



Education Workforce Analysis Survey: Children and Young People's Mental Health and Wellbeing

This questionnaire is aimed at any member of the workforces supporting the mental health and wellbeing for children and young people in schools.

This questionnaire is intended to provide information required to understand the current workforce capacity and capability to meet the needs of children, young people and their families in each of the five THRIVE needs based groups.

Services are being redesigned to align with the THRIVE framework (Wolpert et al., 2016). The framework puts an emphasis on the promotion of mental wellbeing and early intervention. Schools have a big part to play in both.

Introducing i-THRIVE

i-THRIVE is the implementation of the THRIVE conceptual framework (Wolpert et al., 2016), using an evidence based approach to implementation to translate the principles of THRIVE into models of care that fit with local context. i-THRIVE has been designed to enable provision of services that move towards delivery of a population health model for child mental health. It strives to ensure continuous quality improvement of services, drawing from evidence based implementation science to ensure that children, young people and families get the best possible outcomes.

The THRIVE framework was developed by a collaboration of authors from the Anna Freud National Centre for Children and Families and the Tavistock and Portman NHS Foundation Trust. THRIVE is an integrated, person centred and needs led approach to delivering mental health services for children, young people and families which conceptualises need in five categories; Thriving, Getting Advice, Getting Help, Getting More Help and Getting Risk Support. Emphasis is placed on prevention and the promotion of mental health and wellbeing and clients are empowered to be actively involved in decisions about their care through shared decision making.

The five THRIVE needs-based groups:

- **THRIVING** All children, young people and their families not currently needing individualised mental health advice or help are considered to be thriving. THRIVE would suggest that this group receive community initiatives that support mental wellness, emotional wellbeing and resilience of the whole population.
- **GETTING ADVICE** is for CYP and families adjusting to life circumstances who have mild or temporary difficulties, where the best approach is a brief intervention of 1-2 CAMHS appointments, with the possible addition of self-support via online or other resources.
- **GETTING HELP** is selected for CYP and families who would benefit from focused evidence based treatment with clear goals and the review of progress towards goals. On average 10 appointments would be offered, but the range would be wide, e.g. 1 year of weekly psychotherapy.
- **GETTING MORE HELP** is where the need is for intensive and potentially long-term treatment, for example for young people with neurodevelopmental disorders, psychosis or emerging personality disorder.



It is recognised that a significant number of CYP and families receiving Getting More Help are not benefiting from treatment but are being held in the CAMHS service solely because of concerns about risk and safeguarding. Such cases should be considered for Risk Support.

- **GETTING RISK SUPPORT** is where CYP and families are unable to benefit from treatment but they remain a significant concern and risk. Anticipated outcomes are realistically conservative, and there needs to be close interagency collaboration, which includes CAMHS as part of the network. The CAMHS role is usually one which supports the system. One is transparent with families that this is the approach that is being taken.

Consent and Confidentiality

You are invited to participate in this survey designed by the Anna Freud National Centre for Children and Families to support the implementation of THRIVE across children and young people's mental health and wellbeing services.

This survey should take about 20 minutes to complete. Your participation in this study is entirely voluntary and you can withdraw at any time. You are also free to omit any question.

If you don't know the answer to any of the questions, don't worry, it is not expected that everyone will have all the answers. Please just tick the "don't know" option and move on.

The results of this survey will be used to inform a mapping document which we will share with participants so knowledge of 'what's out there' is shared across the system.

We will minimize any risks of confidentiality breach by limiting the people accessing the raw data to the Project Manager and the Project Officer. Raw data will be destroyed once the project has reached its completion.

Many thanks for contributing to the development and improvement of local services for children and young people's mental health. Your time and the information you provide is very much appreciated.



i-THRIVE Workforce Survey

Firstly, a few details about you:

Personal details

1. Full name: _____
2. Email address: _____
3. Job title: _____
4. Name of your school: _____
5. Age range of pupils: _____



Questions about staff

6. How many staff employed directly by your school work directly with young people, supporting their mental health and wellbeing, where this is their main role? What types of intervention or activity do they do? Please tick all that apply.

	Number of staff in this role (WTE)	Approximate number of young people they see over the course of one year	Do they provide one to one interventions with children, YP and/or families?	Do they deliver group work with children, YP and/or families?	Do they offer consultation to other professionals worried about a YP?
Counsellor			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Mentor			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Pastoral Support			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Specialist Teacher			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Learning Support Assistant			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
LAC Teacher			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Other (please specify)			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No



7. How many staff visit your school as part of a commissioned or bought in service to work with children and young people, supporting their mental health and wellbeing, and what types of intervention or activity do they do? Please name the organisations or projects that provide these staff.

	Number of staff in this role	Number of YP they see (over the course of one year e.g. 2016. Estimates are fine)	They provide one to one interventions with children, YP and/or families (yes or no)	They deliver group work with children, YP and/or families (yes or no)	They offer consultation to other professionals worried about a YP
Counsellor			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Mentor			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Pastoral Support			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Specialist Teacher			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Therapist (Art, Play)			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Learning Support Assistant			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

8. How many staff at your school provide support or information to young people on mental health, resilience, and wellbeing as part of their role (e.g. teacher, mentor, pastoral support)?

	Number of staff in this role	Number of YP they see specifically to support mental health over 1 year – please estimate
Counsellor		
Mentor		
Pastoral Support		
Specialist Teacher		
School Nurse		
Therapist (Art, Play)		
Teacher		
LAC Teacher		
Other (please specify)		



Questions about the children and young people in your school

9. In your school, how many young people in 2016 would you say received support for mental health and wellbeing?

10. Of the following targeted groups of young people, which (in your experience) are most likely to need extra support in school, specifically for their mental health and wellbeing?

Please tick.

- Autism Spectrum Disorder
- Contact with Youth Justice System
- Current Child Protection Plan
- CYP at risk of exclusion
- CYP at risk of getting involved in gangs
- CYP at risk of offending/offending CYP
- CYP at risk of/or using drugs/alcohol
- CYP currently involved in gangs
- Deemed 'child in need' of social service input
- Experience of abuse or neglect (including sexual abuse)
- Experience of war, torture, or trafficking
- Formerly looked after children (e.g. adopted children, children living with family or friends)
- Learning disability
- LGBTQ or questioning their sexual orientation
- Living in financial difficult
- LAC
- Neurological issues (e.g. Tourette's)
- Parental health issues
- Refugee or asylum seeker
- Serious physical health issues (including chronic fatigue)
- Young carer status



- Other (please specify)

Mental health support in your school

Thinking about the THRIVE model (Thriving, Getting Advice, Getting Help and More Help, and Getting Risk Support), where does mental health support in your school fit?

11. **Thriving:** Which of the following mental health or emotional well-being activities does your school offer to children and young people/parents/carers/families? Please tick all that apply.

- Group activities for children
- Parent/carer/families support groups
- Personal, social,
- health and economic education (PSHE)
- Curriculum support (e.g. emotional health and wellbeing programme)
- Support groups for CYP
- Befriending
- Mentoring
- Access to self-help resources
- Mental Health promotion

12. **Getting Advice:** Which of the following mental health or emotional well-being activities does your school offer to children and young people/parents/carers/families? Please tick all that apply.

- Advice/information
- Signposting
- Peer support for parents
- Peer support for young people
- Psychoeducation
- Face to face advice sessions
- Online interventions
- Consultation to professionals
- We provide facilities for these activities to take place



13. Getting Help and More Help: Which of the following mental health or emotional well-being activities does your organisation or team offer to children and young people/parents/carers/families? Please tick all that apply.

- Assessment
- Counselling
- Online Counselling
- Arts or creative therapies
- Parenting courses
- Psychotherapy
- Family therapy
- Group therapy
- Psychological ‘talking therapy
- Psychiatry
- Medication
- Online Resources
- We provide facilities for these activities to take place

14. Getting Risk Support: Which of the following mental health or emotional well-being activities does your school offer to children and young people/parents/carers/families? Please tick all that apply.

- Care coordination
- Risk management
- Consultation to professionals
- Multi agency care management
- We provide facilities for these activities to take place

15. Can you describe any additional provision on offer at your school not already outlined which support young people’s mental health and wellbeing?



16. How do you involve children and young people involved in decision making, designing, delivery and/or evaluating any provision you make to support mental health and wellbeing? Please tick all that apply.

- Satisfaction questionnaire
- Explicit agreement to work together towards agreed goals
- Feedback forms
- Focus groups
- Complaints/compliments procedures
- Other (please specify)

17. What training have the people in your school supporting children and young people's mental health received? Please tick.

- No training
- Some training to support what we offer (e.g. short courses.
- Trained to accreditation/professional standards
- Not applicable
- Other (please specify)

Relationship to external services

18. Does your school participate in any joint training, education or relationship building opportunities with outside partner organisations about young people's mental health and wellbeing? If so please describe them.

19. Do staff at your school routinely offer mental health awareness raising to other professionals, either within or outside your school? If so, how do they do this?



20. What other agencies do you refer to? Or work closely with?

21. Is there anything else your school offers you would like to tell us about that has not been covered?

Thank you for completing this questionnaire.

Visit the i-THRIVE website to find out more about i-THRIVE www.implementingthrive.org