



Promoting Positive Mental Health and Well-being of Children and Young People Since the Covid 19 Pandemic

Powys CAMHS School In-Reach Team
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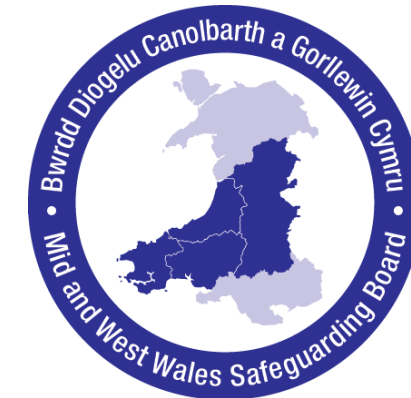
Promoting Positive Mental Health and Well-being of Children and Young People Since the Covid 19 Pandemic



Learning Objectives:

- To explore what children and young people need to be able to develop and grow, in relation to their mental health and wellbeing.
- To explore how the Covid 19 pandemic precautions and regulations may have affected what was provided by care givers, schools and services for children and young people, which would have benefitted them in their emotional growth and development.
- To explore the local outcomes so far.
- To share strategies to promote positive mental health and well-being.
- To share details of the National roll-out of the School In-Reach Service.

This presentation is delivered by the Powys CAMHS School In-Reach Service, but in terms of theoretical content and strategies is applicable to all areas of Wales.



Mental Health and Wellbeing

Mental Health

World Health Organization 2022:

‘Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.’ **An important implication of this definition is that mental health is more than just the absence of mental disorders or disabilities.**

‘Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make **a contribution to his or her community.**’

‘Mental health is **fundamental to our collective and individual ability** as humans to think, emote, interact with each other, earn a living and **enjoy life.**’

Wellbeing

Collins Dictionary 2022:

‘the condition of being contented, healthy or successful’.

Oxford Dictionary 2022:

‘State of being comfortable, healthy and happy.’

Shah and Marks (2004): ‘Well-being is more than just happiness. As well as **feeling satisfied and happy, well-being means developing as a person, being fulfilled, and making a contribution to the community.**’

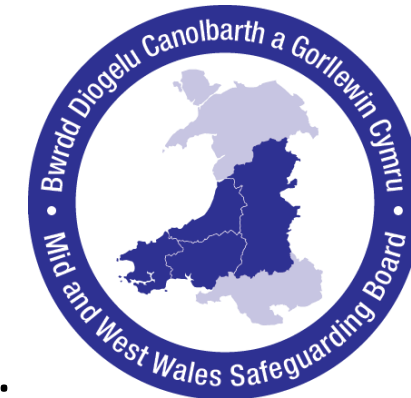
Mental Health and Wellbeing: What do Children and Young People Need to be able to Develop and Grow.



Maslow's Hierarchy of Need (1943) identified the factors required to fulfil basic needs and then to progress to a state of self-actualisation or fulfilment.

It is clear that due to sanctions imposed as a response to the Covid 19 Pandemic that all concepts within the pyramid will have significantly impacted every individual, with particular reference to emotional health and wellbeing.





Time for Reflection

The Covid 19 Pandemic was described as a 'catastrophe' and an 'opportunity'. We will divide into breakout rooms and explore how the sanctions imposed as a response to Covid 19 may have influenced what children and young people require to assist them in their emotional growth and development.

Exercise 10 minutes.

Please elect a scribe/speaker who can feed back.



Feedback from Breakout Rooms



What has been identified through discussion in the breakout rooms, relating to issues which have been a direct consequence of the sanctions imposed for national safety as a result of the Covid 19 pandemic, in relation to the emotional health and wellbeing of young people?

Possibly Some of the Themes Identified



Mental Health

- Anxiety.
- Depression.
- Low self-esteem.
- Resilience deficits.
- Self-Harm.
- Eating Disorder/Disordered Eating.
- Emotionally Based School Avoidance (EBSA)
- Phobias.
- Trauma/adjustment based issues.
- Bereavement.

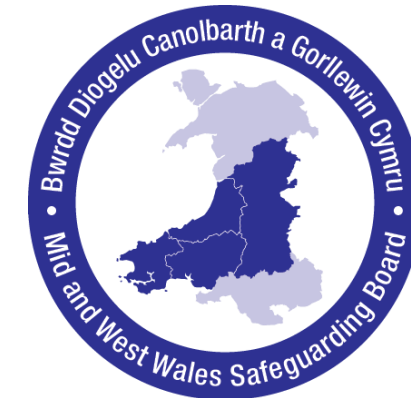
Social/Communication and Behavioural

- Social and communication issues.
- Returning to past practices after Covid 19.
- Sleep.
- Social anxiety/Separation Anxiety.
- Behavioural issues/Escalation/Meltdowns.
- Underdeveloped social skills/Reconnecting/Dealing with In-Person.
- Disengagement/Disinterest in education.
- Lack of motivation.
- Criminality.
- Family stress/relationship issues.
- Child abuse of all forms and neglect.

It as much about what we don't do as it is what we do.



- Due to the Covid 19 response there were opportunities that children and young people missed out on which would have been provided by parents, schools, friends, family and universal services that are now taking time to either re-adjust to, or services are playing catch up.
- Schools closed – parents were expected to work (if a key worker) and care/educate or ensure education took place. The social element of school, restorative element/empathetic approach was lost or reduced.
- Children and young people were some of the most isolated overnight, most parents were likely to be having some social contact through work, shopping or supporting family members.
- Parents could not always be emotionally available to their children.
- Social media became the primary way young people communicated with each other (think of the age of the child and how this may have had an impact).
- Children took on additional roles and extra responsibility in family life.



Statistics - National

Area *

Of note Area * does not have a District General Hospital and this will not cover crisis presentations, some of which may present the Area#.

2020-2021 decrease 8.85%, 2021-2022 increase from 2019-2020 of >8% and 2020-2021 of 32%

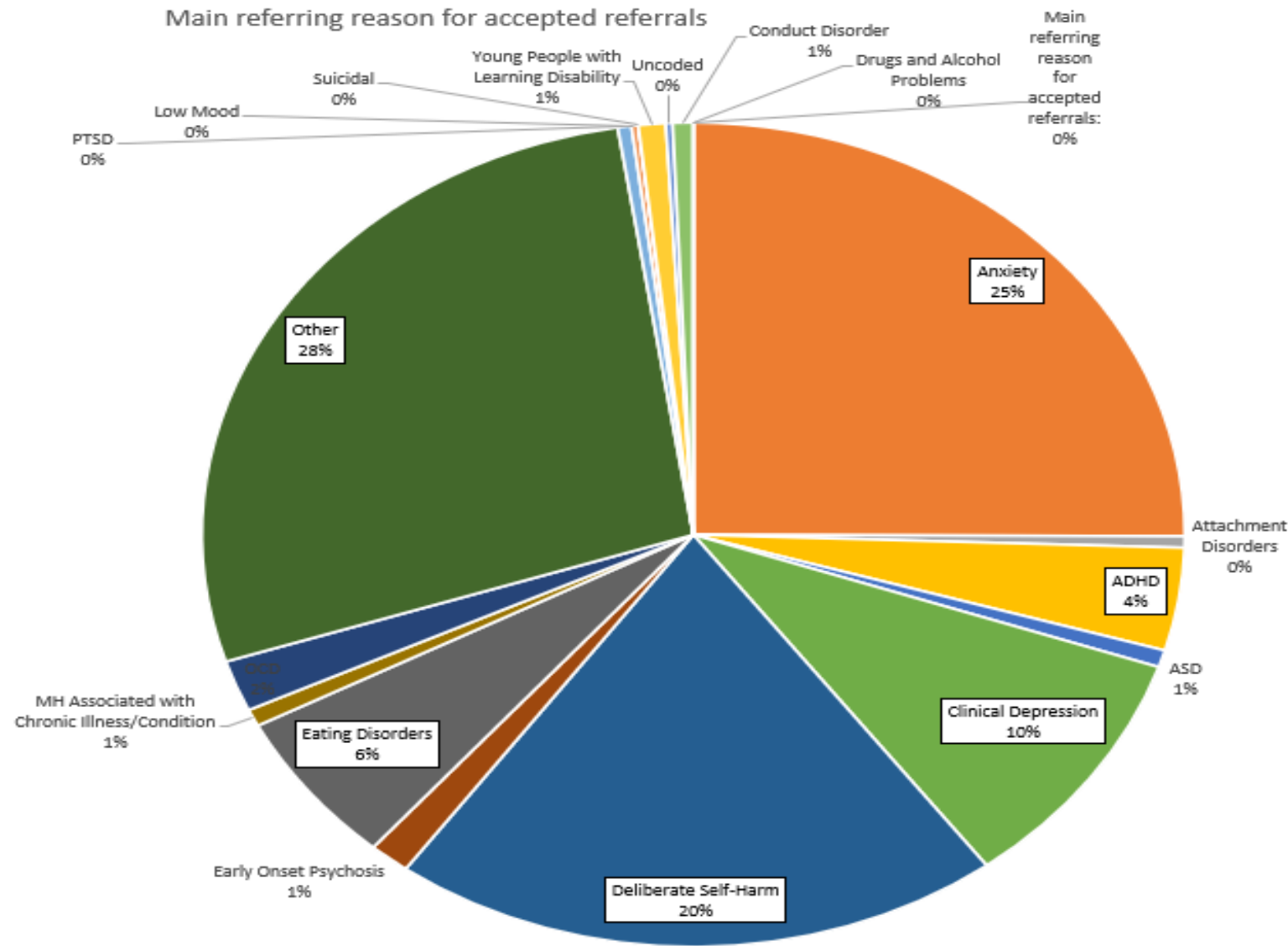
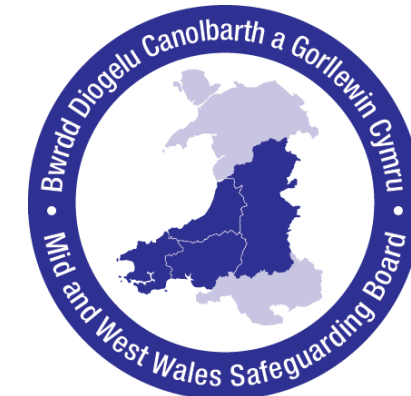
Year	Number of Referrals
2019-2020	452
2020-2021	412
2021-2022	544
Total	1408

Area

2020-2021 decrease >13%, 2021-2022 increase from 2019-2020 of >6% and 2020-2021 of 23%

Year	Number of Referrals
2019-2020	1769
2020-2021	1524
2021-2022	1886
Total	5547

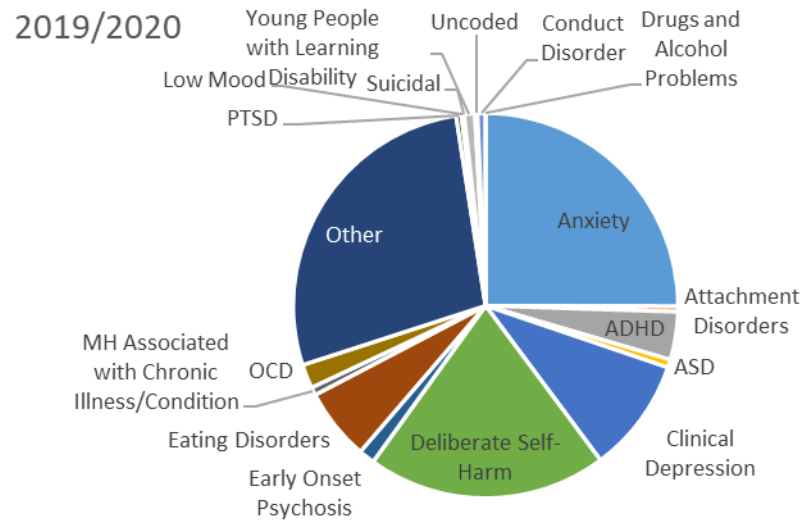
Local Statistical Picture 2019-2022 Area *



Breakdown of Data Area*

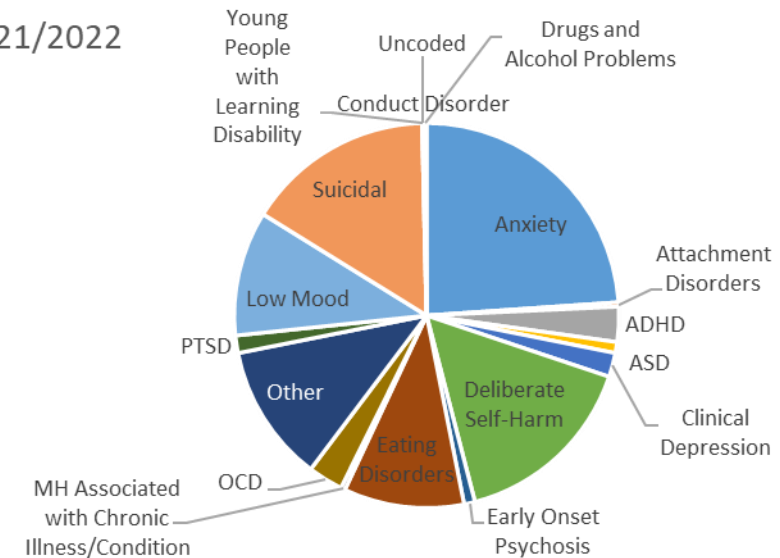


2019/2020



2021-2022

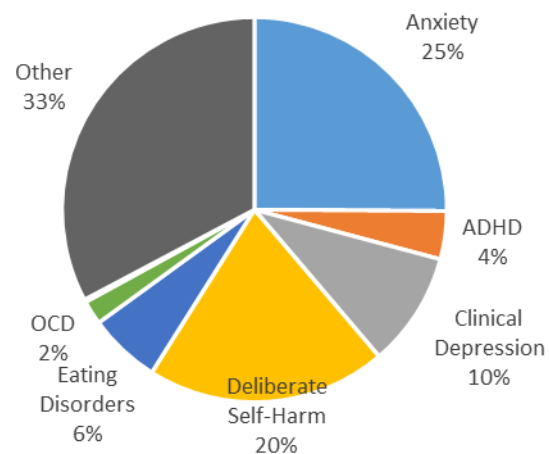
2021/2022



Breakdown on Data Area*

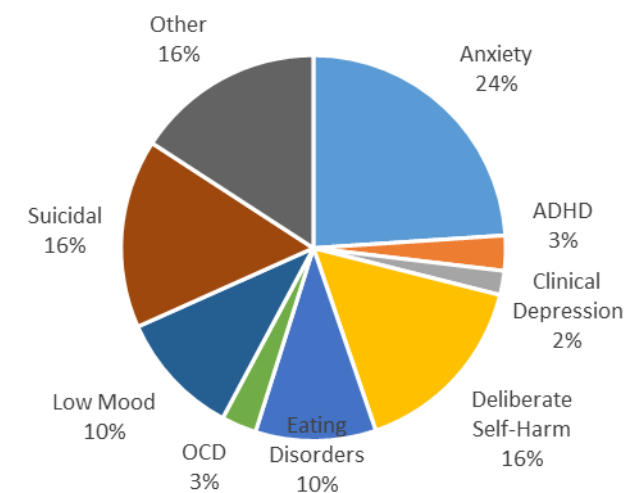
2019-2020

2019/2020



2021-2022

2021/2022



Thinking about learners as individuals.

In the chat box, can you think of any issues which may affect a child's or young person's view of the world and their emotional health and well being?

Could these include:

- Parenting experience.
- Adverse Childhood experiences, all forms of abuse and neglect, absent parent, parent in prison or bereavement, a Looked After Child, parental substance misuse or domestic abuse. Parental mental health issues.
- Living in a rural area.
- Living in a family experiencing economic inequality or homelessness.
- Child or young person with relevant diagnosis, including neurodiversity, learning disability, attachment based issues.

So on reflection....



Do you think that everyone was in the same boat during the pandemic?

Would it be appropriate to say that we all shared an experience but it was not the same for all?

The use of vocabulary is important.



“We’re all in the same boat” But **ARE WE** really?



Used with agreement – Action for Children 2022



Dealing with Uncertainty - Omicron

No one knows yet how this virus will affect populations.

In preparation there are specific strategies which can support us all:

- Stay in the present. Focus on the positive.
- Model behaviours, be mindful of transference.
- Maintaining usual patterns/activities.
- Focus on coping thoughts.....and coping behaviours.
- Adjust expectations.
- Practice distress tolerance and empathy.
- Limit alarming news/what are you watching and reading.
- Be mindful about the volume of reassurance given.
- Focus on what is better this time.
- Focus on what worked before.
- Risk assess and take appropriate steps.
- Seek early support.

What can be done to Support Learners Mental Health and Wellbeing



Within this training there is a wealth of knowledge and expertise which could identify strategies which can be implemented as early intervention approaches. We will breakout into rooms and discuss what you all think can be implemented to maintain and improve mental health and wellbeing at an early intervention stage.

Exercise 10 minutes.

Please elect a scribe/speaker who can feed back.

Feedback from Breakout Rooms



What has been identified through discussion in the breakout rooms relating to identified strategies that can maintain and improve mental health and wellbeing for children and wellbeing?

Were there any specific strategies relating to the Covid 19 Pandemic?

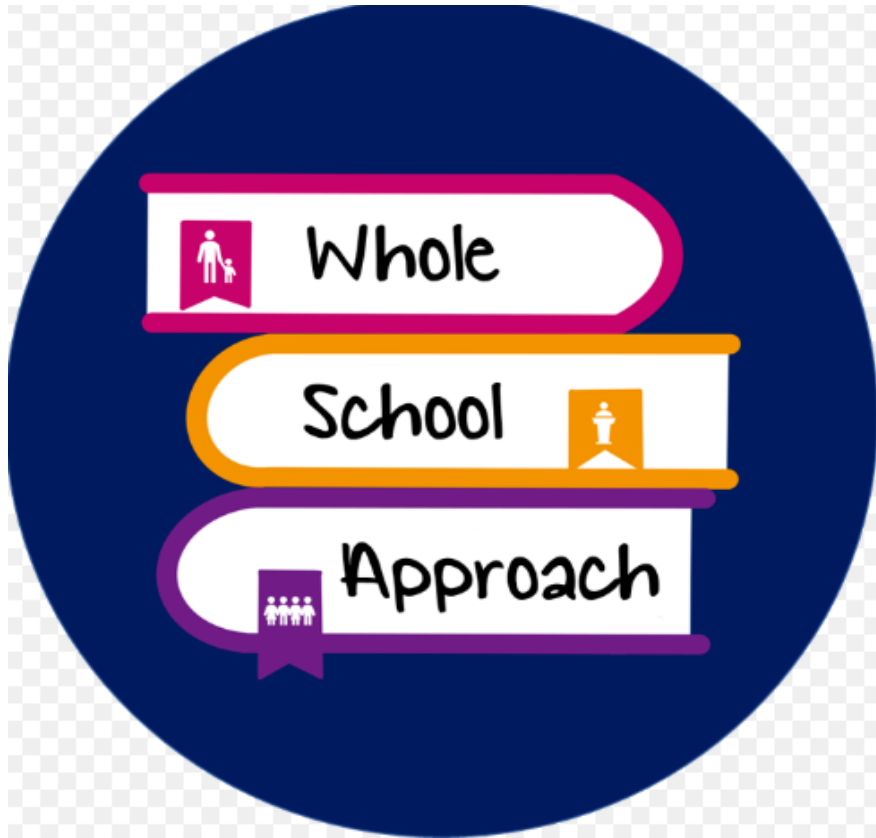
Wales Schools In-Reach Pilot



<https://gov.wales/evaluation-child-and-adolescent-mental-health-service-camhs-reach-pilot-programme-2>

The initiative was planned prior to Covid 19, but much of the delivery and evaluation took place during the pandemic.

Whole School Approach



A whole-school approach is an **approach** to mental health and wellbeing in **schools** is built on a framework developed by **Weare (2015)**. This framework covers two overlapping areas of **school** practice: promoting positive social and emotional wellbeing for all in **schools** and tackling the mental health problems of pupils in more serious difficulty.

The Curriculum for Wales, implemented in 2022 (Welsh Government 2020), features Health and Wellbeing as one of the key areas of learning, and wellbeing is woven through the other curriculum areas (Welsh Government 2020).

Implementation of pilots across Wales of the Schools In-Reach Service evidenced strategies which have resulted in improved outcomes for children and young people through education of staff, access to support and supervision to school staff, and providing education relating to staff wellbeing in schools.

All Wales School In-Reach Services



- The programme aims to build the capacity (including skills, knowledge and confidence) in primary and secondary schools to support mental health and wellbeing of pupils and staff. The project was aimed at achieving a service for support and supervision to children and young people who may have emotional health needs but do not meet criteria for CAMHS (Child and Adolescent Mental Health Services), in order to enable schools to effectively respond to those needs.
- Delivery of this is through the principles of the three pillars:



Powys CAMHS School In-Reach Service



Scope and Focus:

- Consultation with schools relating to emotional health and wellbeing.
- Youth Mental Health First Aid Training for education colleagues and other professionals working with children and young people (other areas will have different training offers).
- Education in schools in relation to specific topics relating to mental health and wellbeing, such as the Five Ways to Wellbeing and Resilience.
- Signposting for staff wellbeing services.
- Schools facing service to enable to upskill education staff to be able to support children and young people with attempting to achieve positive mental health and wellbeing in an early intervention approach.
- Service will be reviewed and developed based on the scope of the service and assessed need.
- Scoping of other services available in the area to support emotional health and wellbeing is ongoing.
- Through consultation, providing support as an early intervention response, but also ensuring referrals to CAMHS are timely and inform the assessment and outcome.

Multi-Agency/Service Response



- Regional Partnership Board.
- Start-well/Live-well Boards and Junior Start-well Board.
- Local platforms for Emotional Health and Wellbeing.
- Collaborative Working.
- Using Evidence-Based, cost effective programmes of support.
- Avoiding Duplication.
- Healthy Schools – Whole Schools Approach to Emotional Health and Wellbeing Self-Assessment Tool.
- Professional Learning Platforms.
- Curriculum for Wales and Religion, Values and Ethics Guidance.

What are helpful activities for everyone to engage in, and would support in the present proactively and in stressful circumstances reactively.



- Ensuring we have our physical needs addressed.
- That we get enough sleep.
- Avoid the use of substances – alcohol, substances, tobacco.
- That we do a form of physical activity everyday – **Be Active.**
- Social needs are achieved – contact with friends and family – **Connect.**
- Be creative, do something nice for a friend or family member, this does not have to be of material value. Treat yourself and others with respect and compassion – **Give.**
- Appreciate and recognise things that are going on around you – **Take notice.**
- Build on achievements and try something new or learn more about something that interests you – **Keep Learning.**
- Hit the pause button and engage in relaxing activities.
- Revise priorities and focus on what you have control over.
- Remind yourself what you are going through right now is normal.

Highlighted in the yellow refer to the Five Ways to Wellbeing.

The Five Ways to Wellbeing



Five Ways to Wellbeing





Thinking about Safety and Safeguarding

Promoting children and young people's wellbeing is a key part of keeping them safe, helping them develop and ensuring they have positive outcomes into adulthood (NSPCC 2022).

Mental health plays a key role in a child's overall wellbeing and can be affected by various factors, including (NSPCC 2022):

- Environment.
- Stress.
- Family circumstances.
- Abuse and neglect.

All of the above categories have been affected through the Covid 19 pandemic and will continue to influence as schools re-integrate children, they learn to accept what they did not experience and move on to new ways of learning.



Achieving in School

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood (NSPCC 2022).

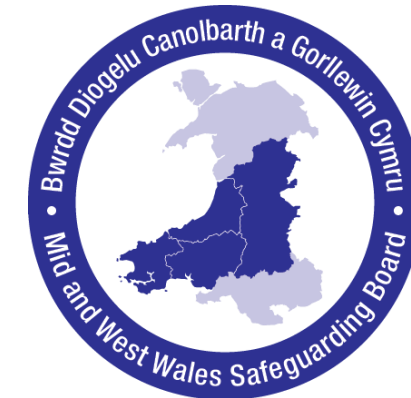
Therefore this training will enable participants the opportunity to reflect for themselves and the learners they support in past provision and experience and planning for the future.

Questions?



Thank you





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