pressure Point
- Learning Mentor
- Positive Resolutions
- A Place 2 Be
- Parent training
- My Esteem
- Gilbrook
- Psychologist
- Bullybusters
- WRAP
- Youth Worker
- Edsential
- Art based therapy
- Family Support Worker
- Heart Smart
- Personal Best Programme
- Kilgarth Outreach
- Positive Project
- CBT Therapist
- Barnardos

- Listening Ear
- Psychotherapist
- Mindfulness
- Workshops and 'one-offs'
- Cherished
- GAP Support Worker
- Community Works
- Go Givers

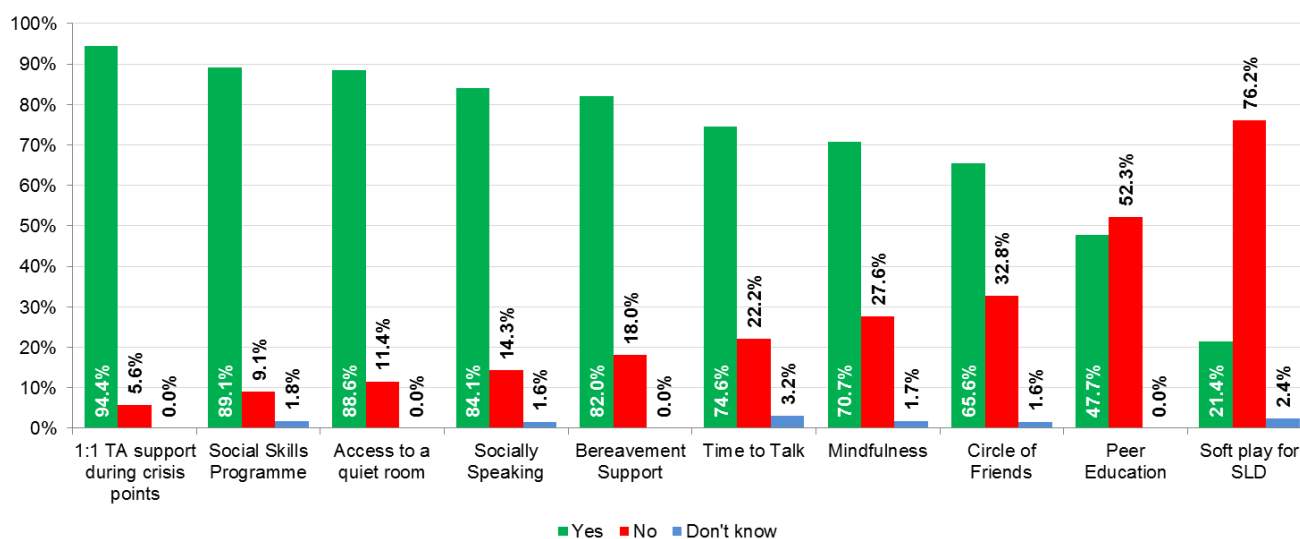
Participants were also asked if those additionally bought-in Mental Health support service providers were accredited by a professional body. Of the 37 services above, it was stated that 26 were accredited, with only 9 services where accreditation status was unknown and 2 with no accreditation.

Participants were asked about the access criteria and referral process of these services. Of the 66 responses recorded, 27 (or 41%) stated there was an access criteria, including processes such as referral by teachers, liaison with parents and children, discussion with external advisers.

In-house support and/or programmes performed by school teaching or support staff

Participants were asked to consider their schools provision of in-house options performed by school staff. A pre-populated list was provided, in addition to the option to add other provision unique to their school, the results of which can be seen in Figure 5.

Figure 5: Range of support and/or programmes delivered in-house by school staff



The options that received the highest recognition from respondents was “1:1 Teaching Assistant (TA) support during crisis”, which registered 94.4%, followed by “Social Skills Programme” with 89.1% and “Access to a quiet room” (88.6%). The top interventions that were noted additional to the pre-populated list were “Mentors/Wellbeing Coordinators” (17.6%), “Personal, Social and Health Education/Whole Schools Wellbeing Programme” (13.2%), a “Nurture/Behaviour base” (10.3%) and “Meditation/Relaxation/Yoga” (10.3%). A full list of services and the number of schools providing the intervention can be found in [Appendix 3](#).

Issues currently affecting the mental health & wellbeing of pupils

Schools were asked to note what they felt the issues affecting their pupils' mental health and wellbeing were and, from these, to rank the top 5 issues. This question generated 398 suggestions as to current issues, which have been analysed and coded into 29 headline areas, as can be seen in Table 3. The responses generally covered 4 themes:

- Pupil's feelings, attitudes and behaviour
- Family/Home life and environment
- Issues happening to the pupil, i.e. transition and/or exam pressure
- Social skills and relationships, including social media

The most commonly suggested issues reflected pupils' view of themselves, e.g. low self-esteem, poor self-image and lack of self-confidence.

Table 3: Suggested issues affecting pupils' mental health and wellbeing

Issue	Number of responses	% of responses	% of respondents
Self-esteem/Self-confidence/Self-image	47	11.8%	69.1%
Exam/School Pressure/Issues	32	8.0%	47.1%
Behavioural outbursts / Anger management	27	6.8%	39.7%
Home/Neighbourhood Environment	25	6.3%	36.8%
Parenting Skills	24	6.0%	35.3%
Family discord	22	5.5%	32.4%
Anxiety / Worrying	19	4.8%	27.9%
General pressure/Stress	19	4.8%	27.9%
Friendships / Social interaction / Communication	19	4.8%	27.9%
Social Media / Internet / Gaming	18	4.5%	26.5%
Autistic Spectrum Condition / Other learning disability	17	4.3%	25.0%
Bereavement	13	3.3%	19.1%
Bullying	12	3.0%	17.6%
Low mood/Depression	12	3.0%	17.6%
Resilience	11	2.8%	16.2%
Parental Separation / Divorce / Family breakdown	10	2.5%	14.7%
Physical Health	9	2.3%	13.2%
Attachment issues	8	2.0%	11.8%
Access to services/Help	8	2.0%	11.8%
Peer Pressure	6	1.5%	8.8%
Self-harm and suicide	6	1.5%	8.8%
Addiction/Substance Misuse (in family)	5	1.3%	7.4%
Sexuality/Gender identity	5	1.3%	7.4%
Eating disorders	5	1.3%	7.4%
Poor sleeping patterns	5	1.3%	7.4%
Undiagnosed conditions	4	1.0%	5.9%
Domestic Violence	4	1.0%	5.9%
Trauma	3	0.8%	4.4%
Parental Physical/Mental Health	3	0.8%	4.4%

Note: Number of responses n=398. Number of respondents n=68

Table 4a and Table 4b are split to show those issues that were ranked as the most pressing issues, and those that did not have a number 1 ranking but were ranked amongst the top 5 issues.

As Table 4a shows, the most ranked issue centred on pupil's view of themselves. However, the issues most commonly ranked as the most pressing issue were:

- Exam/School pressures/issues
- Behavioural outbursts/Anger management
- Parental Physical/Mental Health
- Social Media/Internet/Gaming

The above issues were each ranked as the top priority by 4 respondents of this question. Examples of answers provided include 'self-regulation' (behaviour), '11+ pressure', 'impact of social media on self-esteem and friendships' and 'mental health issues in the family'.

Table 4a: Suggested issues affecting the mental health and wellbeing of pupils, by rank

Issue	1st	2nd	3rd	4th	5th	Total
Self-esteem / Self-confidence / Self-image	2	5	8	4	7	26
Exam / School Pressure / Issues	4	4	1	7	5	21
Behavioural outbursts / Anger management	4	5	3	1	6	19
Parental / Family Physical / Mental Health	4	3	5	40	3	19
Home / Neighbourhood Environment	2	6	5	1	3	17
Family discord	2	7	2	3	0	14
Parenting Skills	3	2	3	2	3	13
Social Media / Internet / Gaming	4	1	2	0	3	10
Autistic Spectrum Condition / Other learning disability	1	4	0	1	2	8
Anxiety / Worrying	1	3	2	1	1	8
Attachment issues	1	1	2	3	0	7
Resilience	1	2	2	0	2	7
Friendships / Social interaction / Communication	1	2	2	0	2	7
Access to services / Help	2	0	0	1	1	4
Low mood / depression	1	0	2	1	0	4
Domestic Violence	3	0	0	1	0	4
Trauma	2	0	0	1	0	3
Physical Health	1	0	1	1	0	3

Table 4b: Suggested issues affecting the mental health and wellbeing of pupils, by rank

Issue	1st	2nd	3rd	4th	5 th	Total
Bereavement	0	0	4	2	0	6
Peer Pressure	0	1	1	2	1	5
Self-harm and suicide	0	1	1	1	1	4
Sexuality / Gender identity	0	0	0	3	0	3
Parental Separation / Divorce / Family breakdown	0	0	0	2	1	3
Addiction / Substance Misuse (in family)	0	1	1	1	0	3
General pressure / Stress	0	1	1	0	0	2
Poor sleeping patterns	0	1	0	1	0	2
Eating disorders	0	1	0	1	0	2
Bullying	0	0	0	1	0	1

Table 4c: Colour Code

	Family/Home life and environment
	Issues happening to the pupil
	Social skills and relationships
	Pupil's feelings, attitudes and behaviour

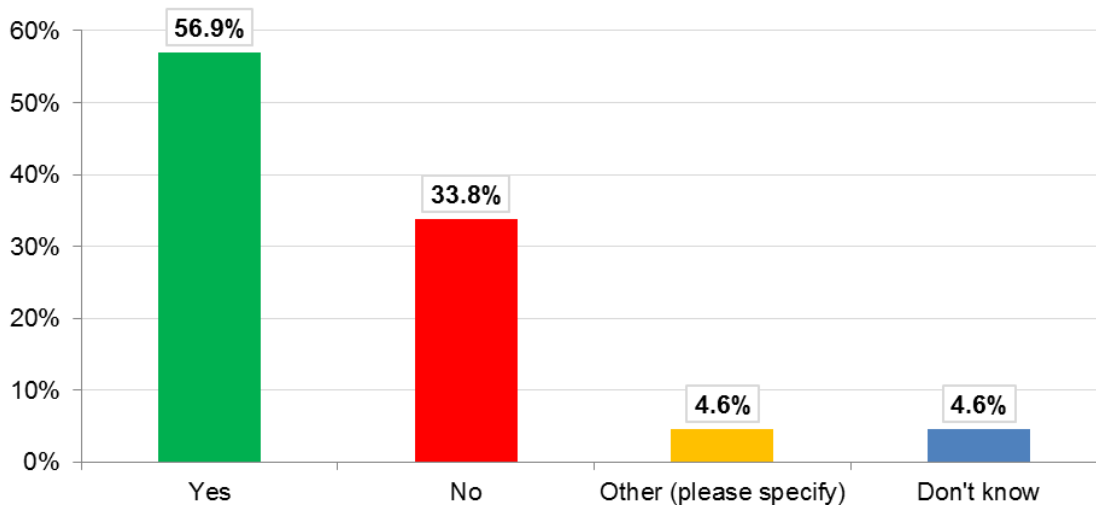
Table 4b shows that bereavement was the most commonly ranked issue, without being ranked as the top issue. This was followed by peer-pressure, self-harm and suicide, and sexuality/gender identity.

Although the respondents were asked to note and rank the key issues that in turn have been separated into the 4 categories (Table 4c), they are intrinsically related and should therefore not be considered in isolation, e.g. self-esteem could be affected by friendship/social media.

Additional Speech & Language Therapy (SALT) services

Respondents were asked to consider their provision of Speech and Language Therapy (SALT) services, in particular whether additional provision was being bought-in. Figure 6 shows that 56.9% (n=37) of respondents stated that additional services were bought-in.

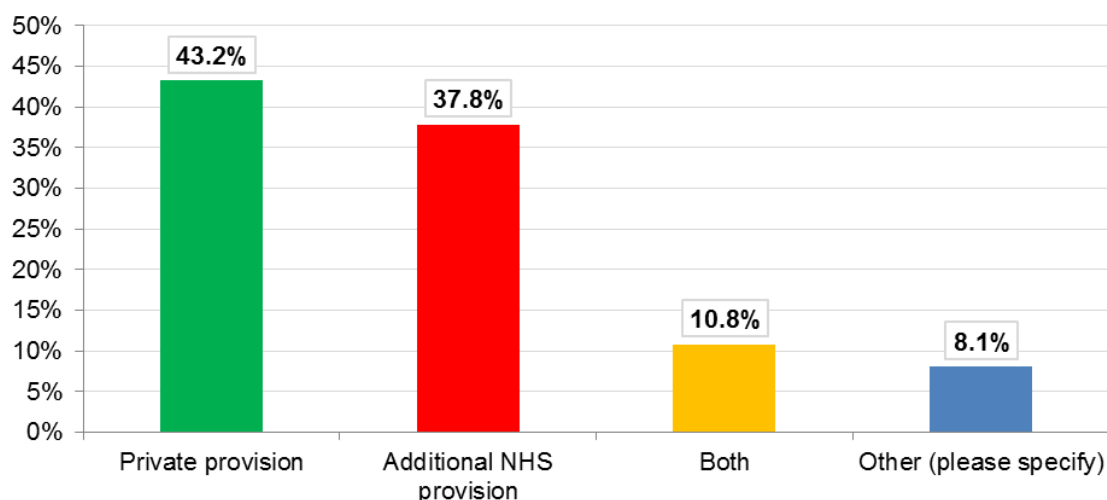
Figure 6: Are any additional SALT services for pupils bought-in over and above the core NHS SALT service?



Note: 'Other (please specify)' is "2 full days a week of onsite clinic", "Provide in- house support" and "some parents purchase this"

For those who answered 'Yes' to above, an additional question was asked regarding the type of provision bought-in (Figure 7).

Figure 7: Breakdown of additional SALT services by type of provision



Note: 'Other (please specify)' is "Teaching assistant delivers SALT packages", "currently under review as we are disappointed at the lack of SALT personnel", "Ex-NHS Therapist" and "Talk about Town"

As Figure 7 shows, additional provision is predominantly from a private supplier, with additional NHS provision closely following (43.2% compared to 37.8%). Also of note, 10.8% of those buying in additional provision purchase a mix of NHS and private provision.

Staff Mental Health & Wellbeing

Participants were asked to consider their approach to maintaining and improving staff's mental health and wellbeing, namely the most effective strategies in place. This question generated 245 responses that have been analysed and coded into 34 overarching categories.

Table 5: Approaches in supporting staff mental health and wellbeing

Approach	Number of schools with approach	% of schools with this approach
Supervision/1-2-1 Communication meetings	26	38.2%
Access to 1-2-1/Group Support	23	33.8%
Mental Health & Wellbeing Policies & Resources, e.g. Stress Management	23	33.8%
Whole School Development activities	13	19.1%
Adaptable/Flexible working conditions/workload	12	17.6%
Workload reduction initiatives	11	16.2%
Wellbeing Time/Promotion	11	16.2%
Celebration Events, e.g. employee of the month	10	14.7%
PAM Assist	10	14.7%
Open school culture	9	13.2%
Advice & Support	9	13.2%
Minimal/Reduction of out-of-school-hours meetings/working	8	11.8%
Mindfulness	8	11.8%
HR Support, e.g. Occupational Health, Absence policy	8	11.8%
Coaching	7	10.3%
Appropriate Training	6	8.8%
Physical Health/Exercise Classes	6	8.8%
Offsite working	6	8.8%

Approach	Number of schools with approach	% of schools with this approach
Clear staffing structure system	4	5.9%
Clear policies and procedures	4	5.9%
Clear communication policies	4	5.9%
Peer Support	4	5.9%
Improved staff facilities	4	5.9%
Wellbeing Coordinator(s)	3	4.4%
Governor/SLT responsibility for staff wellbeing	3	4.4%
Employment of Learning Mentor	2	2.9%
Home School Link worker	2	2.9%
Return to Work policy	2	2.9%
Team Building	2	2.9%
A Place 2 Be	1	1.5%
Tranquillity Resources	1	1.5%
Paid Flu Immunisation for Staff	1	1.5%
Family Support Worker	1	1.5%
Gilbrook Outreach	1	1.5%

Table 5 shows that the most commonly used strategy by schools is providing “Supervision/1-2-1 Communication meetings”, with more than a third of schools adopting this type of approach. Following this, around a third (33.8% or n=23) of schools who responded provide access to support services, such as 1-2-1 counselling and group support. The same number of schools reported having “Mental Health & Wellbeing Policies & Resources” implemented and available.

Whole School Approach

Participants were asked to describe the key points of their whole school approach to supporting emotional health and wellbeing. This question allowed free text responses, of which 58 were received broken down into 167 individual points. These were analysed and coded into 35 overarching categories. Nearly two thirds of responding schools reported that “promoting a supportive and open school culture” was a key part of their whole school approach.

Table 6: Key points of the whole school approach to supporting emotional health and wellbeing

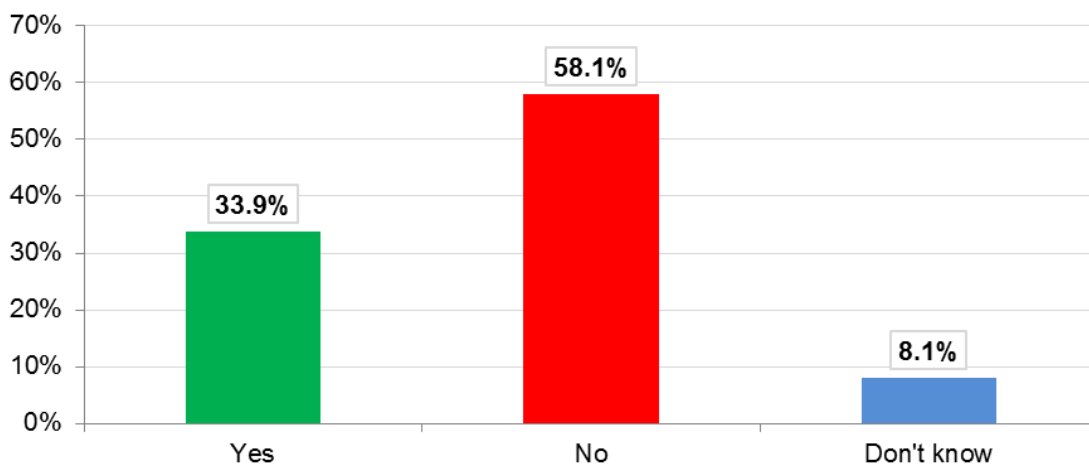
Key Point	Number of schools	% of schools
Promoting a supportive and open school culture	38	65.5%
Whole school commitment	19	32.8%
Staff wellbeing	10	17.2%
Individualised programmes and reviews for children	9	15.5%
Access to mentoring and therapies	8	13.8%
Wellbeing Policy & Strategy	8	13.8%
Parent engagement / access to support	7	12.1%
Dedicated Staff	6	10.3%
Service provision	6	10.3%
Alignment of MHWB to School Vision	6	10.3%
Key priority	6	10.3%
Early intervention and prevention work	5	8.6%
Training provision	4	6.9%

Key Point	Number of schools	% of schools
Clear referral pathways (internal)	3	5.2%
Clear referral pathways (external)	3	5.2%
Small teaching and learning groups for vulnerable children	3	5.2%
Discussion forums for child needs	2	3.4%
Flexible approaches to promoting wellbeing	2	3.4%
Multiagency / Multidisciplinary approach	2	3.4%
Communication & Support tools	2	3.4%
Interventions	2	3.4%
Awareness raising	2	3.4%
MHWP curriculum	2	3.4%
Life skills programme	1	1.7%
Access to wellbeing activities (Staff)	1	1.7%
Mental Health Steering Group	1	1.7%
Clear policies and strategies	1	1.7%
Celebration / Recognition of achievements (staff and pupils)	1	1.7%
ICT Provision (pupil assistance)	1	1.7%
Access to resources and information	1	1.7%
Promoting empowerment	1	1.7%
ICT Provision (staff assistance)	1	1.7%
Promoting physical health and fitness	1	1.7%
Access to activities and after school/lunch clubs	1	1.7%
Reducing Barriers	1	1.7%

Policy and Priority

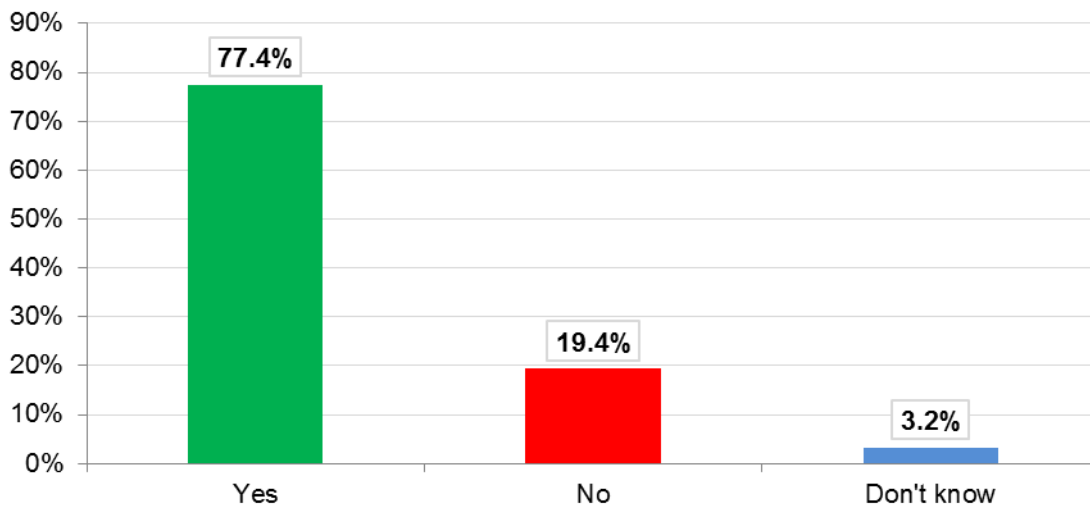
The final section of the survey focussed around policy and priority. The participants were asked whether there was currently a mental health and wellbeing policy implemented at their school. Figure 8 shows that 36 (of the 62 responding) schools did not currently have a policy in place.

Figure 8: Do you currently have a mental health and wellbeing policy in your school?



Participants were then asked whether mental health and wellbeing is a priority in the school development plan over the next two years. Figure 9 shows that 77.4% (n=48 or 3 in 4 schools) have included mental health and wellbeing as a priority in their school development plan.

Figure 9: Is mental health and wellbeing a priority in your school development plan?



Interestingly, out of the 36 schools who stated they did not have a mental health and wellbeing policy in their school, 25 (or 69.4%) have included mental health and wellbeing as a priority within their school development plan.

Wirral Mental Health and Emotional Wellbeing: School Survey 2017

In October 2015, a children and young people's mental health and emotional wellbeing Local Transformation Plan (LTP) was launched across Wirral, which was subsequently refreshed in October 2016. This LTP aims to meet the aspirations set out by the Government in their national strategy for children and young people's mental health: Future in Mind.

The LTP can be accessed here:

<https://www.wirralccg.nhs.uk/your-health-and-services/mental-health/children-and-young-peoples-mental-health-and-emotional-well-being/>

The Transformation Plan is being taken forward by the Future in Mind Steering Group which is chaired by the Clinical Commissioning Group (CCG).

Since its publication, significant investment and progress has been made on the journey to improve outcomes for children, young people and their families. However, we recognise that there is still much to be done to deliver on the commitments outlined in the LTP.

To support the 2017 refresh of this plan and to enable transformation to take place going forward, the Wirral Future in Mind Steering Group has commissioned a second school survey to gather information on the services that exist to support children and young people's mental health and emotional wellbeing and the skills and training requirements of the school workforce.

The results of the survey will help to inform next steps, to enable Wirral to address the five key themes of Future in Mind:

1. Promoting Resilience, Prevention and Early Intervention
2. Improving Access to Effective Support – a System without Tiers
3. Care for the most vulnerable
4. Accountability and Transparency
5. Developing the Workforce.

The survey will run for 4 weeks, from Friday 15th September to Friday 13th October 2017.

Once the responses have been collated, we will share with you the results and confirm next steps.

Thank you for your support.

A. Survey of mental health and wellbeing support and other related services in schools

* 1. Name of School

* 2. Type of School

* 3. Name and Position of the person in the school with lead responsibility for Pupil Mental Health and Wellbeing

4. Name and position of person completing survey (if different to the above)

As part of the FIM transformation CAMHS now provide an advice and consultation line 0151 488 8453 and a rolling programme of training on topics including General Mental Health Awareness, Low mood, Suicide and self-harm, Anxiety, Challenging behaviour, Trauma, Parental mental health.

* 5. Have any of your staff accessed CAMHS training?

- Yes
 No
 Don't know

6. If yes, have the topics provided met the training needs of your organisation?

- Yes
 No
 Don't know

* 7. Have any of your staff used the advice and consultation line?

- Yes
 No
 Don't know

8. If so, have their needs been met?

- Yes
- No
- Don't know

* 9. Your views on the CAMHS Advice and Consultation

	Very satisfied	Quite satisfied	Neither satisfied not dissatisfied	Quite dissatisfied	Very dissatisfied
How would you describe your access to Advice and Consultation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How would you describe the effectiveness of young people's access to therapeutic support in CAMHS?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How would you describe liaison and communication with the CAMHS service? e.g. if you need to speak to a CAMHS worker about a child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other comments, views or experiences you may have?

* 10. How confident are you in the ability of your staff to deal with emotional wellbeing and mental health issues in children and young people?

- Not confident at all
- A little less confident
- Neither confident or unconfident
- Quite confident
- Very confident

B. Buying in additional mental health support services for the pupils at your school

*** 11. Do you buy-in additional mental health support services for the pupils at your school? (Other than that provided by CWP through CAMHS)**

- Yes
- No

12. If you buy-in additional mental health support services for the pupils at your school - other than those provided by CAMHS - please list details about these services in the table below

Note - Please do not include here any programmes delivered by your own teaching staff (as these are discussed in 16 and 17 below)

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

13. For those providers stated in your answer to question 12 above - are these additional service providers accredited by a professional body that sets their industry standards to be adhered to?

	Yes	No	Don't know
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 14. In order for your pupils to access your additional mental health support services, is there an access criteria?

- Yes
- No
- Don't know

Option to clarify your answer:

15. If applicable, what is the criteria?

C. School Programmes - using your staff to provide any in-house sessions

We are aware that schools also run programmes for pupils with a range of emotional and mental health difficulties e.g. circle of friends, bereavement, social skills programmes.

Please indicate from the options listed below what programmes like this, if any, are delivered by your own teaching staff.

We have provided some suggestions that you can use and space where you can add your own details.

* 18. From the options listed below, please detail as appropriate.

	Yes	No	Don't know
Circle of Friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socially Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time to Talk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bereavement Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Skills Programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to a quiet room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Soft play for SLD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1:1 TA support during crisis points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mindfulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Please add your own support options and/or programmes not mentioned in Question 16 that are delivered in-house by your own staff (teaching or support staff)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

D. Your view on mental health issues that are having the greatest affect on the lives of your pupils

Please add your suggestions to the table below on what you believe to be those issues currently affecting the mental health and wellbeing of your pupils the most.

Some suggestions you could use - bullying, self image, examinations,OCD, anxiety, low mood, self-esteem, behaviour outburst.

* 18. What do you believe to be those issues currently affecting the mental health and wellbeing of your pupils the most? (list as many as you wish)

1.	
2.	
3.	
4.	
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6.	
7.	
8.	
9.	
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11.	
12.	
13.	
14.	
15.	

* 19. From your answers to question 18 - please rank the 5 you consider to be currently of greatest significance to your school at this time

1.

2.

3.

4.

5.

E. Additional Speech & Language (SALT) services for the pupils at your school

Social communication difficulties can impact significantly on behaviour and we are aware of variations in provision in schools across Wirral

* 20. Do you purchase additional Speech & Language (SALT) services for the pupils at your school over and above the core NHS SALT service?

- Yes
- No
- Don't know
- Other (please specify)

21. If you buy-in additional Speech & Language (SALT) services for the pupils at your school, is this...

- Additional NHS provision
- Private provision
- Both
- Other (please specify)

F. Staff mental health and wellbeing at your school

* 22. Please describe the most effective strategies you have put in place to support staff wellbeing in your organisation.

(Examples might include: formal/informal supervision sessions, stress management advice/support, staff needs addressed in mental health and well-being policy. All should be strategies you are confident are having a positive impact)

1.	<input type="text"/>
2.	<input type="text"/>
3.	<input type="text"/>
4.	<input type="text"/>
5.	<input type="text"/>
6.	<input type="text"/>
7.	<input type="text"/>
8.	<input type="text"/>
9.	<input type="text"/>
10.	<input type="text"/>

* 23. Describe the key points of your whole school approach to support emotional health and wellbeing.

* 24. Do you currently have a mental health and wellbeing policy in your school?

- Yes
- No
- Don't know

* 25. Is mental health and wellbeing a priority in your school development plan over the next 2 years?

- Yes
- No
- Don't know

End of Survey

Thank you for completing this survey.

We aim to provide feedback by the end of the year.

Appendix 2

Primary Schools	Primary Schools
Bedford Drive Primary School	Raeburn Primary School
Bidston Village CE Primary School	Rock Ferry Primary School
Brackenwood Infant School	Sandbrook Primary School
Brookdale Primary School	St Andrew's CE Primary School
Brookhurst Primary School	St Anne's Catholic Primary School
Castleway Primary School	St Bridget's CE Primary School
Christ Church CE Primary School Moreton	St George's Primary School
Christ the King Catholic Primary School	St John's Catholic Junior School
Church Drive Primary School	St Paul's Catholic Primary School
Dawpool CE Primary School	St Peter's Catholic Primary School
Devonshire Park Primary School	The Priory Parish CE Primary School
Eastway Primary School	Thingwall Primary School
Fender Primary School	Thornton Hough Primary School
Greasby Infant School	Town Lane Infant School
Greasby Junior School	Well Lane Primary School
Greenleas Primary School	West Kirby Primary School
Grove Street Primary School	Woodlands Primary School
Heswall Primary School	Secondary Schools
Higher Bebington Junior School	Birkenhead High School Academy
Hillside Primary School	Caldy Grange Grammar School
Ladymount Catholic Primary School	Pensby High School
Leasowe Primary School	Prenton High School for Girls
Liscard Primary School	St Anselm's College
Manor Primary School	St Mary's Catholic Aided College
Mersey Park Primary School	The Birkenhead Park School
Millfields CofE Primary School	The Oldershaw Academy
Mount Primary School	Upton Hall School FJC
New Brighton Primary School	Weatherhead High School
Our Lady of Pity Catholic Primary School	Wirral Grammar School for Girls
Overchurch Junior School	Special Schools
Pensby Primary School	Gilbrook School
Portland Primary School	Meadowside School
Poulton Lancelyn Primary School	Orrets Meadow School
Prenton Primary School	Wirral Hospital School

Appendix 3

Type of MH Intervention	Number of schools operating intervention	% of schools operating intervention
Mentors / Wellbeing Coordinators	12	17.6%
PSHE / Whole School Wellbeing Programme	9	13.2%
Nurture / Behaviour base	7	10.3%
Meditation / Relaxation / Yoga	7	10.3%
Next Step	6	8.8%
Emotion & Behaviour Support Groups	5	7.4%
Lego Therapy	5	7.4%
Tailored / Specific mental health programmes	5	7.4%
Seasons for Growth	4	5.9%
Drawing & Talking Therapy	4	5.9%
HeartMath	3	4.4%
Home School Link worker	3	4.4%
Speech & Language Therapy	3	4.4%
Parent Groups	2	2.9%
Family education / Resources	2	2.9%
6th Form mentors	2	2.9%
SEAL	2	2.9%
Calm Down strategies	2	2.9%
Sensory Resources	2	2.9%
Access to outside space	2	2.9%
Enhanced Transition Programme	2	2.9%
When my worries get too big	2	2.9%
Year Group sessions	2	2.9%
Peacemakers	1	1.5%
Thought Books	1	1.5%
Ariel Trust	1	1.5%
Family Support Worker(s)	1	1.5%
Open Door Policy	1	1.5%
Fidget Toys	1	1.5%
Restorative Justice	1	1.5%
Forest School	1	1.5%
E-safety Curriculum	1	1.5%
Friend Groups / Clubs	1	1.5%
Volcano in Your Tummy	1	1.5%
Happy To Be Me	1	1.5%
Butterflies	1	1.5%
CBT	1	1.5%
Emotional literacy	1	1.5%
Choose to Cope	1	1.5%
Enhanced school resources	1	1.5%
HUB Provision	1	1.5%
Enneagram Profiling	1	1.5%
Intense Interactions	1	1.5%
Themed Weeks	1	1.5%

Type of MH Intervention	Number of schools operating intervention	% of schools operating intervention
Joints & Points	1	1.5%
Tranquility Support	1	1.5%
Ladies Who Lunch	1	1.5%
ELSA	1	1.5%
Learning Zone	1	1.5%
P4C	1	1.5%
Circle Time	1	1.5%
PCP	1	1.5%
Coaching	1	1.5%
Peer Massage	1	1.5%
Debriefing Sessions	1	1.5%
Reflection Days	1	1.5%
Divorce / Separation programmes	1	1.5%
Emotional toolkits	1	1.5%
Mental Health 1st Aid	1	1.5%
Sensory Art Therapy	1	1.5%
Mental Health Steering Group	1	1.5%
Solution Focussed therapy	1	1.5%
Be Kind peer mentoring	1	1.5%
Switching off from technology	1	1.5%
Minecraft	1	1.5%
Teaching positive mindsets	1	1.5%
Mindfulness	1	1.5%
Think Feel Good	1	1.5%
Mini Police	1	1.5%
Thumbs Up	1	1.5%
Mood monsters	1	1.5%
Tree of Life	1	1.5%
Muddles, Puddles and Sunshine	1	1.5%
CAMHS first aid peer education	1	1.5%
Elephants Tea Party	1	1.5%
Listening Ear	1	1.5%
Lunchtime activities	1	1.5%

Contact details

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