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**Hillingdon Mental Health Support Teams (MHST)**

**Expression of Interest (EOI) W7 Selection Criteria for selection of Education Mental Health Practitioner (EHMP) training placement host schools/colleges**

School/colleges must be able to confirm they are able to provide and commit to the following criteria to ensure EHMP training placements are able to appropriately and suitably provide the required environment for trainee EHMPs.

Submitted EOIs will be reviewed and considered alongside local requirements to support the need to ensure a spread of schools and colleges such as primary/secondary/college, population need and demographics. No response to a single answer in this EOI will rule out an education setting so please ensure to complete all sections.

**Hillingdon Mental Health Support Teams (MHST) Education Mental Health Practitioner (EHMP) Training placement school/college host: Expression of Interest Form Deadline for submission: 30 September 2022. To be submitted to** **kylee.brennan@nhs.net** **and jade.rolls@nhs.net.**

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| **1. Able to provide a suitable support space**  |

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| * A consistent space that can be used (must not be head teacher’s office or detention room)
* Quiet and private with no interruptions (clear signage) and soundproof
* Able to socially distance in line with COVID-19 social distancing measures for education settings
* Ability to cover windows preferably with a blind/curtain
* At least 2 seats
* Where virtual sessions are needed, schools must be able to ensure CYP can access the same space and a device to support virtual sessions.
* Secure lockable filing/storage
* Wifi/network access
* Hot desking space with secure WIFI/network connection where the EHMP can complete administrative tasks where unable to use the therapeutic space to do so
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| **2. Designated Mental Health Senior Lead including training in line with DfE requirements (who may be part of the senior leadership team or with express senior team endorsement).**  |

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| This staff member will take the lead of mental health development in the school/ setting. DfE will be proving free training. The lead will be required to confirm their commitment towards achieving key aims and principles of the programme, including sharing best practice and lessons learnt and engaging fully with the monitoring and evaluation of the programme to help inform future rollout.  |

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| **3. School or college MHST coordinator**  |
| The senior point of contact in a school or college for liaising with the MHST. This may or may not be the Senior Mental Health Lead  |
| **4. Can offer a trainee placement for EHMPS for their full training year commencing October 2022** |
| Can offer a trainee placement for EHMPS for their full training year commencing October 2022.Must be aware of and confident in being able to meet the expectations of EHMP trainee placements  |
| **5. Commit to engage fully with monitoring and evaluation requirements**  |
| This will include attendance at steering and operational group involvement for MHST service development (frequency?)  |
| **6. Commit to the principle that the introduction of the MHST will complement, rather than substitute existing support**  |
| Model development will include mapping of current provisional working with MHST team leads and other agencies to agree the best local MHST input. Change to provisions will need to be communicated.  |
| **7. Provide a DfE baseline survey of mental health investment / activity and maintain this investment** |
| **8. A commitment to involve children and young people and their families/carers in the design and set-up of the teams** |
| Must be able to evidence existing approaches to pupil voice including examples as well as plans in place.  |

**Section A: Details about your school/college**

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| **A1: Name of school/college:** |
| **A2: Type of school i.e. Primary/secondary/college** |
| **A3: Completed by:** name and role |
| **A4: Headteacher** if different from A2 |
| **A5: Current Ofsted rating** |

**Section B: School population and needs**

**B1. Current student population**

**B2: Please provide a breakdown of your current by year group/gender and demographics**

**B3: Please complete the following (where you have this data):**

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| **Vulnerable group**  |

 | **Numbers**  | **% of school population**  |
| **SEMH needs (school support: non EHCP)**  |  |  |
| **Children and young people at risk of exclusion on SEND support**  |  |  |
| **Children in Need**  |  |  |
| **Subject to Child Protection Plan**  |  |  |
| **Looked After Child** |  |  |
| **Children and young people at the edge of care or previously been in care**  |  |  |
| **Gender described in 2019 eHNA as “other”**  |  |  |
| **Young Carers**  |  |  |

**B4: Please add anything else you feel is relevant and include, focusing on the mental health impact on your pupils/ students such as the impact of COVID-19.**

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**Section C: Professionals providing mental health support in your setting**

**C1: Does your setting have a lead for mental health, i.e. a lead who coordinates the approach to mental health and wellbeing across the setting? (Yes/No) If yes, complete Questions C2 – C5. If no, answer Question C6.-7**

**C2: What is the job role of the lead in this setting?**

Head teacher/ Principal or equivalent

Deputy head teacher/ Vice Principal or equivalent

Other member of Senior Leadership Team

SENCO or equivalent

Other teaching staff

Support staff (e.g. inclusion, safeguarding) Other (please specify):

**C3: Is the mental health lead a member of the senior leadership team (SLT)?**

Yes, lead is member of SLT

No, lead is not a member of SLT

Don't know

**C4: Which of the following activities does the mental health lead do as part of their role?**

Training staff about young people's mental health and wellbeing Identifying and/or assessing pupil/student mental health needs Liaising with external mental health services Monitoring and supporting staff wellbeing

Identify opportunities to train staff about young people's mental health and wellbeing

Monitoring mental health and wellbeing across the school

Teaching pupils about mental health and wellbeing

Encourage and enable the student voice to drive forward improvements and promote positive mental health and wellbeing

Working with other schools/colleges/institutions on mental health Providing pastoral or therapeutic support to individual pupils

Coordinating mental health provision in the school

Being a point of contact for parents with concerns about their child's mental health

**C5: Will this mental health lead be the same person who leads on liaising with the CCG and CAMHS in relation to the mental health support teams?**

Yes No

Don't know Other (please specify):

**C6: If your setting does not have a mental health lead, what arrangements do you currently have for coordinating mental health support in your setting?**

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**C7: If your setting does not have a mental health lead, can you commit to having an identified lead by 1st November 2020? Yes No**

**C8: Which of the following professionals provide support specifically mental health in your setting, either as their core job or as part of their role?**

Are they providing: - direct support, i.e. support to children and young people with an identified mental health need - indirect support to children and young people, i.e. universal mental health support aimed at children and young people - wider indirect mental health support, i.e. support to other staff.

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| **Direct mental health support to children and young people**  |

 | **Indirect mental health support children and young people**  | **Wider indirect mental health support to staff**  | **We have these but they do not provide specific mental health related support**  | **We don’t have these working in our setting**  | **Don’t know.**  |
| **SENCO or equivalent**  |  |  |  |  |  |  |
| **School nurse(s)**  |  |  |  |  |  |  |
| **Behavioural support team**  |  |  |  |  |  |  |
| **Other staff trained in providing mental health support (e.g. TA, teaching staff)**  |  |  |  |  |  |  |

**Section D: Current mental health work in your school/college.**

**D1: Please tick any mental health work your school / college has in place or undertaken. Please put NA if this has not been available to you.**

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| **Types of mental health support available to CYP in your setting**  |

 | **Tick all that apply. Put NA if this has not been available to you.**  |
| Counselling provided by a trained counsellor  |  |
| Cognitive behavioural therapy (CBT)  |  |
| Clinical psychological support  |  |
| Other therapy, e.g. art or music therapy  |  |
| Educational psychological support  |  |
| Promote KOOTH online support  |  |
| Children and young people voice on policy development  |  |
| Mental health promotion to families and pupils/ students  |  |

**D2: Below is a list of mental health activities schools and colleges do.** Which of the following activities does your setting do?

Teaching knowledge about mental health and wellbeing (e.g. how to recognise problems and where to go for support) Teaching skills to support mental health (e.g. universal CBT, mindfulness, problem solving, coping skills)

Teaching or sessions on particular mental health and wellbeing issues (e.g. Body image, eating disorders, self-harm, or how to promote positive mental health and wellbeing) Activities to raise awareness of mental health and wellbeing and to reduce stigma (e.g. assemblies, themed weeks, notice boards)

Measurement of pupil/student mental health and wellbeing to inform decisions about provision Systematic approaches to identify those that may need more targeted mental health support

Monitoring of impact of mental health and wellbeing provision

Peer support for mental health

Engagement with pupils/students on the development of the mental health and wellbeing offer

Engagement with parents/families on the development of the mental health and wellbeing offer

Communication to pupils/students and parents/families on the mental health support on offer Engagement with staff on the development of the mental health and wellbeing offer

Training offer for all or most staff on promoting mental health and wellbeing in the setting Events to support staff mental health and wellbeing

Are there any other activities related to mental health in your setting?

**D3: Please add any more work, context and detail you would like to, especially around your whole school approach and the impact of this work (Max 200 words):**

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**D4: Share an example of an initiative/project delivered to improve CYP emotional wellbeing and mental health for your pupil population based on review of local need. How did this go and what was the outcome?**

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**D5: Share an example of how you have actively engaged and involved CYP and families in improving the mental health and wellbeing offer. How did you approach this? what was the outcome? Include information on how you involved the pupil voice i.e. do you have groups set up to use for such work?**

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**We understand:**

 Year 1 (commencing October 22) will be a setup and trainee phase with the majority of MHST staff undertaking training & qualification, and therefore reduced capacity.

 We will be required to support MHST staff, particularly trainee EHMPS, to understand your setting, specific needs, build networks and integrate into your school or college

 MHSTs will be additional to existing provision and not to replace or overlap. Those schools/colleges hosting trainee EHMPs will be required to complete a full audit/self-assessment to be shared with the MHST leadership team.

 Not all in scope education settings may be part of this initial year due to this reduced capacity.

 Any changes to our ability to meet the requirements in section xx will be communicated the MHST lead in a timely manner.

 There is a required commitment for attendance to steering groups and involvement in operational governance to support the MHST model development and evaluation.

**Completed by:**

**Name:**

**Role:**

**Signature:**

**Head Teacher Signature:**

**School Governor Signature:**