



HEALTHIER MINDS



A Framework for Supporting the Mental Wellbeing
of Children and Young People in East Renfrewshire

Getting it Right for Every Child

HEALTHIER MINDS

EAST RENFREWSHIRE COUNCIL

MENTAL WELLBEING

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

World Health Organisation, 2014



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Key Definitions

Universal Support

All children and young people who will require occasional support and advice in order to develop coping strategies and promote their wellbeing.

Targeted Support

Children and young people who will benefit from some additional support from schools or services in order to promote their wellbeing, and develop coping strategies.

Intensive Support

Children or young people who demonstrate significant or enduring mental health needs and require support from specialist services.



Introduction

Mental wellbeing is an aspiration for all East Renfrewshire's children and young people. Everyone who features in the life of a child or young person has a role in contributing to this. **HEALTHiER MiNDS** is East Renfrewshire's framework for people working in partnership across services to nurture mental wellbeing in children and young people.

HEALTHiER MiNDS explains how to support children and young people's mental wellbeing, using a Getting It Right for Every Child (GIRFEC) approach. It outlines ways to support mental wellbeing in a holistic way and provides information about services that can help East Renfrewshire's children, young people and their families at different stages in their time of need.

Vision and Aims

Our Vision

All children and young people in East Renfrewshire will understand how to nurture their mental wellbeing and be supported appropriately by key adults in times of need.

Our Aims

Children, young people and families will have the information and advice they need to manage most of life's common challenges together.

Children, young people, families and trusted adults will have a shared understanding of mental wellbeing and work in partnership to improve it together.

Children, young people and their families will get the help they need when they need it and be directed to the appropriate support by the first service they contact.



Nurturing and Supporting Mental Wellbeing

Our GIRFEC Approach

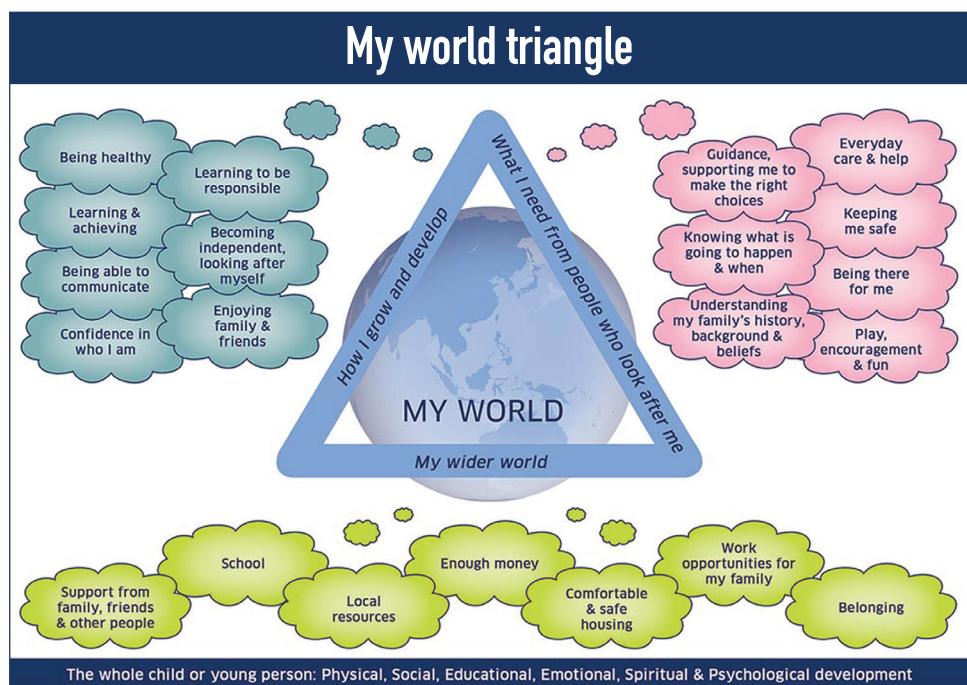
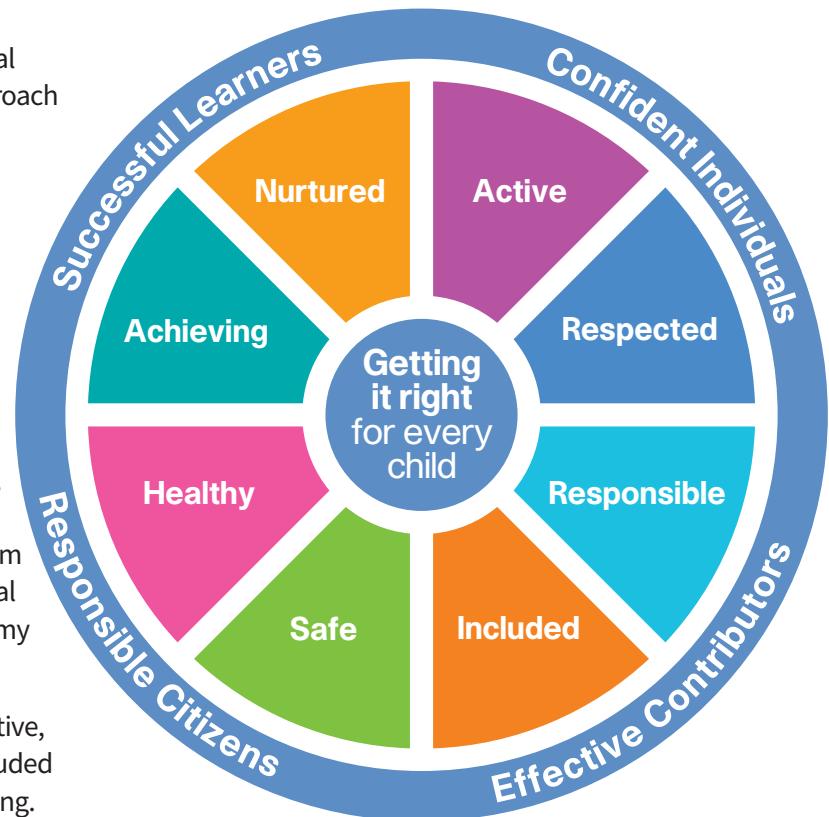
Getting it Right for Every Child (GIRFEC) is the national framework that informs how all services should approach their work with children, young people and families, whether they are providing Universal, Targeted or Intensive support. In East Renfrewshire this specifically applies to staff working within the following agencies:

- Education
- Health and Social Care Partnership
- Voluntary and Third Sector

The GIRFEC approach provides a common language, key questions, core components and underlying principles that guide the work of all professionals from these agencies. These are summarised in the National Practice Model which includes the wellbeing wheel, my world triangle and resilience matrix.

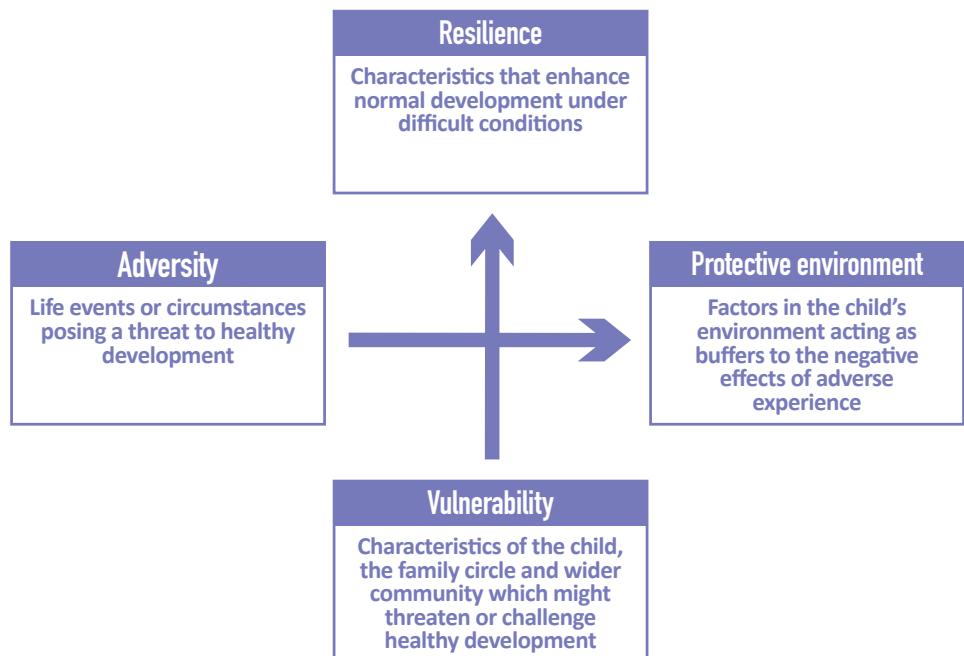
Children and young people who are safe, healthy, active, nurtured, achieving, respected, responsible and included are more likely to experience positive mental wellbeing. The wellbeing wheel offers a shared understanding of wellbeing and asks us to consider the needs of children in a holistic way.

Mental wellbeing is supported and promoted when children and young people have the resources they need across most areas of their lives, as illustrated in the My World Triangle. Where these resources are limited or absent, mental wellbeing may be at risk. It is therefore important to consider the child or young person's experiences in all areas of their lives (e.g. at home; at school; with friends). This will support practitioners in their decision making about who needs support and what type of support is required.



All children and young people are likely to experience some degree of adversity that has the potential to impact negatively on their mental wellbeing. Children and young people will differ in their resilience – their capacity to meet life's challenges. How a child or young person manages a difficult time will depend upon factors such as the support around them, the coping strategies they have and the significance they place on the event(s) they are experiencing.

Resilience matrix



All practitioners have a responsibility to use the National Practice Model and ask the following Key Questions to guide their approach when supporting and nurturing the mental wellbeing of children and young people:



Understanding Mental Wellbeing

Who needs support?

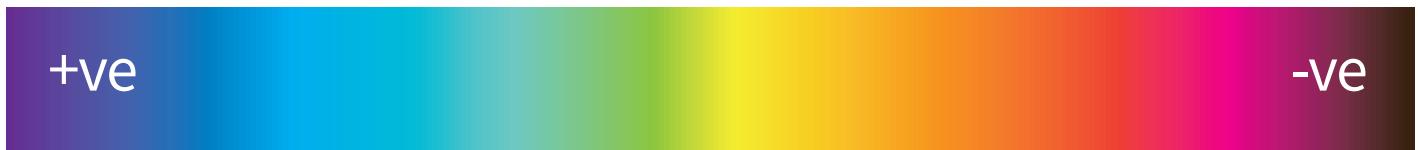
Most of the time, children and young people will cope with the normal challenges and stresses of growing up. Children and young people are best supported by those closest to them – e.g. by their parents, family members, friends, a key adult and school staff. They often learn coping strategies along the way that help them to manage difficult times in the future.

Some children and young people will experience times when they need additional or specialist support. This may be because of factors relating to the child's development, their health, or because of the impact of adverse childhood

experiences such as bereavement, loss, neglect or abuse. Children and young people who have experienced or are experiencing traumatic events are also more likely to need support for their mental wellbeing.

It is important to think of mental wellbeing as a **continuum** that ranges from feeling happy and content to experiencing chronic and enduring mental health difficulties that can be very debilitating. How adults and agencies respond and the support that is needed depends on where children and young people are on this continuum.

The Mental Wellbeing Continuum



This may be because of factors relating to the child's development, their health, or because of the impact of adverse childhood experiences such as bereavement, loss, neglect or abuse.

Talking about Mental Wellbeing and Mental Health

Talking about mental wellbeing and mental health is important. The language that we use is also very important. Whilst an increased awareness of mental wellbeing has resulted in people using the language of mental health more frequently, it has also led to the misuse or overuse of diagnostic labels such as depression and anxiety disorder. Equally it is important that we recognise when a child is experiencing a chronic and enduring mental health problem such as depression and that they do not feel stigmatised by this.

For those children and young people who are trying to cope with the normal stresses and challenges of growing up the use of medical labels can be unhelpful or dis-empowering. They lead to a focus on within-child factors which attribute ‘blame’ to the child and to questions such as: “What is wrong with this child/young person?”

Instead, it is more helpful to consider all the different factors that have led to the child or young person feeling the way they do. When trying to develop an understanding of what is having an impact on a child or young person’s mental wellbeing, practitioners should consider the following:



Approaching mental wellbeing in this way helps keep open the possibility of positive change for children and young people and encourages a focus on their experiences and environment - on what they can change and on the times when things are better for them. It also helps to facilitate a non-judgemental and empathic stance that enables practitioners to support children and young people in developing coping strategies.

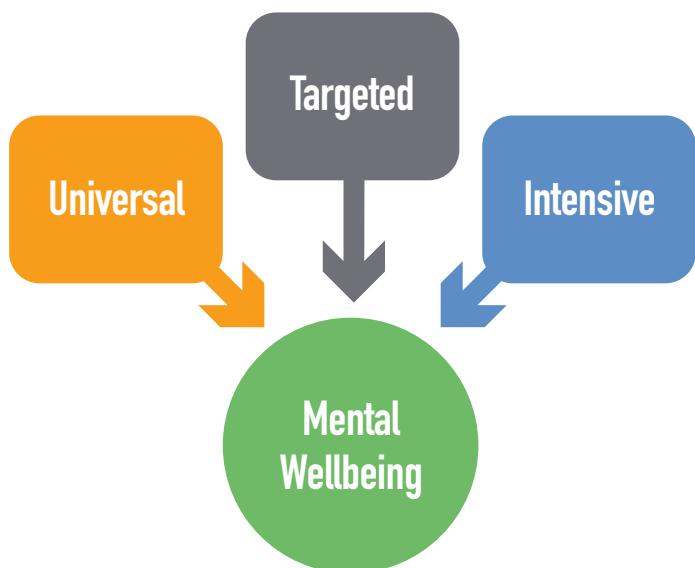
Types of support

The support that services provide can be thought of as **Universal (available to all)**,

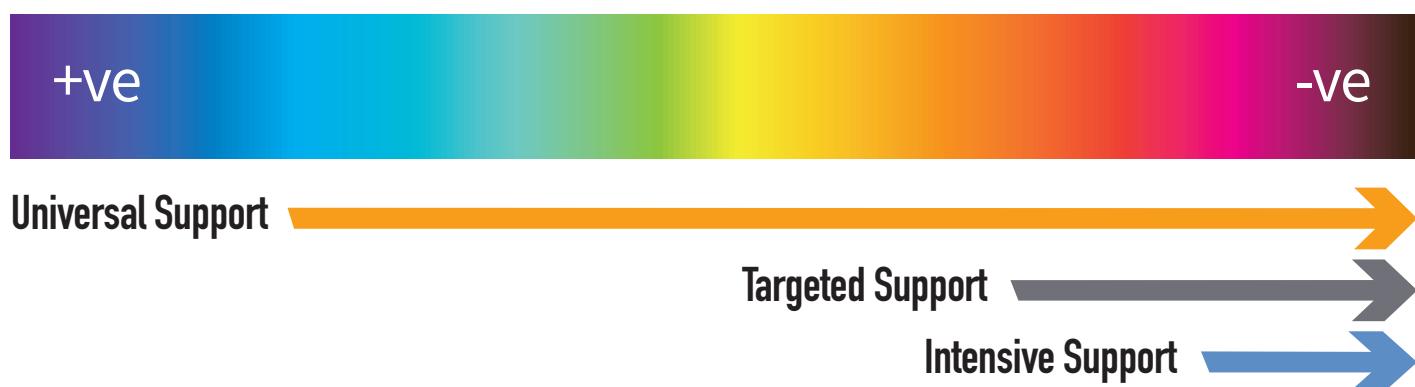
Targeted (accessed by some)

and **Intensive (accessed by few)**.

Universal support is provided by a universal service such as Education or Health. These are services which are available to all who engage with them. These services can also provide some **Targeted support** or facilitate access to a targeted service. In a minority of cases, children and young people will require **Intensive support** from specialist children's services.



Mental Wellbeing



Universal Approaches to Supporting Children and Adults

Key Adults

Most children and young people will develop coping strategies to deal with life's challenges with the support of key people around them. The people most likely to support them are **parents**, other **family members**, **friends** and **trusted adults** who feature in their daily lives.

The presence of '**One Key Adult**' in the life of a child or young person has a positive influence on their mental wellbeing. Children and young people who have the support of one key adult are more connected to others, more self-confident, future looking and better able to cope with difficulties.

Parents and other key adults in the child or young person's life can do the following to help them to develop coping skills.

Do ✓

- Listen to the child or young person and connect with them.
- Validate the child or young person's feelings.
'It's clear you are feeling really anxious right now because of all that is happening at school/home.'
- Comment on what you see/paraphrase.
'So you say you are feeling a bit fed up at the moment.'
- Look for exceptions – times when the young person says things are going better.
- Encourage the child to focus on these 'exceptions' and do more of the things that make them feel better.
- Help the child or young person to generate their own coping strategies, building on things they are doing already.
'So you said that you feel better when you talk to your friend/take the dog for a walk/go to the gym/listen to your music.'
- Be aware of body language and of what this is communicating about how the child or young person is feeling.
- Ask how you can be of help.
'Is there anything I can do to take a little bit of the anxiety away?'
- Encourage the child or young person to seek help if needed.
'How about you speak to your sister/pupil support teacher to see if they can help you find other ways to make things a little easier right now?'
- Encourage the child to be active and to do sport or any kind of exercise that they enjoy.

Don't ✗

- Judge.
- Overreact.
- Avoid the issue (*this will not help a child or young person to address a situation*).
- Talk just about problems (*focus on the exceptions too*).
- Rush to solve the problem
(*Remember, we all cope better when we have been supported to find our own solution to a problem*).
- Dismiss their concerns and say they're wrong to feel a certain way
(*Only the child or young person knows how they are feeling; being told we are not feeling a certain way makes us feel worse*).



Universal Support from Health and Education

Everyone working with children and young people has a role to play in supporting mental wellbeing. For those working in universal services such as Education and Health, this support will be evident in their everyday work with children and families, beginning in the early years and going on throughout the school years.

Midwives, Health Visitors and other partners work with parents and carers to support the healthy development of the babies and young children, by promoting strong

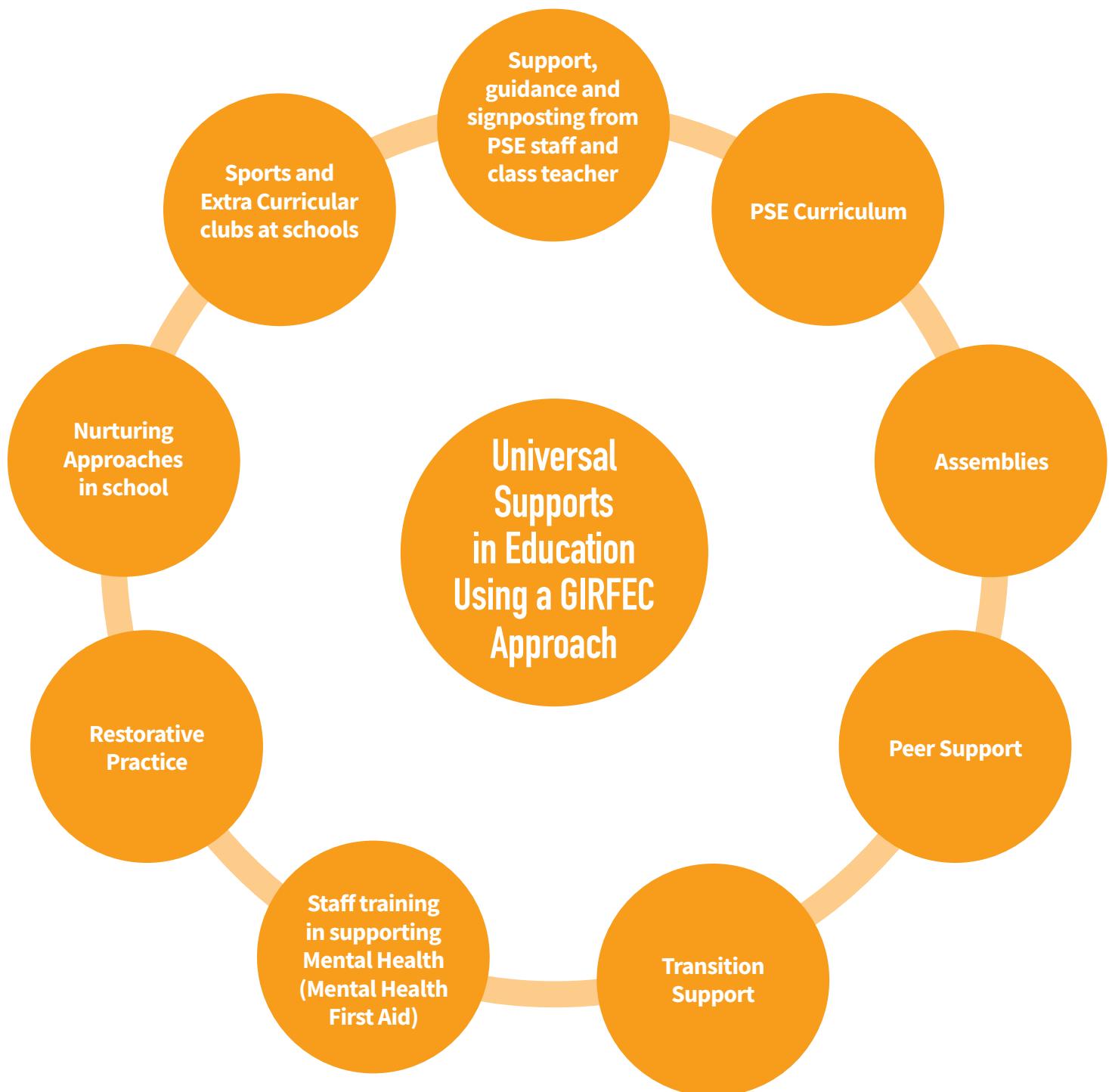
early attachment through nurturing approaches, positive engagement and parent-child interaction.

When children go to nursery and then school, learning in health and wellbeing ensures that they can develop the knowledge, skills and capabilities they need for mental wellbeing. This includes support for young people to make informed choices to promote their own wellbeing, and to establish a healthy lifestyle that can be sustained into adult life.

It is therefore everyone's responsibility to:

- Provide help that is appropriate, proportionate and timely
- Where possible, involve the child or young person in decisions that affect them
- Keep the child or young person safe
- Recognise that what is going on in one part of a child or young person's life can affect many other areas of their life and wellbeing
- Show empathy and understanding and work on building positive relationships using a child or young person's existing networks and support where possible
- Encourage parents, children and young people to find coping strategies that work for them
- Ensure the child or young person feels valued and celebrate diversity
- Provide and raise awareness of activities that nurture and support mental wellbeing
- Recognise that children, young people and their families need practitioners to work together to provide the best possible help
- Build on current strengths and 'exceptions' (times when things are going better for the child or young person)

Examples of Universal Supports in Education



All education staff will receive an annual Healthier Minds awareness raising session to help them support children and young people and provide appropriate signposting where needed.

Useful Resources to support wellbeing of children and young people

The Healthier website provides information and advice to parents and professionals about ways to support children and young people's well being. There is also information about supporting your child and keeping them safe online
<https://blogs.glowscotland.org.uk/er/healthierminds>

Other Websites:

Healthy Minds

is an awareness raising resource to promote basic awareness and understanding of mental health and topics that are associated with and can impact on mental health and wellbeing.

nhsggc.org.uk/healthyminds

What Topics are covered?

Aye Mind www.ayemind.com Digital resource including training, apps and resources on mental health; Basic MH (Adult), Basic MH (CYP), Body Image, Emotional Literacy, Loneliness & Isolation, Long Term Conditions, Loss and Grief, Maternal Mental Health, Adult MH framework, CYPMH framework, One Good Adult, Resilience, Sleep. The resource is aimed at anyone who has an interest in raising awareness of Mental Health and Well-being. a counselling service for children and young people up to their 19th birthday.

Winston's Wish

a charity supporting children and young people who have been affected by bereavement and loss.

East Renfrewshire Educational Psychology Services

A number of leaflets are available to provide guidance and advice to parents, children and young people to support their wellbeing, develop their resilience and coping strategies. These include:

Useful Resources to support wellbeing of children and young people

Apps for Relaxation:

Stop, Breath and Think

Mindshift

Relax Lite

Calm

Hospichill

Good relaxation exercises for younger children using animal visuals spoken in a Scottish accent.

Rays of Calm 1 and 2

Short, Guided visualisations for children and young people spoken in a Scottish accent.

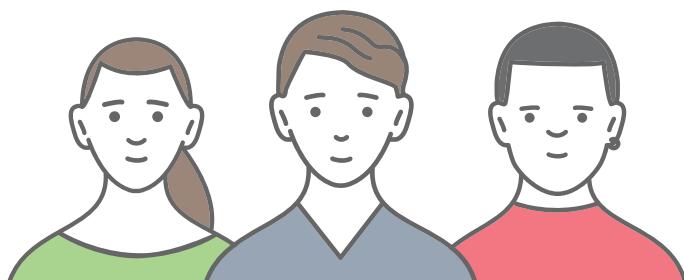
Clips

Links to help children and young people cope with anxiety:

https://www.youtube.com/watch?v=dWeB_xzlUpc

<https://www.youtube.com/watch?v=mb0g-z9g8eQ>

https://www.youtube.com/watch?v=pvM_TtQi9DU



Useful Resources to support wellbeing of children and young people

Muscle relaxation

The process should include the following:

1. Tense the muscles
2. Notice the feeling in all the muscles that are tight
3. Relax
4. Enjoy the pleasant feelings

Muscle Relaxation technique websites

<http://www.yourfamilyclinic.com/>
<http://www.sasked.gov.sk.ca/>
<http://www.tenzone.u-net.com/>
<http://www.aboutkidshealth.ca/>
<http://www.cwgpsy.net/>

Visualisation/Guided Relaxation with visuals

Try out Christiane Kerr apps – (each one lasts approximately 4 minutes)

Relaxkids.com

Breathing

- Strawberry/blow a candle (Smell the strawberry..blow out the candle..)
- Smell the flowers (Smell the flowers..one by one..)
- Blow up the balloon .. then let it go
- Dragon Breathing
A dragon's head can be made out of a paper cup and some streamers The idea is to blow a deep breath out through a small hole in the bottom of the cup making the fire fly upwards (this can be made out of crepe paper, or even cutup napkins or tissue paper).
- Tummy breathing (see opposite)

Tummy Breathing

To work out if you are doing tummy breathing, put one hand on your chest and one hand on your tummy.

Now breathe.

Which hand is moving faster? If the hand on your chest is moving faster, you are breathing too quickly.

If the hand on your tummy is moving more quickly, you are taking nice, deep breaths that will help you to stay calm.

Tummy Breathing Exercise

1. Place one hand just above your tummy and the other on your chest.
2. Open your mouth and gently sigh, as if someone had just told you something really annoying. As you breathe out let your shoulders and the muscles of your upper body relax, down.
3. Close your mouth and pause for a few seconds.
4. Keep your mouth closed and breathe in slowly through your nose by pushing out your tummy.
5. Now stop for 3 seconds.
6. Open your mouth. Breathe out through your mouth by pulling your tummy in.
7. Pause.

Now do steps 4-7 for as many times as it takes for you to feel calm again.



How and When Agencies Can Help

There may be times when some children and young person will benefit from **targeted** or **intensive** support from agencies because they are experiencing more chronic or enduring difficulties. This may be because of factors relating to the child's development or health, or because of adverse or traumatic experiences such as loss, or physical or emotional abuse. How and when the agencies can offer **universal**, **targeted** or **intensive** support is described below.



Health and Social Care Partnership

Health

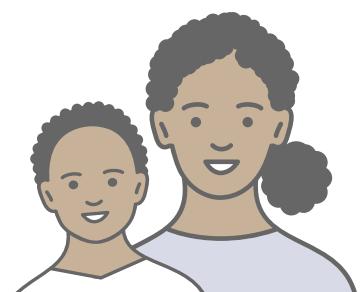
Universal

Midwives, Health Visitors and other partners work with parents and carers to support the healthy development of children and positive interaction between the child and the primary carers.

Targeted

Many children and families experience mild or temporary difficulties at some time during childhood that can be addressed early by Health Visitors, nurses or other health professionals. This may involve advice and guidance, including signposting families to information or supportive activities.

Health Visitors can also provide early support through making changes or enhancements to how they support the child and family. This might include one-to-one activities, or group work, for example with Health Visitors signposting families to one of the East Renfrewshire '**Psychology of Parenting**' Parenting programmes.



Education

Early Learning and Childcare Centres and Schools

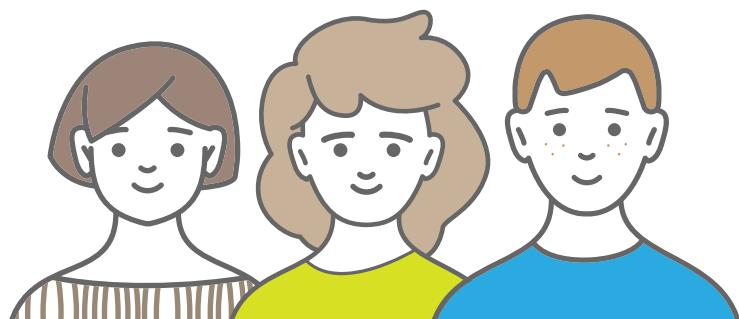
Universal

When children go to nursery and school, one of the key areas of the curriculum is wellbeing. This means that they are taught the knowledge, skills and capabilities that they need to develop coping strategies and mental wellbeing.

Targeted

For children who require further help to support their wellbeing, schools and nurseries use a variety of strategies and interventions based on an assessment of individual need. This may include accessing a social skills group, or an exam stress group or arranging regular check ins between a child and young person and key member of staff.

Some children benefit from a wellbeing assessment and plan which considers the abilities and needs of individual children and young people, and takes account of the person's experiences within school, at home and in the community. The overarching aim of the wellbeing assessment is to identify strengths and protective factors, as well as the vulnerabilities and risks present in the life of the child or young person. Wellbeing assessments and plans are carried out to identify targets and support strategies that best promote the child's wellbeing within their own individual circumstances. Targets and supports are monitored and reviewed within the GIRFEC framework, with the aim of ensuring that the child or young person is safe, healthy active, nurtured, achieving, respected, responsible and included.



Education

Educational Psychology

Universal

Educational Psychologists promote a **relationship-based approach** to support adults to meet the needs of children and young people. They consider developmental, learning, environmental and psychological factors which contribute to a child's mental wellbeing and support schools to ensure children and young people have the experiences and supports they need to thrive in their education and overcome barriers to their learning. They also explore 'exceptions' and protective factors which contribute to a child's capacity to use their coping skills within schools.

They use their knowledge of psychology to help schools and families **understand** how they can support children and young people to deal with the ups and downs of life.

Targeted

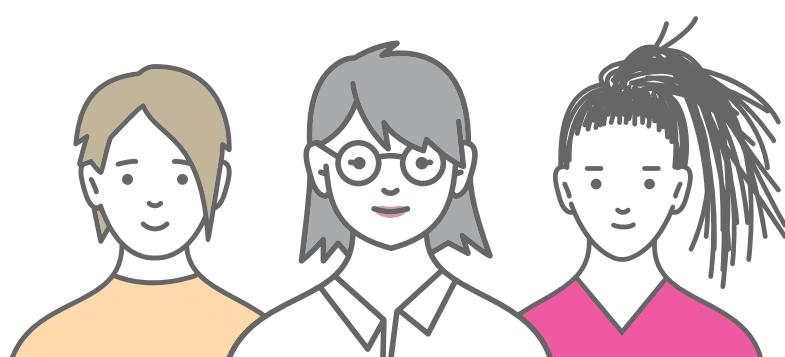
Educational psychologists look at ways in which the **school and home environment** may be adapted to better support a child and to remove barriers to their learning.

Educational Psychologists support schools to **deliver programmes and strategies** which help children and young people to understand and address **anxiety** or to cope with **loss**.

They support education staff and parents in understanding what a child's behaviours are communicating. E.g. a child may avoid certain situations because it is stressful.

They can help a child learn to self-regulate by using **relaxation strategies** or mindfulness or cognitive behaviour therapy approaches.

Educational Psychologists also work with children and young people to enable them to understand how their **mind works** and to help them to **develop strategies** which enable them to cope with difficult situations.



Health and Social Care Partnership

Youth Counselling – Recovery Across Mental Health (RAMH)

The East Renfrewshire Youth Counselling Service is delivered by RAMH (Recovery Against Mental Health). This is a commissioned service by the HSCP. This targeted provision is available for all school pupils in East Renfrewshire within all 7 secondary schools and is accessed via the Joint Support Teams (JST). Young people are seen by a youth counsellor for approximately 8 sessions and issues such as family relationships, anxiety, depression, friendships, isolation, exam and school worries are all themes that can be explored.

Functional Family Therapy (FFT)

Functional Family Therapy is an intensive commissioned service from the HSCP delivered by Action for Children. The FFT team work with young people and their parent(s) / main carers and other people who are important in their lives. Most of the work is done with all the key people “in the room” at the same time.

School Nursing

The East Renfrewshire School Nursing service is aligned with the HSCP’s Intensive Services. This recognises that looked after and care experienced young people may be some of the most vulnerable and traumatised pupils, young people and young adults known to services. The school nurse provision works in a strength based and relational manner and helps young people with issues such as weight management, physical, oral and sexual health needs. The service is trauma informed and can support young people in their emotional health and well-being.

Child and Adolescent Mental Health Services (CAMHS)

Intensive

The East Renfrewshire and South West Glasgow (CAMHS) team offers assessment and intervention to children and young people 0-18 years who are experiencing moderate to severe mental health difficulties. These difficulties can result in persistent symptoms of psychological distress. The difficulties may cause significant impairment in day-to-day functioning and/or there may be a risk that the child/young person may cause serious harm to themselves or others.

The CAMHS team is made up of a range of health workers such as: psychiatry, clinical psychology, mental health nursing, family therapy, speech and language therapy and occupational therapy. Each professional has different skills and it is not unusual for some children/young people to see more than one team member across their time in CAMHS. The team will consider environmental, social, family, psychological and biological factors.

At the initial assessment appointment the child/young person and family will be asked about their difficulties, as well as strengths and protective factors. The aim is to come to a joint understanding of the current situation, and a plan going forward. This plan may include help from other services. Some children/young people may require further assessment or intervention within the CAMHS team. Dependent on need, interventions can include: therapeutic group work, ongoing work with other agencies involved, family therapy or individual therapeutic approaches such as cognitive behavioural therapy. For some of these children/young people it may also be helpful for them to be started on medication. The CAMHS team will also ask the child/young person’s and family’s permission to contact other agencies who have been involved to date, to obtain further information on what has been helpful.

Voluntary and Third Sector

Children 1st – The Family Wellbeing Service

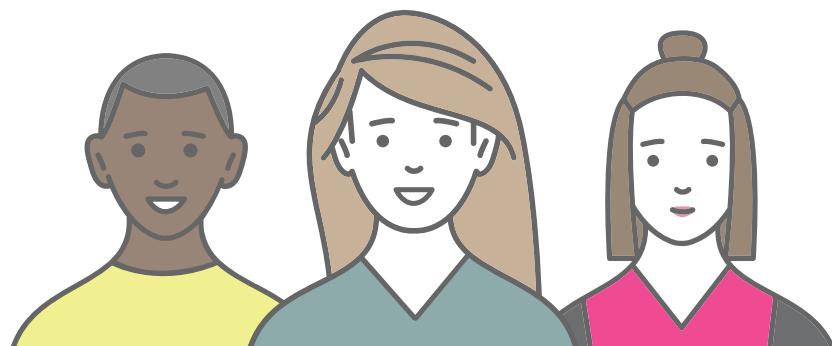
Targeted

The Family Wellbeing Service provides help and support to families where there is a child aged 8-18 experiencing emotional distress. The distress that the child is experiencing may be due to relational disconnection and trauma.

The Family Wellbeing Service is able to offer families space and time to talk through their experiences and their feelings. The team gets alongside the whole family to help them make sense of what's happened; to identify and connect with their own strengths and abilities; to strengthen their relationships and reduce emotional distress. Staff build relationships with families to best understand what they would like to be different and to agree on how this could be achieved.

- Support and help is offered to families where and when suits them best.
- Staff can meet with family members individually or as a family group.
- Peer group supports and befriending support is also offered to families.
- Support is flexibly tailored to enable families to get the help they need. Support is not time limited and will be offered for as long is needed.

*The Family Wellbeing Service can be accessed through a direct referral from the family's GP.
Staff will contact the family within 2 weeks of being referred by their GP.*



Health and Social Care Partnership

Family First

Family First is a local authority resource which was established in 2015 to provide a little bit of help to families with children aged 0-11. There are 5 workers who work across the authority to ensure the service is available to all families.

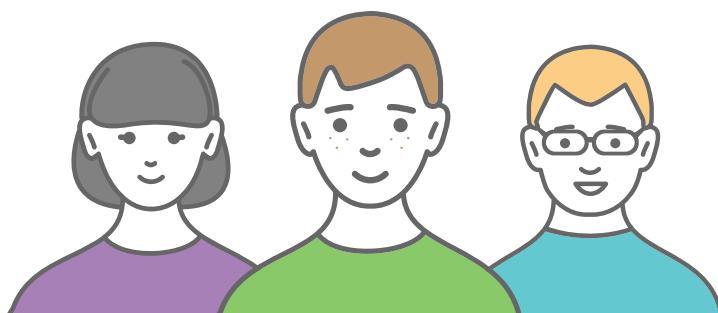
The Family First Team was established to prevent families from becoming involved in statutory services by providing hands on support, advice and interventions.

Their key tasks include:

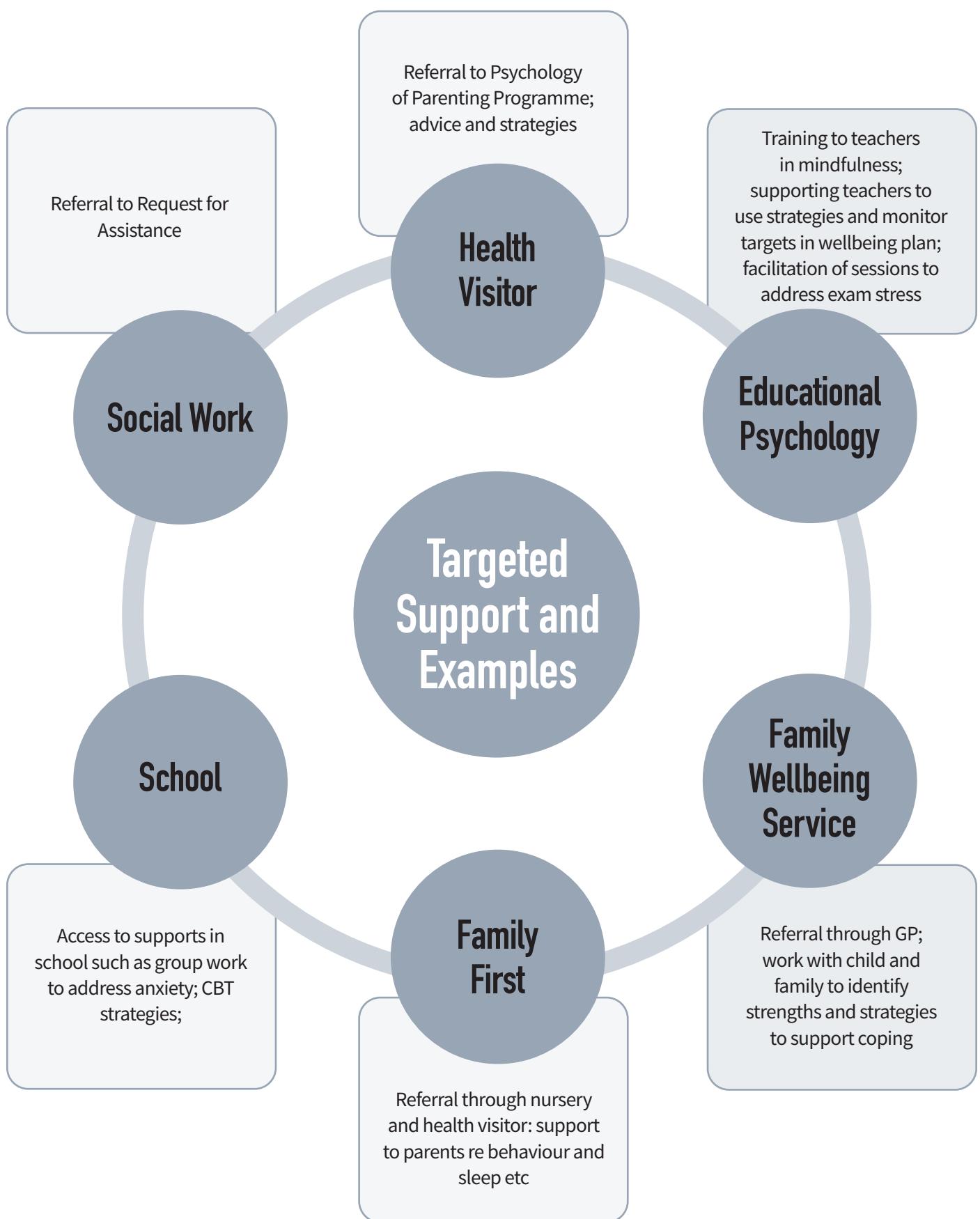
- Providing practical aid, assistance and guidance to children or families, individually or in groups, in both planned and unplanned situations;
- Providing information to families on relevant services and community groups and facilitating their independent access to such;
- Working with families to share key knowledge and skills on attachment, parenting, wellbeing, nurture and problem solving;
- Building the capacity of families to independently find solutions to their concerns and issues (e.g. financial worries, sleep counselling, behaviour management, housing situations).
- Empowering families to independently manage situations which may arise in the future, without the need for service input;

With 'a little bit of help' the wellbeing of families in our communities have increased. This allows families to function positively allowing children to attain and families to access and contribute to their communities.

The service is growing each year and this is evident in the rise in self-referrals and demonstrates the accessibility of the service to families within their community. Support with parenting continues to be the main issue for families seeking a little bit of help.



CIRCLES OF SUPPORT: Examples of Targeted Supports in Education and Health and Social Care Partnership



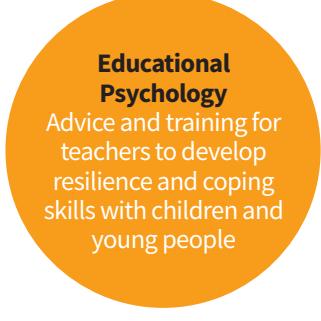
CIRCLES OF SUPPORT: Examples of Intensive Support in Education and Health and Social Care Partnership



CIRCLES OF SUPPORT Universal, Targeted and Intensive Support from Education, Health and Social Care Partnership and Voluntary Agencies

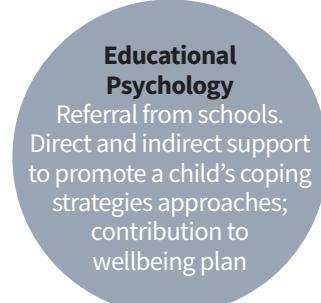
UNIVERSAL SUPPORT

Support and advice in order to develop children and young people's coping strategies and promote their wellbeing.



TARGETED SUPPORT

Additional support from schools or services in order to promote their wellbeing, develop coping strategies.



INTENSIVE SUPPORT

Children or young people who demonstrate significant or enduring mental health needs and require the support from a number of specialist services.

