

Bracknell Forest
Children and Young People's Mental and
Emotional Wellbeing Strategy
2015 – 2018

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1. Foreword

We recognise the significant impact that emotional and mental health problems can have on all aspects of children's lives; from poor educational attainment, family disruption, offending behaviour, social isolation, discrimination and self-harm. Without appropriate support and intervention, emotional and mental health issues will also impact on families, carers and the community. If not appropriately responded to, these issues can continue into adulthood and potentially affect generations to come.

All children and young people deserve the best start in life and building strong emotional resilience is an important element in helping children and young people achieve and succeed. In Bracknell Forest we have strong partnership arrangements which work to deliver the best possible outcomes for children, young people and families. This strategy sets out our priorities up until 2018 for improving the emotional and mental health of children.

We welcome the focus of the Department of Health, supported by the Department for Education, on improving the mental wellbeing of all children and young people and to offer better services for those in crisis or great distress as set out in "Future In Mind" (DH 2015a). We are committed to leading our Children and Young People's Partnership to address these improvements and to offer the right support from the right service at the right time, close to home. In particular, we will work with our schools, Bracknell and Ascot CCG and with providers including Berkshire Healthcare NHS Trust and the voluntary sector.

We are proud that most children in Bracknell Forest grow up with a strong sense of identity, self-esteem and resilience. However, we realise there is more that we can do to strengthen protective factors that promote resilience across every child's physical and emotional attributes, family life and the environment in which they live and to see better services delivered more quickly for those in difficulty.

This is a challenge for all of us living in Bracknell Forest, so I trust you will join us in playing your part to help all children grow up healthier and happier.

Signed by

Gareth

Janette Karklins

Executive Summary

Introduction

Children and young people who feel good about themselves and are confident and optimistic about their future will be better equipped, more resilient and able to deal with and adapt to the inevitable stresses that life will set them. There is strong evidence of the importance of children making a good start in life. If a child or young person suffers mental ill-health and their condition is not addressed, they are likely to remain unwell through adulthood and develop other harmful physical health conditions too.

The Bracknell Forest Mental and Emotional Wellbeing Strategy sets out how local partnerships and organisations will work together with children, and their families, to support them to grow up happy and well and to provide timely care and treatment for the ten to fifteen percent who develop serious mental health problems.

The key definitions employed in the Strategy are as follows:

Mental health: “A state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.” (WHO 2004)

Emotional wellbeing: “A positive state of mind and body, feeling safe and able to cope, with a sense of connection with people, communities and the wider environment” (WHO 2007).

The Strategy covers all 0 – 19 year olds in Bracknell Forest, together with 19 – 25 year olds with learning difficulties and special educational needs. The services covered are available to Bracknell Forest residents and pupils attending an educational facility, children in care who are temporarily accommodated within the local area.

Evidence and policy

Our evidence search tells us that our children’s emotional wellbeing is at or a little above average when compared to the whole of England.

- Most children are happy with their lives with just 8% reporting overall low wellbeing – a figure similar to the national average.
- Children are relatively happy with their school life and express positive views about their local area;
- The estimated number with a diagnosable mental health condition is about 8.3% of the school-age population, equivalent to about 1,700 children and young people; lower than the national average.

Through local engagement activities, we have been challenged by service users about the need to improve specialist services through:

- Reducing waiting times
- Increasing resources to meet demand, such as for early emotional wellbeing interventions
- Freeing up specialist staff time to work more closely with partner agencies, such as schools
- Providing better post-diagnostic support particularly around a diagnosis of autistic spectrum disorder or attention deficit hyperactivity disorder.

Other challenges we have identified include:

- The increasing local population of school-age children; latest estimates are for an increase of over 20% by 2020;
- Our incomplete picture of the health and wellbeing of our local children;

- A need for better information for children and young people about how to access the local services that are available to children and families and clearer pathways about how these services link their support.

Priorities for 2015 – 2018

The challenges faced locally about children getting access to the right level of support or intervention early are consistent with those throughout England. The government's new strategy, 'Future In Mind' (DH 2015a), recommends local partnerships move to a new model of care (the Thrive Model) that is more focused on achieving outcomes with children. As well as specific service priorities (below), we will ensure a strategic discussion during the lifetime of this Strategy about how to adapt provision in Bracknell Forest to the Thrive model.

We set out our development priorities under four themes:

1. The best for all
2. Better information
3. Early intervention
4. Specialist care

The developments we plan for 2015 – 2018 include:

1. The best for all:
 - a. To improve the casework liaison between the specialist mental health service and all schools
 - b. To support all schools in Bracknell Forest to continue to be Healthy Schools.
 - c. To improve the coordination of training in mental and emotional wellbeing, offering evidence-based courses where possible.
2. Better information:
 - a. To run a successful anti-stigma campaign which increases the understanding of mental ill-health among children, young people and their families
 - b. To review and improve pathways for early mental and emotional wellbeing support across Bracknell Forest
 - c. To make recommendations for routinely collecting better health and wellbeing information about our children and young people.
3. Early intervention
 - a. To improve the support provided to children and young people with autistic spectrum disorder, both before and after diagnosis
 - b. To increase the training delivered about perinatal mental health and for health professionals to provide better support for vulnerable new mothers
 - c. To establish a successful, blended, counselling service for young people.
4. Specialist care
 - a. To increase specialist provision for children and young people with eating problems and earlier support for those suffering psychosis
 - b. To achieve better outcomes for young people whose care transfers to the adult mental health service
 - c. To increase the in-patient capacity at the Berkshire Adolescent Unit.

We invite all residents in Bracknell Forest to join the organisations in the Children and Young People's Partnership to help our children and young people to grow up happy and healthy and offer understanding and assistance with getting support to those in distress or suffering from mental illness.

2. Introduction

Most children in Bracknell Forest will grow up with a strong sense of identity, self-esteem and resilience, and will not require any form of intervention around their emotional and mental health. This strategy recognises the importance of strengthening protective factors which promote childhood resilience across a child's physical and emotional attributes, family life and the environment in which the child lives. However, this strategy also acknowledges that the impact of poor mental health can be destructive to young lives and hinder a child's ability to fulfil their potential now and into adulthood.

We set out how integrated services commissioned and delivered by Bracknell Forest Council, Bracknell and Ascot CCG and our partners will support the emotional wellbeing and mental health of all children and young people in Bracknell Forest. Our joint and shared ambition is to develop and deliver a comprehensive continuum of child and adolescent emotional wellbeing and mental health services which are seamless and remove any barriers that currently exist. We plan to move from a CAMH system commissioned around tiers to a broad spectrum of emotional wellbeing and mental health support and services that is better aligned to the range of children and young peoples' needs.

This strategy set out how support should be made available across a continuum to enable a seamless, comprehensive service which encompasses:

- Staff and partner agencies providing services to all children, young people and their families in Bracknell Forest (universal services) – such as schools and children's centres;
- Services for children and young people (particularly those in a number of key groups as defined by statute including Children in Care, those under the supervision of the Youth Offending Service and Children in Need) that need targeted assistance to be commissioned and delivered flexibly;
- Support and treatment for children and young people in particular distress and with mental illness that requires specialist support from mental health professionals.

The developments that we describe will be underpinned by the Thrive Model (Anna Freud 2014), where all partners and agencies align to provide the right care at the right time to support children and young people to thrive (see p.25 for further details).

Overall the support and services provided across Bracknell Forest should all seek to fulfil our vision:

1. No child or young person will have a preventable mental health issue
2. If they do, they will not have to wait unduly to get the effective help they need.

(BACCG 2015)

3. Definitions

Many factors affect children and young people's emotional wellbeing and mental health. In this section we clarify the definitions that are used in this strategy. Children and young people say that good emotional wellbeing and mental health means 'feeling safe and secure', 'being satisfied with life' and 'feeling worthwhile'.

Core definitions

For the purposes of this strategy **mental health** will be defined as: "A state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community." (WHO 2004)

Emotional wellbeing is defined as: "A positive state of mind and body, feeling safe and able to cope, with a sense of connection with people, communities and the wider environment" (WHO 2007). It is increasingly used alongside mental health, and is usually favoured in schools and early years settings where the wellbeing of the whole population is the focus.

These definitions highlight the fact that emotional wellbeing and mental health are not about feeling happy all the time.

The age range covered in this strategy is all 0 – 19 year olds in Bracknell Forest, together with 19 – 25 year olds with learning difficulties and special educational needs. To help the reader throughout the strategy we have used the term 'children' to cover this full age range of children and young people.

The services covered by this strategy are available to Bracknell Forest residents, pupils attending a Bracknell Forest educational facility and children in care who are temporarily accommodated within the local authority area, in conjunction with the placing authority/ care provider.

Other mental health terms

For clarity, concepts used in this strategy and the mental health conditions that are most prevalent among children are defined below:

- **Anxiety** – characterised by excessive and unrealistic worry about everyday tasks or events, which may be specific to certain objects or rituals. Simple phobias involve excessive anxiety evoked by specific objects (e.g. a marked fear of snakes), whilst social phobias are fears of interacting with others, particularly in large groups. In **obsessive-compulsive disorder (OCD)**, the individual experiences an obsession – an intrusive and recurrent thought, idea, sensation or feeling – coupled with a compulsion – a behaviour that is recurrent and ritualized, such as checking, avoiding, or counting.
- **Attachment** – attachment theory provides a valuable concept for understanding the development of a child's capacity to establish meaningful and satisfying relationships with parents/carers. Reactive attachment disorder is uncommon but may develop if the child's basic needs for comfort, affection and nurturing aren't met and loving, caring, stable attachments with others are not established.
- **Attention deficit hyperactivity disorder (ADHD)** – a neurodevelopmental disorder identified by behavioural symptoms that include inattentiveness and impulsiveness. There is considerable overlap between ADHD and hyperkinetic disorders.
- **Autism spectrum disorder (ASD)** – is a lifelong spectrum of conditions as a result of incapacitating development of brain function. The three major types of symptoms people which people with autism share are difficulties with: social interaction, social communication and with social imagination.
- **Conduct disorder** – children with conduct disorder act inappropriately, infringe on the rights of others, and violate the behavioural expectations of others. Those with with

conduct disorder act out aggressively and express anger inappropriately and engage in a variety of antisocial and destructive acts.

- Depression – characterised by withdrawn or sad moods, diminished interest in activities which used to be pleasurable, weight gain or loss, psychomotor agitation or retardation, fatigue, inappropriate guilt, difficulties concentrating, as well as recurrent thoughts of death. Depression is more than a “bad day”; diagnostic criteria dictate that five or more of the above symptoms must be present for a continuous period of at least two weeks.
- Eating disorders – characterised by an abnormal attitude towards food that causes someone to change their eating habits and behaviour. A person with an eating disorder may focus excessively on their weight and shape, leading them to make choices about food with damaging results to their physical as well as mental health.
- Psychosis – characterised by dysregulation of thought processes, such as symptoms of delusions – which are false beliefs – and hallucinations – which are hearing and/or seeing sensory information which is not actually present.
- Post traumatic stress disorder – is an anxiety disorder caused by very stressful, frightening or distressing events. It can develop immediately after someone experiences a disturbing event or it can occur weeks, months or even years later.
- Resilience – often thought of as “bouncing back” in the face of setbacks, we define resilience more widely as positive adaptation despite the presence of risk, which may include poverty, parental bereavement, parental mental illness, and/or abuse (EEF 2013).
- Self harm behaviours – where somebody intentionally damages or injures their body. It can be a way of expressing difficult emotional feelings, or a way of coping with traumatic events.

The following are mental health service or intervention terms defined for use in the strategy:

- Berkshire CAMH service – specialist child and adolescent mental health services provided by mental health practitioners for the most unwell children. These can be ‘outpatient’ (attendance at a clinic), in-patient or ‘community’ (sessions by a CAMHs specialist in a school for example). Locally these services are provided by Berkshire Healthcare NHS Trust (BHFT).
- Cognitive behavioural therapy (CBT) – a talking therapy that can help a person to manage their problems by changing the way they think about them and then behave.
- Counselling – a type of talking therapy that allows a person to talk about their problems and feelings in a confidential and dependable environment.
- IAPT – ‘improved access to psychological therapies’ programme to increase access for children and young people and parents to evidence-based approaches such as CBT. The programme of development will embed session outcome monitoring, better user participation and easier self-referral into existing services providing mental health care including early intervention.

4. Vision and Priorities

We want all children in Bracknell Forest to enjoy good emotional wellbeing and mental health.

The vision and priority actions for children’s mental and emotional wellbeing fall under the strategic umbrella set out in “Creating Opportunities: A Joint Strategic Plan for Children, Young People and Families in Bracknell Forest 2014 – 17” (Bracknell Forest 2014). The outcome priorities to be achieved for all children are:

Outcome Priorities OP 1	Raise levels of attainment and pupil progress across all phases of learning for all pupils
OP 2	Improve physical and emotional health and wellbeing from conception to birth and throughout life
OP 3	Safeguard and protect children and young people
OP 4	Improve outcomes for the most vulnerable children and young people in the borough
OP 5	Strengthen families through effective multi-agency coordination and support
OP 6	Reduce the impact of poverty on children and young people

This strategy’s priorities primarily sit under Outcome Priority 2, however improvements in emotional health and wellbeing make an important contribution to all six outcome priorities.

We will build on the work that is already in place across Bracknell Forest, coordinated through the Children and Young People’s Partnership (CYPP) and supported by the Health and Wellbeing Board (HWBB), to promote good mental health in children and support the development of resilience, especially for those who are at higher risk of developing mental health problems. Where children and their families need support in relation to mental health, we believe intervention should focus on delivering long-lasting improvements in their mental health. We recognise that this is not the responsibility of any one organisation and that families are fundamentally important in the development of good mental wellbeing for their children.



Fig 1 Our Vision

Our principles

We are committed to:

- Focussing on promoting mental wellbeing and building resilience throughout children and young people's lives, as well as ensuring we have high quality early intervention and treatment services;
- Taking an integrated, whole system approach to ensure that all services work together to improve the emotional wellbeing and mental health of all children in Bracknell Forest;
- Actively engaging with children and their families in all services covered by this strategy so their views inform improvements;
- Ensuring that the work we do will help to reduce wider health inequalities: reducing the preventable and unfair differences in health and learning experienced by different groups of Bracknell Forest residents;
- Continuous, evidence-based service improvements that is providing value for money and delivered by a workforce with the right skills, competencies and experience.

These strategic principles are aligned with those in "Creating Opportunities" (Bracknell Forest 2014) and with the East Berkshire Transformation Plan (BACCG 2015).

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5. National and Local Context

There is strong evidence nationally of increasing demand for emotional and mental health support, together with concerns about resourcing and capacity across services and the effectiveness of some of the care on offer. Over the past three years this has produced a volume of national policy advice and evidence. This strategy highlights the key policy documentation and evidence, with publication details available in the references section.

National policy

“No Health Without Mental Health” (HM Government, 2011) set out the national ambition to put mental health services on an equal footing to physical health services. The subsequent Health Select Committees report into CAMH services states, “There are serious and deeply ingrained problems with the commissioning and provision of children’s and adolescents’ mental health services. These run through the whole system from prevention and early intervention through to inpatient services for the most vulnerable young people” (Health Select Committee, 2014).

As a result of the inquiry, a children and young peoples’ mental health taskforce was established. Their report, published in March 2015 entitled ‘Future In Mind’ (DH 2015a), provides a broad set of recommendations for a comprehensive CAMH service continuum, introducing the Thrive Framework, to promote positive mental health and wellbeing for children. It emphasises the need for better co-ordination across the system and the need for a significant improvement in meeting the needs of children from vulnerable backgrounds. The recommendations in ‘Future In Mind’ (DH 2015a) form the basis of local area CAMHS Transformation Plans and the ‘Local Transformation Plans for Children and Young People’s Mental Health and Wellbeing – guidance’ (DH, 2015b) identifies the following key objectives:

- Build capacity and capability across the system – to close the health and wellbeing gap and secure sustainable improvements in children and young people’s mental health outcomes by 2020;
- Roll-out the Children and Young People’s Improving Access to Psychological Therapies programmes (CYP IAPT) by 2018. The additional funding will also extend access to training via CYP IAPT for staff working with children under five and those with autism and learning disabilities;
- Develop evidence-based community Eating Disorder services for children and young people, with capacity in general teams released to improve self-harm and crisis services;
- Improve perinatal care; there is a strong link between parental (particularly maternal) mental health and children’s future mental health;
- Bring education and local children and young people’s mental health services together around the needs of the individual child.
(p.13, ‘Local Transformation Plans for Children and Young People’s Mental Health and Wellbeing’)

In order to put mental health services on a par with physical health services new standards and commissioning processes are being developed. Access and waiting times for mental health are being introduced (e.g. Early Intervention in Psychosis; and Access and Waiting Time Standard for Children and Young People with an Eating Disorder (NHS England 2015a, b)).

National research and prevalence

Policy and research recognises that the wider context of children’s lives plays a crucial part in their potential to develop well emotionally or to become mentally unwell. Resilience is increasingly seen as a vital quality for children to develop in order to thrive even in difficult circumstances. Protective and risk factors for emotional wellbeing are widely recognised and have informed the thinking underpinning this strategy and are set out below (Fig 2).

Fig 2: Risk and protective factors for a child’s mental health (Barnados 2002; DfE 2015)

	Protective factors	Risk factors
Child	<ul style="list-style-type: none"> • Being female (younger children) • Biological resilience • Good communication, social and emotional skills • Good physical health and development • Secure attachment to parents or carers • Outgoing temperament as an infant • Problem solving skills and a positive attitude • Humour • Experiences of success and achievement • Faith or spirituality • Capacity to reflect 	<ul style="list-style-type: none"> • Genetic influences • Specific developmental delay or neuro-diversity • Physical illness/ disability • Low IQ and learning disabilities • Communication difficulties • Difficult temperament • Academic failure • Low self esteem • Who have or are misusing substances, such as alcohol and drugs
Family	<ul style="list-style-type: none"> • At least one good parent- child relationship (or one supportive adult) • Family harmony and stability • Affection • Supportive and consistent parenting with firm boundaries and limits • Support for education • Absence of severe discord • Family involvement in activities /spending time as a family 	<ul style="list-style-type: none"> • Overt parental conflict, including domestic violence • Family disharmony, instability and break up (including where children are taken into care) • Harsh or inconsistent discipline • Hostile or rejecting relationships • Failure to adapt to a child’s changing needs • Physical, sexual and/or emotional abuse • Parents/ carers with mental illness • Parental criminality, alcoholism or personality disorder • Significant death and loss • Siblings with serious illness or disability
School	<ul style="list-style-type: none"> • Attend a school with high morale and positive policies for behaviour, attitudes and anti- bullying • Whole school approach to promoting mental health • Sense of belonging and connectedness between school and family • Positive peer influences • Academic achievement 	<ul style="list-style-type: none"> • Difficult school transition • Bullying • Discrimination • Breakdown in or lack of positive friendships • Peer pressure • Deviant peer influences • Poor reading/low school attainment • Poor pupil – teacher relationships • Poor attendance
Community	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • Participation in community networks • Strong cultural identity and pride/valued social role • Opportunity for participation in a range of leisure activities 	<ul style="list-style-type: none"> • Socioeconomic disadvantage • Homelessness • Discrimination • Isolation • Disaster, accidents, war or other overwhelming events • Other adverse events in childhood

Mental health problems in children are relatively common and they account for a large proportion of the total burden of ill health in this age group (JCP Mental Health 2013). 1 in 10 children aged 5 to 16 has a mental health problem and it is estimated that 20% of these children experience more than one mental health problem (ONS 2004). However, there is a lack of comprehensive, representative data for children's mental health in England (AYPH 2015).

There is, though, evidence of rising level of need in key groups, such as the increasing rates of young women with emotional problems and increasing numbers of young people presenting with self-harm (Bor et al 2014). There is also a growing realisation of the long-term consequences of emotional and mental problems in children. For example, there is significant impact on employment, physical and mental health, with between 66% - 75% of adult mental illnesses (excluding dementia) being apparent by the age of 18 (Campion et al 2013). Recent audits have also found increases in average waiting times to first appointment in specialist CAMH services for children (as high as an average of 15 weeks in some areas) and that less than half of all providers (40%) reported providing crisis access (Health Committee, 2014).

Boys are generally more likely to have a diagnosable mental illness than girls. This may be due to boys being more likely to display externalising disorders such as conduct disorders which are easier to identify than internalising disorders such as anxiety and depression that are more prevalent among girls (AYPH 2015). Common mental health issues affecting children and young people in England include conduct disorders (5.8%); anxiety (3.3%); depression (0.9%); and hyperkinetic disorder (1.5%) (DH, 2015a). One in ten children will need support or treatment for a mental health condition yet only a quarter of children with a diagnosable mental health problem receive treatment (DH 2014).

There is also evidence nationally that particular groups are at an increased risk of having poor mental health and these include those who:

- Have a long term physical illness or disability
 - Have an intellectual disability
 - Have an autistic spectrum disorder (ASD)
 - Are a looked after child (LAC)
 - Have suffered abuse or neglect
 - Are in contact with the criminal justice system
 - Have a parent with a mental health problem
 - Have a parent with substance or alcohol misuse problem
 - Have a parent in prison
 - Live in a low income household
 - Are a refugee or asylum seeker
 - Are from a traveller community
 - Are lesbian, gay, bi-sexual or transgender (LGBT)
- (JCP Mental Health 2013).

Local policy

This strategy falls within the scope of the Bracknell Forest Children and Young People's Partnership (CYPP), whose priorities are set out in the local children and young people's plan: "Creating Opportunities" (Bracknell Forest 2014). The outcome priorities of this plan have already been set out in chapter 4. Bracknell Forest's Health and Wellbeing Board has also set improving children's emotional wellbeing as one of its two key priorities (Bracknell Forest 2012). Accountability for this strategy is to the CYPP's Emotional Health and Wellbeing sub-group and which also makes reports to the Health and Wellbeing Board.

The CYPP is clear that many of the priorities it has identified cannot be achieved in isolation and that other strategic partnerships are crucial in ensuring successful outcomes. These include:

- The Community Safety Partnership, which has a focus on reducing crime and anti-social behaviour and works in partnership on jointly agreed safeguarding priorities, which include domestic abuse, e-safety and substance misuse
<http://www.bracknellforestpartnership.org.uk/360> .
- The Local Safeguarding Children Board (LSCB) is responsible for securing effective local safeguarding arrangements and coordinating activity to safeguard and promote the welfare of all children. The LSCB produces an annual report in which it highlights key messages on ways safeguarding activity can be improved. The LSCB's annual business plan sets out its key priorities, which are incorporated and linked to the CYPP priorities and to those of other partnerships where relevant. <http://www.bflscb.org.uk/>
- The Health and Wellbeing Board (HWBB) is made up of lead officers from social care for adults, children and families, schools' representatives, leaders from different parts of the NHS and people who represent patients and users of social care services. The HWBB is responsible for implementing the Joint Health and Wellbeing Strategy "Seamless Health" (Bracknell Forest 2012). This identifies health and wellbeing priorities for 2013 – 2016 and informs the commissioning of health services locally. The HWBB oversees joint commissioning arrangements with Bracknell and Ascot CCG, such as for local CAMH services. Among the priorities identified in "Seamless Health" is mental health, including increasing IAPT support for mothers with post-natal depression and support for people with ASD. The HWBB also discussed and supports the *Joint Action Plan for Emotional Wellbeing / CAMHS* (Bracknell Forest 2015c) developed in conjunction with the local Transformation Plan (BACCG 2015).

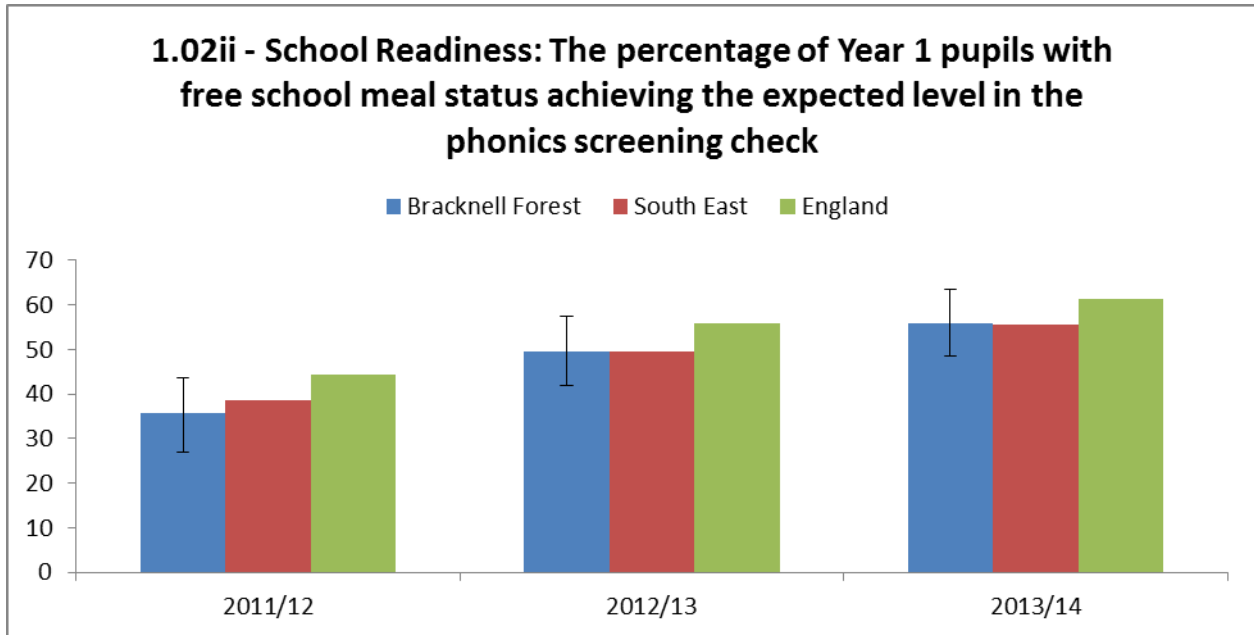
The priorities set out in "Seamless Health" and in "Creating Opportunities" were informed by the local Joint Strategic Needs Assessment (JSNA) of public health and wellbeing. Information about the Bracknell Forest JSNA is available from: <http://jsna.bracknell-forest.gov.uk/> .

6. Local emotional wellbeing and mental health and future levels of need

Emotional wellbeing

The general wellbeing of the majority of children in Bracknell Forest is good. Measures of school readiness are comparable to the national average and there has been improvement in the number of children receiving free school meals that achieve expected levels of development (see Fig 3).

Figure 3: Year 1 pupils with free school meal status achieving the expected level in phonics screening



Source: Public Health England

The attainment of pupils, such as the proportion achieving five good GCSEs (57%), is on a par with the national average. There has also been a decrease in pupil absence from school and levels of fixed-period exclusions are well below national average. The rate of children attending accident and emergency departments and of deliberate and unintentional injuries leading to hospital admissions are comparable to the national average.

'The Bracknell Forest Survey of Children and Young People' was undertaken in 2013 and sought the views of 2,500 children aged between nine and sixteen. Key findings from the survey were:

- Most children are happy with their lives with just 8% reporting low wellbeing, a figure similar to the national average;
- Reported wellbeing is highest among the younger age group;
- Children who are disabled, have learning disabilities, are eligible for free school meal and who are not living with family are more likely to have low wellbeing;
- Children are slightly less happy than the national average with their health and appearance, but happier than average about their prospects, their money/possessions, and the amount of choice they have;
- Children are relatively happy with their school life and are positive about their local area;
- Around a quarter of children said that they had been bullied in the past three months, which was associated with lower wellbeing (Children's Society 2014).

For more statistical information about the emotional wellbeing of children and young people in Bracknell Forest please follow this link: <http://jsna.bracknell-forest.gov.uk/developing-well/children-and-young-peoples-wellbeing/children-and-young-people%E2%80%99s-emotional-wellbeing>.

Mental health

In common with many parts of the country and consistent with the findings of the Health Select Committee's enquiry into child and adolescent mental health (Health Select Committee 2014), Bracknell Forest has an incomplete data profile of the emotional wellbeing and ill-health of its children. This challenge is mirrored at national level: the last survey in England that offers an overview of children's emotional wellbeing and the prevalence of mental ill-health took place in 2004 (AYPH 2015). Although this 2004 dataset has been subject to incremental updates from service activity information, there is a 'health warning' about its ability to provide an accurate picture of future need. Nationally the Department of Health is committed to recommence the carrying out of a national survey during 2016 (DH, 2015a).

Table 1 shows the estimated current prevalence of mental health problems in children in Bracknell Forest. The estimated number of children with a diagnosable mental health condition is about 8.3% of the school-age population, equivalent to about 1,700 children, which is lower than the national average. As a partnership we are not yet in a position to be able to consider local prevalence data and treatment and support data. This is a priority action for service providers, commissioners and public health as part of the local Transformation Plan (BACCG 2015).

Table 1: prevalence of mental health problems in children and young people

Indicator	Bracknell Forest	South East	England	Year
Perinatal mental health: Estimated number of women requiring support during pregnancy or	184	#N/A	#N/A	2012
Estimated prevalence of any mental health disorder: % population aged 5-16	8.3	8.5	9.3	2014
Estimated prevalence of emotional disorders: % population aged 5-16	3.2	3.3	3.6	2014
Estimated prevalence of conduct disorders: % population aged 5-16	4.9	5.1	5.6	2014
Estimated prevalence of hyperkinetic disorders: % population aged 5-16	1.4	1.4	1.5	2014
Prevalence of potential eating disorders among young people: Estimated number of 16 - 24 year	1,552	126,533	#N/A	2013
Prevalence of ADHD among young people: Estimated number of 16 - 24 year olds	1,650	134,099	#N/A	2013
Fixed period exclusion due to persistent disruptive behaviour: % of school pupils	1.3	1.2	1.0	2011/12
Fixed period exclusion due to drugs/alcohol use: % of school pupils	0.00	0.13	0.10	2011/12
Children who require Tier 3 CAMHS: estimated number of children <17	500	#N/A	#N/A	2012
Children who require Tier 4 CAMHS: estimated number of children <17	25	#N/A	#N/A	2012

Data sourced from Public Health England profiles available at <http://fingertips.phe.org.uk/>

"Future In Mind" (DH 2015a) puts considerable emphasis on listening to the voice of children, young people and their families who have received support and treatment from specialist CAMH services. Bracknell Forest, together with partners across Berkshire, carried out a project in 2014 involving surveys and face-to-face consultation with users and referring professionals (Thames Valley SCN 2014). The service users were both positive about the good treatment experienced by some, whilst being very clear and specific about areas for improvement by specialist services. The summary recommendations and commitments to development were published by the seven Berkshire CCGs in December 2014: "You Said ... We Did" (BACCG 2014).

The recommendations given by stakeholders were:

- Reduce waiting times
- Increase tier 2 provision to ensure early intervention

- Increase resources to meet demand
- Free up CAMHS staff time to work with partner agencies and improve support in schools
- Improve information about the services on offer and how to access them
- Improve communication and administration
- Create a more young person-friendly environment
- Provide better post-diagnostic support particularly around a diagnosis of ASD or ADHD
- Provide better out of hours access and crisis support
- Provide a local 24/7 inpatient services.

These have formed the core of the needs being addressed in our local Transformation Plan and we will continue to involve users in the changes in the future.

For the future

By 2020 we predict that there will be 19,816 school age children living in Bracknell Forest, an increase of 3,500 children (21%) over the period 2015 – 2020 (Bracknell Forest 2015a). The continuing rise in births, the development of new housing and inward migration are all contributing to the increase.

The indications are that we will continue to see more children with mental health conditions in the area due to the following factors:

- It is unlikely that mental health problems will become less common, at least in the short term, and the proportion of vulnerable children remain the same. This means that we can expect an increase in the number of children with mental health needs simply from the population increase (Bracknell Forest 2015a).
- Evidence suggests that mental health conditions in children in Bracknell Forest, in common with the rest of England (DH 2015a), are underdiagnosed. The increased national and local focus on children's mental health and the drive for parity with physical health will lead to more children being identified with mental health problems, at least in the short term. At the same time there will be increased opportunities for prevention and early intervention which could reduce some of the need for specialist mental health interventions.
- The long term impact of lifestyle behaviours, which can also increase the risk of poor mental health, such as obesity, physical inactivity and substance misuse, are more difficult to predict. While we have seen some success in influencing risky behaviours in children it is unlikely that we will see a dramatic reduction over the period of this strategy.

7. Our Emotional Wellbeing Offer

The best for all

The emotional wellbeing and mental health of every child in Bracknell Forest is everyone's business.

The best for all

Bracknell Forest Council and its partners in the CYPP are committed to the best start for all children in the local area.

Emotional wellbeing and resilience are essential factors in ensuring that children achieve good mental health. As stated in 'Future In Mind' (DH, 2015a), the evidence is that supporting families, building resilience through into adulthood and promoting self-care reduces the burden of mental and physical ill health over the whole life course. It is envisaged that this approach will help us to identify children who may be at risk from poor emotional and mental health at an earlier stage.

We also have an aim that fewer people will experience stigma and discrimination due to their mental illness. We will campaign locally to increase the public understanding of mental health and challenge and decrease negative attitudes and behaviours towards people with mental health problems.

a. Early years

Core to our strategy are health professionals and the support and opportunities which parents and carers can access at children's centres. Health visitors, and other primary care staff, monitor the health and development of all babies and young children. They are committed to helping parents and carers to nurture good emotional development for their children and they provide support for new mothers showing signs of emotional distress too.

Children's centres support families from pregnancy right through until children start school. They offer services for everyone, but especially for families at times when life is a struggle. There are four children's centres in Bracknell Forest and each provides services that include:

- 'play and learn' sessions where parent and child get to have fun together and make new friends
- family support which includes parenting courses
- childcare and early education, or signposting to other local childcare providers, including information on local, home-based childcare
- advice and tips on how to improving skills or how to find work, with links to JobCentre Plus.

Bracknell and Ascot's GPs and their primary care teams are committed to supporting all their families, children and young people to develop resilience and in identifying and referring problems early.

b. School and college years

Our CYPP works with all schools and other education providers to help our children have the best start in life through opportunities to learn and achieve. All schools in the area promote a clear set of values, have a positive ethos and aim to be supportive learning communities. Our schools believe that the development of resilience and emotional literacy are important and that there should be a range of opportunities for all children to learn and participate.

The key approaches in Bracknell Forest are:

- Building inclusive school communities through supporting positive relationships and behaviour management, upskilling staff in child development and on-going action to tackle bullying.
- Participation in the re-launched Bracknell Forest Healthy Schools Programme. The programme has emotional health and wellbeing (EHWB) as a focus area in its own right and all schools are supported to demonstrate their commitment to offering the best start for all their pupils.
- The dissemination of national guidance, for example on mental health, and the promotion through regular network meetings of effective practice, such as in the support for children with SEND.
- Emotional Wellbeing Book Boxes: all primary schools will have access to a set of books, together with with guidance and training, that will help children to understand emotions better and practice their social skills.

Better information

Improve information and advice about emotional wellbeing and mental health, available to children, young people, families and professionals.

Better information

a. Public campaigns

“Future In Mind” (DH, 2015a) identifies the need for a national conversation about children’s mental health and wellbeing. The policy advises that all children and their parents and carers need clearer awareness of what is good mental health and what is poor mental health, as well as better information about how to keep mentally and emotionally healthy. It also advocates increased use of information technology to boost understanding about mental ill-health and personal, emotional wellbeing. This applies across safer internet use (such as the #DontPanicButton initiative), the encouragement of emotional wellbeing app development and support portals such as the online Youth Wellbeing Directory.

In Bracknell Forest we already recognise the value of such campaigns and conversations and see our local activities complementing those at national level. Activities already delivered locally include:

- An emotional wellbeing pack circulated to all parents and carers with children at a primary school in Bracknell Forest.
- The development of an online information service about emotional health and wellbeing for all children and families, signposted to by secondary schools.
- The local anti-bullying coordinator offers materials for parents and carers and support local anti-bullying activities and supports campaigns in schools, such as Anti-bullying Week.
- The Bracknell Forest Family Information Service acts as an information portal, especially for young families, and helps to signpost families to support and care services and encourages supportive communities.
- A range of training offered that are available to staff in schools and colleges, childcare and play providers and early years' settings. Providers include the Youth Offending Service, Family Intervention Team, Targeted Youth Support team and not-for-profit sector partners such as the Berkshire Autistic Society. There is, however, limited oversight of the training or monitoring of uptake or effectiveness.

b. Wellbeing and service delivery and outcomes data.

"Future In Mind" (DH, 2015 p. 62) identifies that for change and improvement to emotional wellbeing and mental health to be sustained, better data and information is needed. Our Health and Wellbeing Board has ensured that mental health is strongly reflected in both our local Health and Wellbeing Strategy (Bracknell Forest 2012) and in the Joint Strategic Needs Assessment (<http://jsna.bracknell-forest.gov.uk/>). However, local data sources about local emotional wellbeing are patchy and what prevalence data is available about children's mental health is difficult to link to service activity or outcomes for children.

Currently, data on the whole population of children's emotional wellbeing is drawn from one off 'snapshots', such as the survey of young people's wellbeing (Children's Society 2013). This is then supplemented by service summaries such as the 'Profile and Analysis of Children in Need in Bracknell Forest' carried out by the council and routine data gathered by schools, for example about SEND and exclusions. Similarly, a range of activity data about specialist mental health services for children, such as referrals from primary care, is gathered by the CCG for performance management and commissioning purposes.

8. Our Mental Health Offer

Early intervention

Earlier recognition and intervention for mental health problems in children.

Early intervention

The earlier model of risk and protective factors (see: Fig 2) sets out evidenced features of children's lives that can leave them at more risk of poor mental health. Vulnerable children and their families are central to the targeted support provided across Bracknell Forest. Both "Future In Mind" (DH, 2015a) and the local Transformation Plan (BACCG 2015) highlight the importance and value of effective intervention for vulnerable groups. The aim is to support them through periodic crisis points, seeking to either prevent decline into serious mental distress or to ensure speedy and effective referral to more specialist assessment and treatment.

Bracknell Forest Council invests in a range of services to help vulnerable children and families. These include: behaviour support services, which work with schools to develop a more emotionally healthy climate and ethos and targeted support for individual pupils; family and parenting support, a safeguarding and inclusion team, educational psychologist service and an early years foundation stage inclusion service (EYFSIS). Other examples of interventions funded are: the autistic spectrum and social communication (ASSC) team, psychologists and counsellors working in primary care, schools and youth services. There is also Kooth, currently an online youth counselling service commissioned by the council, together with Youthline's face-to-face counselling service, and practitioners such as Looked After Children's Nurses, health visitors and Youth Offending Service staff.

A core process in Bracknell Forest for identification of a child and / or family in need of targeted support is the Common Assessment Framework (CAF). The CAF is a structured process of assessment that any education, care or health provider can undertake with a parent and/or child to assess additional needs, develop a plan of action and flag the need for additional provision (<http://schools.bracknell-forest.gov.uk/policies-guidance/common-assessment-framework-toolkit>). The Early Intervention Hub provides the forum for multi-agency coordination of early help cases with a CAF and considered 352 referrals during the year 2014 – 15 (Bracknell Forest 2015b). Another important procedure for certain vulnerable children is the Education and Health Care Plan (EHCP). The EHCP is a process of assessment and monitoring for children with more complex special educational needs and disabilities (SEND), which is replacing the statementing process (by 2018). The process is led by the child's school with the expectation of specialist support from local authority staff and active involvement of parents / carers.

The CAF processes support vulnerable children and their families to access evidence-based support and interventions, however, there is still scope for improvement for those who primarily have an emotional wellbeing and mental health need. There is currently limited understanding of how services for children in Bracknell Forest can discuss a case at an early point with specialists from the NHS CAMH service. The Berkshire CAMH service's 'common point of entry'

(CPE) offers some facility for consultation and discussion and work is underway to promote this more actively.

Specialist care

Ensure all children, young people and families have access to timely, evidenced-based, high quality specialist mental health support when it is needed.

Specialist care

Some children have a high level of emotional problems, potentially moving towards mental illness. Assessment and treatment are commissioned from the Berkshire Healthcare NHS Foundation Trust (BHFT) to provide this specialist CAMH service for children in Bracknell Forest. Children can be referred for assessment to this service's 'common point of entry' by professionals (see: <http://www.berkshirehealthcare.nhs.uk/camhs/for-professionals.asp>). BHFT CAMH service provides support, advice, guidance and treatment for children and young people with moderate to severe mental health difficulties, whose symptoms are having a significant impact in their daily lives. Usually these symptoms will have been occurring over several months and will not have responded to early intervention and prevention programmes. Referrals are accepted from all health, education, and children's services and may follow on from working to a CAF. The CAMH service undertakes an initial triage process to identify urgency of need.

Berkshire-wide specialist CAMH service performance data from 2014 shows that:

- All urgent referrals were seen within 24 hours
- 77% of all cases categorised as needing to be seen "soon" were seen within 4 weeks
- 27% of routine referrals were seen within 7 weeks
- 54% of routine referrals were seen in 16 weeks.

(p.13, Wokingham 2014)

The specialist CAMH service defines care pathways to offer treatment for mental health conditions such as those defined in section 3. Its services for Bracknell Forest children and their families include:

- an urgent care response to children presenting in crisis to accident and emergency, in partnership with Wexham Park Hospital;
- interventions for condition requiring psychiatric/ clinical diagnosis, and treatment;
- assessment and diagnosis of autistic spectrum disorder;
- diagnosis and management of ADHD;
- specialist treatment for moderate to severe anxiety and depression, including obsessive compulsive disorder and post-traumatic stress disorder;
- specialist eating disorder day programme.

A small number of children are in such distress or mental health need that they require more intensive treatment that requires specialist day care or an in-patient stay. The Berkshire Adolescent Unit in Wokingham provides some specialist day and 24/7 in-patient care. Some

young people, for example those requiring high secure or forensic care, or support relating to a gender identify disorder, need treatment from specialist placements, that are outside of Berkshire. Assessment, referral and care coordination for young people requiring such highly specialist mental health care is led by the BHFT specialist CAMH service.

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9. Our Priorities - 2015 - 2018

“There is now a welcome recognition of the need to make dramatic improvements in mental health services. Nowhere is that more necessary than in support for children, young people and their families. Need is rising and investment and services haven’t kept up. The treatment gap and the funding gap are of course linked. This document rightly steers a middle course, charting an agreed direction and mobilising energy and support for the way ahead. I’m pleased to give it NHS England’s full support”. Simon Stevens “Future in Mind” (DH, 2015a)

The above quote underlines the national policy drive in ‘Future In Mind’ (DH, 2015a). The policy intention is to put mental health on a par with physical health (parity of esteem), and to close the health gap between people with mental health problems and the population as a whole. Good mental health and resilience are fundamental to physical health, relationships, education, work and to individuals achieving their potential. Mental health has a significant impact on a range of outcomes. For children these includes poor educational achievement, greater risk of suicide, substance misuse, antisocial behaviour, offending and sexual exploitation and is associated with poorer physical health outcomes.

The priorities set out in this section will have benefits for all aspects of children’s lives and lead to positive impact through into adulthood.

A system without tiers

‘Future In Mind’ (DH, 2015a) proposes a conceptual shift to a a whole system approach that shifts focus to the outcomes of interventions. It supersedes the current, escalator model with services defined by increasing severity or complexity of condition, and is aligned to emerging thinking on payment systems, quality improvement and performance management. This Thrive Framework describes groups of children, and the support they may need, and tries to draw a clearer distinction between treatment, on the one hand, and support, on the other. It focuses on a wish to build on individual and community strengths wherever possible, and to ensure children and families are active decision makers in the process of choosing the right interventions.

The Thrive Framework (Anna Freud Centre, 2015) conceptualises five needs-based groupings for children with mental health issues and their families. In Fig 4, below, the image on the left describes the input that is offered for each; that on the right describes the state of being of people in that group.

Each of the five groupings is distinct in terms of the:

- needs and/or choices of the individuals within each group
- skill mix required to meet these needs
- dominant metaphor used to describe needs (wellbeing, ill health, support)
- resources required to meet the needs and/or choices of people in that group.

Fig 4 The Thrive Framework

The THRIVE Model

Attempts at drawing a clearer distinction than before between:

- treatment and support
- self-management and intervention



We are aware there are a number of initiatives across the country who use "Thrive" in their title. We use the term to reflect our core commitment to young people "thriving" and to represent our commitment to provision that is Timely, Helpful, Respectful, Innovative, Values-based and Efficient.

"Thrive Elaborated" (Anna Freud Centre, 2015, pages 17 - 23) offers more detail about the model and its ambition for all children to maintain a level of emotional wellbeing that is adequate for the challenges they face in their lives. It is anticipated that, at any one time, around 80-90% of the total population of children fall into the group 'thriving' (Green et al, 2005). This leaves around 10-20% of children who have problems significant enough to warrant specialist help. Thrive also recognises that some children or their families might not yet be ready to engage with the changes needed to respond to treatment. It recommends a more joined-up, local system through designating a lead local agency to coordinate multi-professional support for different groups of children.

Our service transformation priorities

A strategic conversation will take place throughout the period of this strategy to develop our renewed vision and system for mental and emotional wellbeing in Bracknell Forest underpinned by the Thrive Framework.

Our local area partnership, led by Bracknell and Ascot CCG, has produced a local Transformation Plan (BACCG 2015) setting out the areas for improvement funded by the NHS. The objectives of the Transformation Plan, which act as measures to test the success of the plan, are that:

- Children and young people tell their story only once (one assessment).
- Everyone who works with children is confident in their role and their contribution to supporting mental and emotional wellbeing.
- One professional takes lead responsibility for each child receiving planned intervention or treatment.
- That young people being supported by the CAMH service make a good transition to adult services when time to do so.

Set out in this section are our priority actions and outcomes for 2015 – 2018 to start to realise our vision for children and families, linked to the priorities in ‘Creating Opportunities’ (BFC 2014). Further details can be found in the ‘Emotional Wellbeing / CAMHS Action Plan for Bracknell Forest’ (Bracknell Forest 2015c).

The priorities are organised under the headings: “the best for all children”; “better information”; “earlier intervention” and “specialist care”.

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The best for all - the emotional wellbeing and mental health of every child in Bracknell Forest is everyone's business.

There are many factors that influence good emotional wellbeing and mental health. We want everyone to understand what these factors are, including the importance of physical health, and how they can help to promote mental health in children and remove the stigma that is often associated with mental health problems. We want to increase awareness and knowledge about mental health problems amongst people working with children and young people and improve understanding of when it is necessary to seek specialist support.

Key outcomes	How will we know we have made a difference?
<ul style="list-style-type: none"> Mapping of the emotional wellbeing training offer for those working with children and their families. Better coordination of this offer leading to greater confidence among professionals about their role supporting improved emotional wellbeing. 	Directory of training produced and feedback about effectiveness from training participants.
<ul style="list-style-type: none"> All schools receive recognition for having a culture and ethos that is supportive of good emotional wellbeing. 	All schools engage with the relaunched Healthy Schools programme and most maintain their local Health and Well-being Award.
<ul style="list-style-type: none"> Improved liaison and coordinated care planning for children between schools and the specialist CAMH service. 	The Targeted Support team will maintain an update list of named school leads for mental health and the named, specialist CAMH service liaison person for every school.
<ul style="list-style-type: none"> Extended opportunities for young people to participate in and receive support from peer listening. 	Review the effectiveness with members of the Youth Council.

Key Actions	
A	CCG and the council to commission an emotional wellbeing training offer which is coordinated and impact and feedback gathered. PPEPcare training delivered for primary care staff and for key support and inclusion staff in schools and children's centres, including on self-harming. The Mental Health First Aid training programme is delivered and support disseminated across the area.
B	Launch the updated programme for Healthy Schools and support all schools to review their practice and develop an action plan to improve children's health and wellbeing.
C	Targeted services team to coordinate with the specialist CAMH service and inclusion managers in schools and establish arrangements for regular casework liaison and advice about effective support for vulnerable pupils and those receiving support for mental ill-health.
D	To review the evidence-base about effective approaches to peer listening and engage with the Youth Council and schools to extend the offer of peer listening and the development of peer resilience in schools and in community settings.

Better information - improve information and advice about emotional wellbeing and mental health, available to children, families and professionals.

The NHS and the council invest significant resources in addressing the emotional wellbeing and mental health of children. We only have a partial picture of the coverage of services, the extent that evidence-based interventions are adopted and, most importantly, the impact these interventions have for children. We will improve the gathering and sharing of data and coordination of the most effective support for vulnerable children and their families. We will make it easier for children and their families to find out about services, so that they can make informed choices about the type of support they need and how to access it.

Key outcomes	How will we know we have made a difference?
<ul style="list-style-type: none"> A comprehensive overview of the provision for vulnerable children and their families across Bracknell Forest. 	Timely completion of new NHS activity reporting. Better aligned thresholds between multi-agency panels that coordinate support for vulnerable children.
<ul style="list-style-type: none"> The majority of students in Bracknell Forest report rejecting mental health stigma and are more confident talking about mental health problems and relating to those with mental health problems. 	Report produced from surveys completed by pupils taking part in the anti-stigma campaign.
<ul style="list-style-type: none"> Launch of online mental health and wellbeing content so that children and their families can have 24/7 access to information and advice. 	Number of hits, impressions and views through the different social media.
<ul style="list-style-type: none"> Increase data to inform the joint commissioning of emotional wellbeing and mental health support for children. 	Regular coordination and sharing of data between Bracknell and Ascot CCG and Bracknell Forest Council.

Key Actions

A	Mapping and base-lining the current specialist CAMH services and staffing together with those supporting vulnerable children. Use this to increase transparency, maintain effective services and to highlight and address inequalities. Develop clearer communication of the pathways and access routes for children to access support via targeted services.
B	Undertake an anti-stigma campaign for children and their parents developed and delivered across Bracknell Forest
C	Develop and launch mental health and wellbeing social media and website content with young people (on behalf of Slough Borough Council and the Royal Borough of Windsor and Maidenhead as well).
D	Assess options for the routine gathering of self-reported health and wellbeing data about children and young people across Bracknell Forest, including about emotional wellbeing. Consult with school leaders and young people about approaches to be taken.

Early intervention - Earlier recognition and intervention for mental health problems in children.

We know that earlier intervention with emotional and mental health difficulties improves the life chances and opportunities for children. Parents and carers have told us that there are gaps in services for children suffering from emotional wellbeing difficulties. Professionals have identified they want to understand better ways to support children with severe emotional wellbeing needs, who do not require a specialist mental health service. We will work to better coordinate early intervention services for children and to improve liaison between them and the specialist CAMH service.

Key outcomes	How will we know we have made a difference?
<ul style="list-style-type: none"> A local strategy that sets out support arrangements for children with ASD and their families. Faster assessment of ASD, together with improved support for these children and for their families. 	<p>Fewer, and more appropriate, referrals for an ASD assessment are received by the CAMH service's CPE.</p> <p>Two schools achieve the National Autistic Society accreditation.</p>
<ul style="list-style-type: none"> Clear process for assessing and managing 'step-up / step-down' of children with emotional wellbeing needs agreed between the Early Intervention Hub and the BHFT Common Point of Entry. 	<p>Feedback from users that progress has been made towards children only having to tell their story once in order to receive the support they need.</p>
<ul style="list-style-type: none"> Improved day-to-day stability for children with ADHD. 	<p>Feedback from schools and parents that they feel better equipped to support children's ADHD.</p>
<ul style="list-style-type: none"> Earlier, more timely support for women suffering perinatal and postnatal mental health issues. 	<p>More women who are suffering perinatal and postnatal mental health issues are able to access IAPT support.</p>
<ul style="list-style-type: none"> Increased access to counselling for young people, both face-to-face and online. 	<p>Positive feedback from young people that have accessed counselling and a good general knowledge about the service across Bracknell Forest.</p>

Key Actions

A	As part of the development of a local strategy for the support of children with ASD, to develop both pre- and post-diagnosis pathways with the local CAMH service and Early Intervention Hub. Work with two schools (one primary, one secondary), the ASSC service and with the Berkshire Autistic Society to better coordinate training opportunities, improve support available to all schools and for two schools to be supported to achieve the National Autistic Society accreditation.
B	Set up a task-and-finish group to review and lead action to better align existing assessment processes in order to minimise the assessments that families undergo and speed access to mental health support. The review should involve the Early Intervention Hub, BHFT's Common Point of Entry, GPs and schools.
C	Developed effective post-diagnosis support for ADHD between the specialist CAMH service, schools and behaviour support in Bracknell Forest, together with

	an improved training offer for school staff.
D	Expand the training about perinatal and postnatal mental health available to primary care (GPs, health visitors, practice nurses) and to children's centres.
E	Implement and establish a new blended, online and face-to-face counselling provision for young people to complement and extend counselling availability in the area.

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Specialist Care - ensure all children and families have access to timely, evidenced-based, high quality specialist mental health support when it is needed.

Specialist mental health services are needed for children with more complex and severe mental health needs. Through consultation, we heard that young people, parents and carers felt that they often had to wait too long to access these services. Professionals identified a need for better information about specialist services and some were concerned about the capacity of specialist services, in particular the need to increase in-patient capacity.

Key outcomes	How will we know we have made a difference?
<ul style="list-style-type: none"> Children who require it, have timely access to evidence-based interventions. 	Continue to reduce waiting times for the specialist CAMH service. Most, if not all LAC, care leavers, those at risk of child sexual exploitation are given an appointment for assessment within 10 days of referral.
<ul style="list-style-type: none"> Children have access to an evidence-based eating disorder service. 	Improved outcomes to treatment for children with eating problems and eating disorders. Eating disorder waiting times standards are implemented.
<ul style="list-style-type: none"> Children who require it, have more timely access to evidence-based crisis care. 	Reduce avoidable admissions to Wexham Park Hospital of young people with mental health problems, in line with NICE guidance.
<ul style="list-style-type: none"> All young people requiring continuing support make a good transition to adult services. 	There is a discharge and support plan for all young people undergoing transition. Feedback from young people indicates that they have made a good transition.

Key Actions

A	To increase the capacity of the Berkshire in-patient and crisis care facility. The Berkshire Adolescent Unit, in Wokingham will expand from 7 beds to be a larger in-patient residential unit (12-15 beds) that provides some crisis intervention beds as well as catering for day patients.
B	Develop the Alternative to Admission Eating Disorder service for severely unwell young people. They will be seen within the outpatient clinic of the Berkshire Adolescent Unit, or, where appropriate, closer to home. Young people who do not meet the threshold for the Alternative to Admission service will be seen where it is most appropriate - within their locality clinic, at school, within the GP practice or at home. Physical health monitoring will be provided with shared care agreements with primary care.
C	Enhance and expand the service to offer early intervention for children suffering psychosis.
D	Monitor and follow-up all non-attendance by children assessed as requiring specialist support. Carry out risk assessment for all non-attenders and undertake re-engagement activities where appropriate.
E	Review pathways and discharge processes for young people being transferred to adult mental health services. Learn from the experience of young people who have recently made this move. Ensure transition is a consideration for all service

	users aged 15 and older.
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