

Improving Children and Young People's Mental Health and Wellbeing in Midlothian 100 Day Challenge Summary Report

January - June 2019



Overview of Midlothian's 100 Day Challenge to improve mental health and wellbeing for children, young people, families and carers

Introduction and context

“We worked alongside people with lived experience, their insight and feedback really focussed my mind on why we are doing this.”

Team member

A community-centred approach for children and young people’s mental health and wellbeing in Midlothian

Midlothian Community Planning Partnership successfully bid for £800,000 of Lottery Funding for a 5 year transformation programme - the **Midlothian Early Action Partnership** (MEAP) - to deliver an evidence-based redesign of the current children and young people mental health and wellbeing system, with a focus on multi-agency input and prevention.

The partnership with Nesta and Healthcare Improvement Scotland’s Improvement Hub (ihub) has supported Midlothian to catalyse their efforts to test ideas to improve the mental health and wellbeing of children and young people, using Nesta’s ‘100 Day Challenge’ methodology.

The challenge learning agenda was developed by the leadership group as part of the design work, and was based on their knowledge and experience, as well as responses to the Midlothian Youth Platform survey on mental health and wellbeing. Three cross-system teams, each with a specific cohort focus area, were brought together to spend 100 days experimenting and testing their ideas.



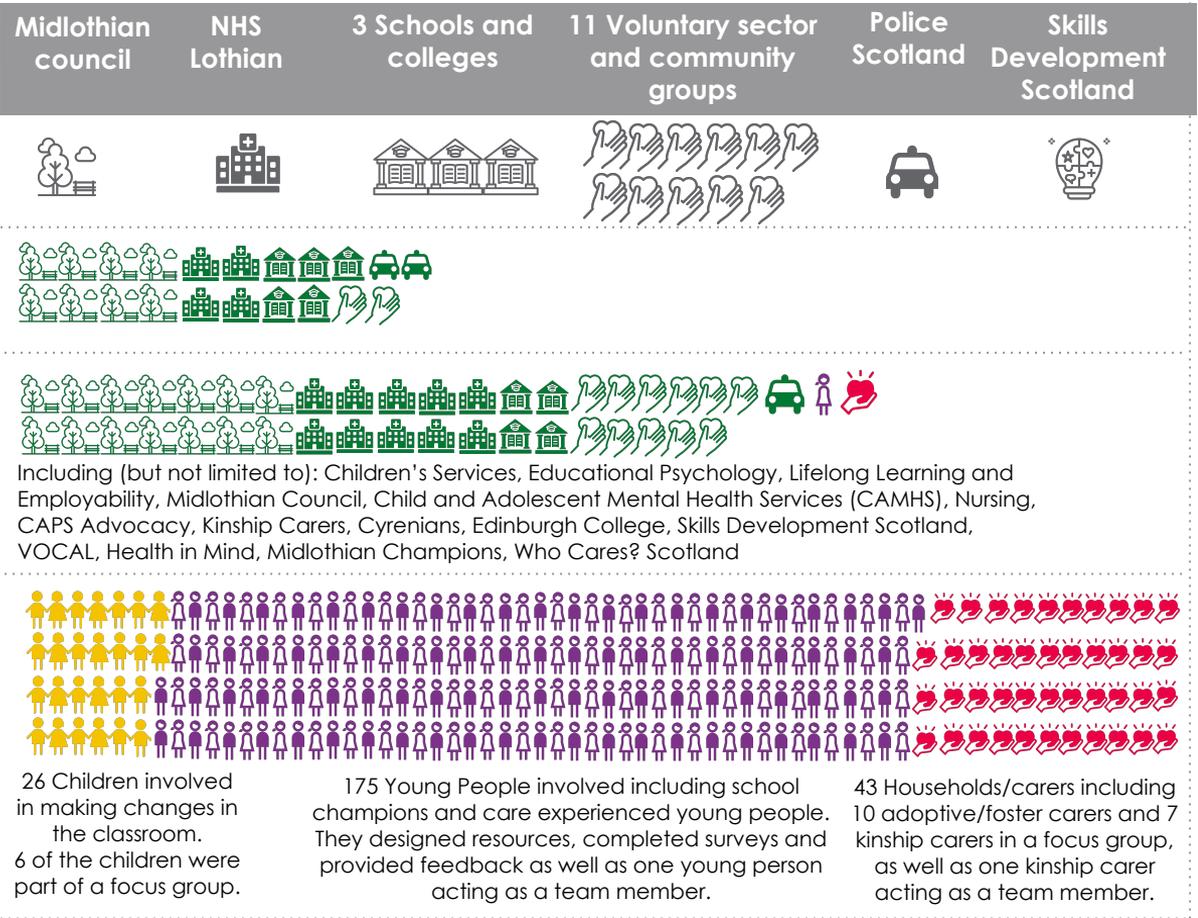
Who was involved?

19 organisations

21 local leaders incl. elected members

42 team members

175 children and young people, family and carers involved

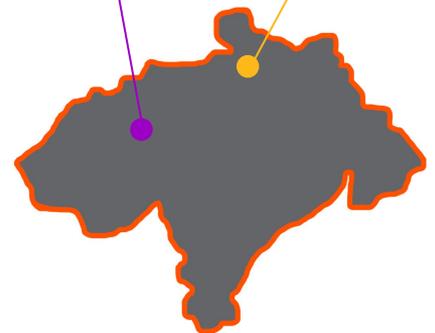


Key:

- Organisations
- Professionals
- Young people (Ages 13 - 18)
- Children (Ages 9-10)
- Households/carers

Where?

- Beeslack High School and Edinburgh College**
Focus: Transitions from secondary to college
- St. David's Primary School**
Focus: Transitions from primary to secondary



Across Midlothian
Focus: Looked after children

Involving children, young people, families and carers: meaningful involvement as an underpinning theme

EXPLORATION PHASE August - September 2018

Looked After Children Midlothian Champions group data about what is important to them.



Midlothian children and young people survey, designed by young people.



Pre-August 2018
Children and young people consulted and engaged as part of the Big Lottery funding application

PREPARATION PHASE September - December 2018

Involvement strategy workshop for team sponsors and involvement leads.

- Focus population
- Focus areas
- Midlothian youth participation
- Governance and consent

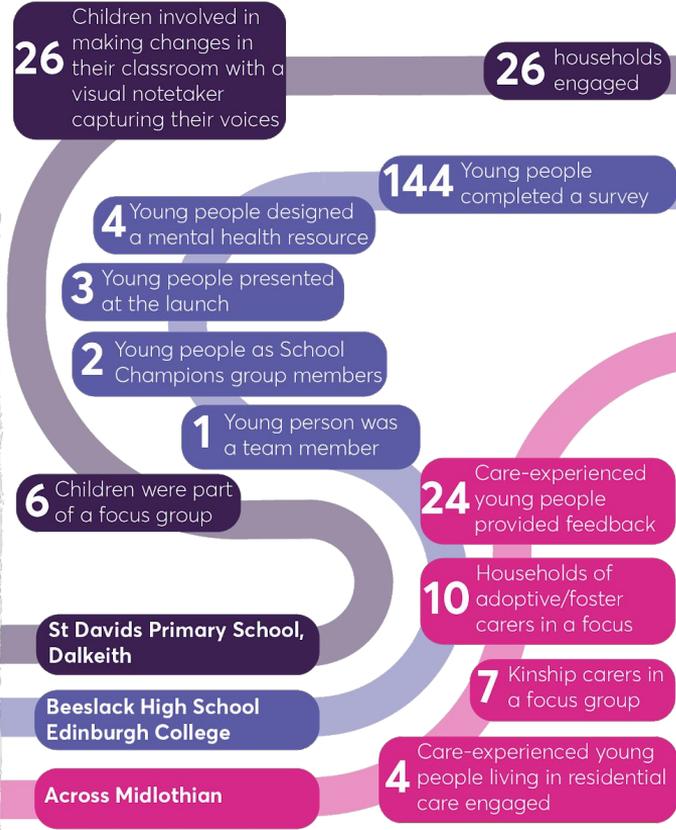
Seeking outside opinion and expertise on how to involve children and young people as meaningfully as possible:

- Service design expertise from HIS
- Co-production experience at Nesta and cross-organisational local expertise

Develop a common language, establish a starting focus for each team.

- | | |
|------------------------------|---------------------------------|
| Focus areas: | Focus Populations: |
| 1. Reducing stigma | 1. Primary to secondary |
| 2. Improving access | 2. Secondary to college |
| 3. Building knowledge | 3. Looked after children |

100 DAY CHALLENGE January - May 2019



SUSTAINABILITY PHASE June 2019 onwards

Leadership commitment to:

- Gather views and involve pupils in classroom changes from nursery to P7
- Continue engaging young people
- Spread mental health (MH) first aid training
- Work with young people to deliver PSE sessions on MH
- Establish and test a carer support network
- Work with young people to design a new quiet space in their residential home



What happened during the 100 days?

Summary of achievements and the journey travelled by each team

Highlights of progress and impact from the 100 days

1. Team Refreshers

2. Team C.A.K.E

3. Team CLAN

Reducing stigma and improving cultural perceptions of services

Upskilling and building knowledge and confidence amongst children, young people and trusted adults

Increasing access and availability of [early intervention] services

Test a new co-design/involvement approach to PSE classes in school with a focus on building understanding and reducing stigma around mental health: 2 mental health-focused PSE sessions tested with S3 pupils at Beeslack, with average 59% agreement that knowledge of their own mental health increased as a result

Empower young people in residential homes:

- Engaged with over half of young people living in residential care and a further 24 care experienced people to understand what they would like to see change
- Team working with leadership on next steps to create a quiet space in residential care homes
- Police and residential care are developing a shared training offer to build mutual understanding of corporate parenting

Build confidence and knowledge in trusted adults so that they can better support young people:

- Trained 97 trusted adults in Mental Health First Aid
- 100% agreed their confidence to support young people increased

Build resilience to change amongst P6 pupils:

- Workshop to engage 26 pupils in a P6 class, using the CIRCLE Framework
- Quiet space created together in the classroom
- Noticeable change in the behaviour of the class following changes implemented as a result
- School Nursing, Cyrenians and CAMHS staff involved in running a workshop to help P6 pupils identify personal coping strategies
- 26 children created their own personalised emotional wellbeing toolboxes

Develop new approaches to CAMHS consultations for kinship carers:

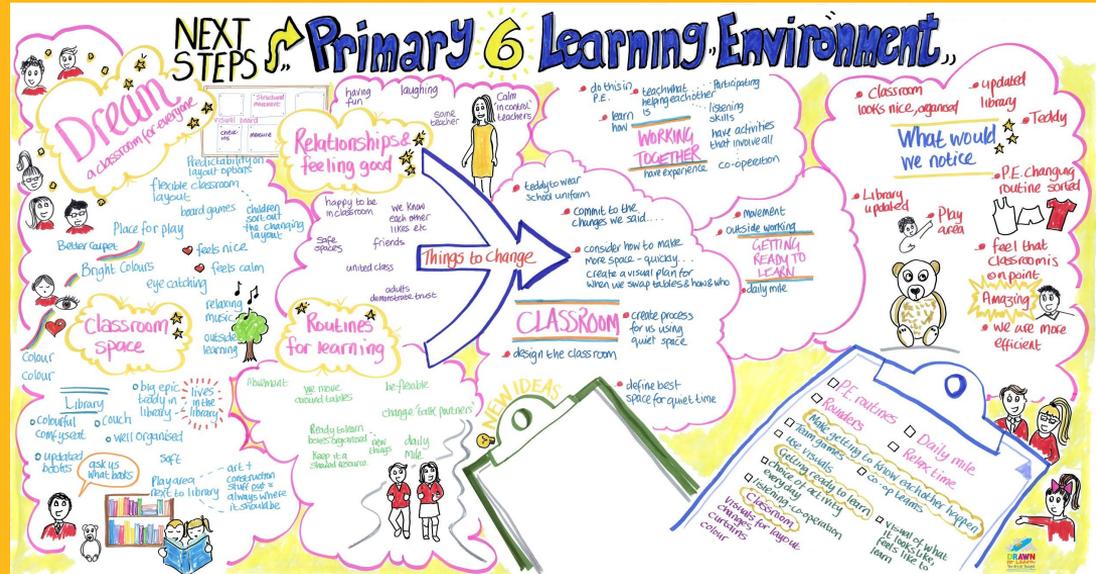
- Focus group for carers about access to support
- Identified need for CAMHS consultations dedicated to kinship carers
- **4 new test sessions** are booked in for kinship carers to consult **CAMHS**

Team Refreshers

Team mission: To ensure that children and their families and carers in Midlothian feel more supported at an earlier stage, and to enable children to be better able to cope and adapt to change during transitions and beyond.

"We have changed our classroom, we have respect for each other."

P6 pupil



Team Refreshers: the journey travelled...

"What a difference, [the class] are so settled now."

Primary dining staff member

"The team has started talking about us as named people vs. just organisations - showing the relationships that are being built."

"The whole class has changed."

P6 pupil

To achieve their mission, the team took a **multi-agency, holistic and partnership approach** focused on supporting children early and enabling them to cope better with change. Their approach involved a number of different professionals, including: **Teaching, Educational Psychology, Speech and Language Therapy, Play Therapy, Cyrenians, School Nursing and CAMHS**, who implemented changes together with pupils.

The team identified that a particular class was struggling one year ahead of their transition to secondary school and focused most of their efforts on testing approaches in partnership with these pupils.



The team used the CIRCLE Framework and a visual note taker to gather children's views about what they needed to change in their classroom to improve their wellbeing and ability to cope with change and transition.

Ideas tested included: personalised emotional wellbeing toolboxes and a quiet space within the classroom developed by the children.

The team are now planning to scale the approach across the whole school during the academic year of 2019/20 as a wider test of change.

Ideas tested



Ran a workshop with 26 pupils in a P6 class, using the CIRCLE Framework to make changes together to the learning environment and improve pupils' emotional wellbeing.



Supported children to create personalised **Emotional Wellbeing Tool Boxes**



Engaged differently with **parents**



Identifying the impact of the Newbattle Empowering Families Partnership on **CAMHS referrals**

Activities and impact

- Ran a workshop with 26 pupils in a P6 class, using the CIRCLE Framework to agree changes to the environment. A graphic note taker was brought in to capture voices in an engaging way
- Changes made made by pupils and staff together include:
 - New 'quiet space' pupils can go to if they are feeling stressed or overwhelmed. Design of this space was led by pupils, when previously it would have been led by teachers.
 - "We are making the things from the [action plan] poster come true and we are fulfilling our wishes and it is making everyone a lot happier because we are seeing it come true."- P6 Pupil
- School Nursing and CAMHS staff ran **1 workshop** with P6 pupils to help them identify coping strategies
 - Children created their own personalised Emotional Wellbeing Tool Boxes
 - "I think it is good to have your own stuff to help make it easier to learn and when things are tough." (P6 Pupil)

- School Nurse engaged **26 households** to share the work that had been taking place in the class as part of the 100 Day Challenge
 - Parents noticed the difference over the course of the 100 days, with one parent saying "**Thank you for getting my little boy back.**"

- Gathered data from local GP surgeries, CAMHS and Empowering Families Partnership (EFP) to evidence the impact on CAMHS referrals of pooling PEF funding and providing specialist support through the EFP

Next steps and commitments

- St David's Primary School will use Pupil Equity Funding (PEF) during academic year 2019-20 to scale up the CIRCLE approach across the school from nursery to P7, and protect multi-agency staff time
- The impact of this will be tracked and measured and used to inform future scaling of the approach
- Toolboxes will be adapted and integrated into other initiatives (at other ages in primary school) such as the Headstrong programme

- The leadership group will be taking the work and recommendations from the team to the GIRFEC board to be integrated into their priorities

- Share the evidence gathered with local decision makers to inform future services.

Ideas tested:



Gathered feedback from **young people** about what they want



Trained trusted adults in **Mental Health First Aid**



Established and linked **peer support champions groups** at Beeslack High School and Edinburgh College



Developed and delivered mental health-focused content in **PSE sessions**



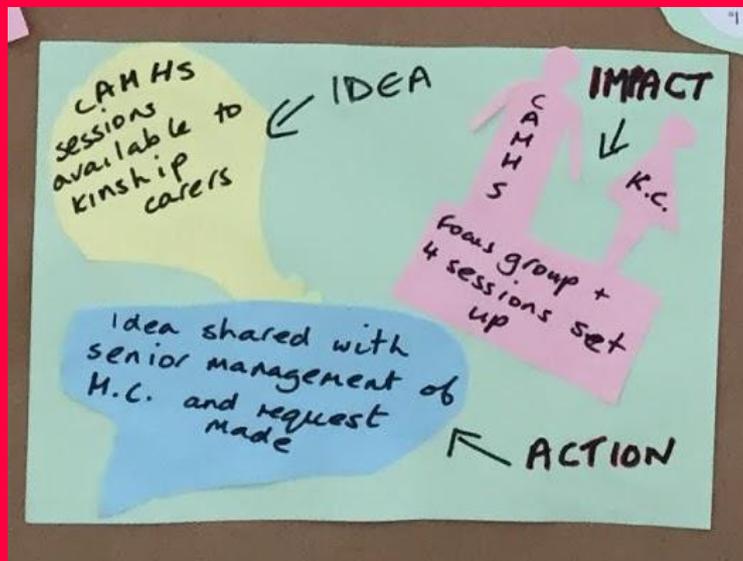
Created **new ways for young people to self-identify as needing mental health support** and increase awareness of what support is available

Activities and impact	Next steps and commitments
<ul style="list-style-type: none">Developed a survey to understand what mental health support young people want and gathered 144 responses from young people at Beeslack High School and Skills Development Scotland	<ul style="list-style-type: none">Team intend to continue collecting data to compare how views are changing through their interventionsCouncil is committed to continue engaging young people through surveys and scope partnership opportunities for support with this
<ul style="list-style-type: none">Trained 97 trusted adults (incl. teachers; Skills Development Scotland staff, parents and carers)<ul style="list-style-type: none">100% agreed that their confidence to support young people's mental health increased as a result of the trainingPurchased 150 wristbands to indicate trained trusted adults	<ul style="list-style-type: none">Training will continue in the immediate future, and the case will be made for Midlothian to be a pilot site for new, Scotland-specific trainingFunding will be sourced to continue the roll out of the 'here to hear' wristbands
<ul style="list-style-type: none">Grew the groups to 14 pupils and established a new relationship between the college and the high school	<ul style="list-style-type: none">The connections between the two champions groups will develop as they work together moving forward
<ul style="list-style-type: none">Delivered 2 mental health-focused PSE sessions for 35 S3 pupils in partnership with Scottish Youth Parliament<ul style="list-style-type: none">Average of 59% pupils said their knowledge of their own mental health had increased following the sessions	<ul style="list-style-type: none">Further testing of this idea, supported by the Youth Engagement Officer in Midlothian Voluntary Action CVS will be carried out to gather more impact data
<ul style="list-style-type: none">A link to information on available mental health and well-being support will be added to college application formPurchased 1 postbox for Beeslack pupils to reach out for help from guidance teachers14 young people involved in co-designing an engaging video and memes resource for social media	<ul style="list-style-type: none">Sponsors have committed to help team scope how their recommended activities and costs can be sustainedThe leadership group will be taking the team's work and recommendations to the GIRFEC board to be integrated into their priorities

Team CLAN (Commit, Listen, Act, Nurture)

Team mission: to ensure that wherever possible care experienced children, young people, their families and carers feel supported and involved in ongoing service development and redesign across Midlothian services for mental health and wellbeing.

"I've always worked with [other team member who is also a carer], but not like this - and it's been brilliant."



Team CLAN: the journey travelled...

"I finally understood that it [the residential home] was someone's home; that we were walking into a young person's home... I now realise that sometimes we may have been making things worse..."

Police officer team member

Team CLAN focussed on building new relationships between organisations to provide a more joined up and supportive experience for care-experienced children, young people, their families and carers. The team included representatives from: police, residential care, CAMHS, kinship care, psychology, social work, Who Cares? Scotland, Midlothian Champions and an Independent Reviewing Officer - all working together in a new way for the first time.

The team took time to design approaches to gather views and understand people's needs. **They listened to kinship, adoptive and foster carers, as well as young people living in residential homes, being looked after at home, and their carers, through: focus groups, 1:1 work with individual children, surveys and social media.**

The team remains motivated to keep testing their ideas and have plans in place to:

- **Upskill a core group of carers** with mental health first aid training to **develop a carer support network**
- Testing out a different approach to using CAMHS consultation sessions by providing **dedicated CAMHS time for kinship carers**
- **Police and residential care working together on a shared training offer** and developing their shared understanding of corporate parenting.



"I wasn't brave enough to share my idea at Day 0, but by Day 50 I was!" (Now at Day 100 this idea is being tested.)

**Kinship carer team member
on their idea for kinship carer
CAMHS appointments**

"I thought self-care was only talking about personal hygiene."

**Young person living in
residential care**

Ideas tested:



Empowered young people in residential homes



Understanding what carers want and need



Developing new approaches to CAMHS consultations for kinship carers



Changing the processes around Looked After Children at home reviews

Activities and impact

- Ran **2 sessions** with young people in residential care settings, engaging over half of young people in care in Midlothian
- Developed and shared a survey for young people with care experience through social media channels, reaching **24 care experienced young people**
 - Young people identified a need for a quiet space in residential homes to support wellbeing
 - Worked with police to develop a shared understanding of the corporate parenting role
- Consulted with children looked after at home, and their carers, through **direct 1:1 work** for a 'one size fits one' approach

- Developed a questionnaire and ran **2 focus groups** with carers from 10 adoptive and foster carer households and **7 kinship carers** and identified that:
 - Carers could benefit from increased understanding and awareness of mental health and wellbeing
 - Peer support is an opportunity to empower carers.

- Ran a **focus group** to hear from carers what support they need from CAMHS
 - Established they would value having sessions dedicated to kinship carers, rather than having to wait for a 1:1 consultation as part of the Midlothian kinship carer network

- Gathered feedback from carers and people with care experience re: approaches to Looked After Child Reviews:
 - Changed the process for contacting young people before the meetings
 - Meeting minutes and actions made more accessible

Next steps and commitments

The leadership team have committed to supporting the team to continue working together, offering protected time, so that they can explore:

- Redesign of physical space in residential homes to create a quiet space, and develop impact measures for this
- Co-designing new approaches to supporting young people in residential care
- Residential care staff and police are developing a shared training offer to increase understanding and consistency services of Midlothian's approach to corporate parenting

- The team are planning to establish a Carer Support Network, to help promote and enable carers through peer support
- Mental health first aid training to be provided for a core group of carers

4 test sessions agreed for kinship carers to consult CAMHS (June-November 2019)

NHS Lothian have committed to:

- Midlothian CAMHS team time used differently as part of a testing period up until November 2019

This continues to be an integral part of one of the team member's role and so will be taken forward by them beyond the end of the 100 days

What's changed for team members?

Team's reflections on the progress and shifts made over the 100 days

"Really liked the idea of piloting in small areas. Lightbulb moment to just DO!"

"The team has started talking about us as named people vs. just organisations - showing the relationships that are being built."

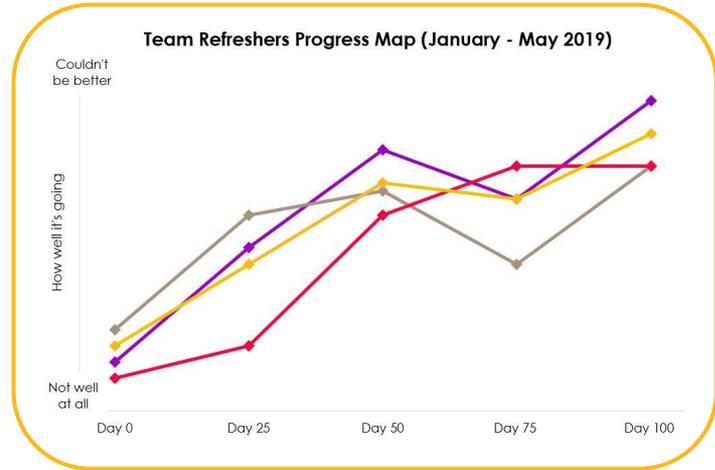
"It's amazing how easy it is to get things done when other people help."

Impact on professionals

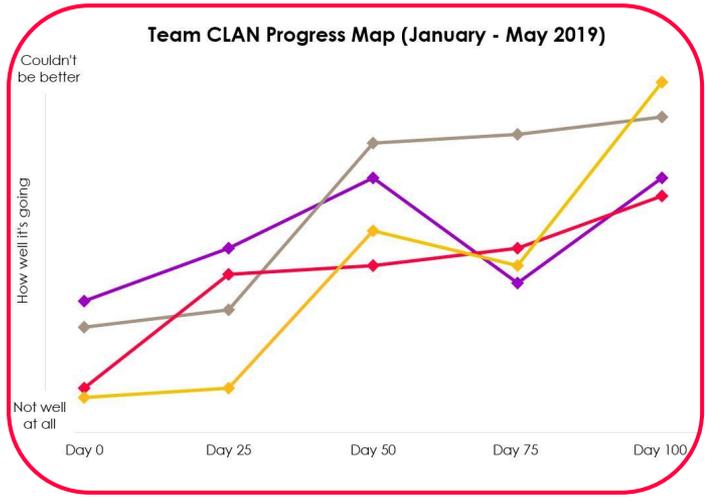
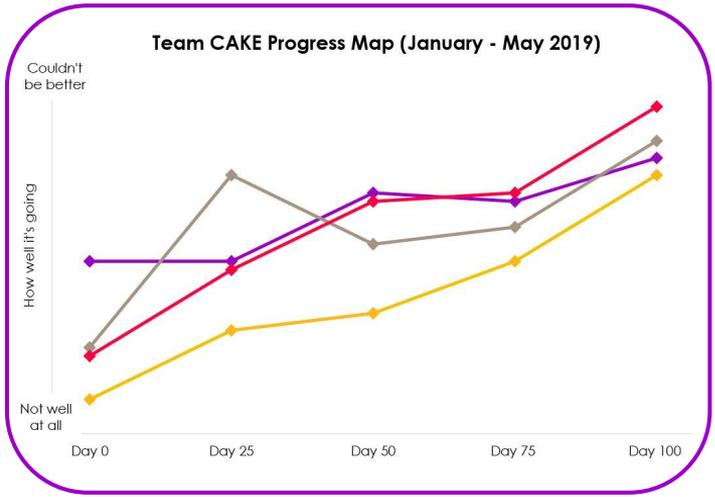
Throughout the programme teams reflected and self-reported on their progress across four key themes that were relevant to the longer-term needs and ambitions of the programme.

Each team's progress map demonstrates the 'ups and downs' of community-led change, and overall shows that all three teams became more confident that they were making progress in every area by the end of the 100 days.

Team's self-assessed progress over the 100 Days



- Children & young people involvement
- Relationships/collaboration
- Impacts achieved
- Level of innovation

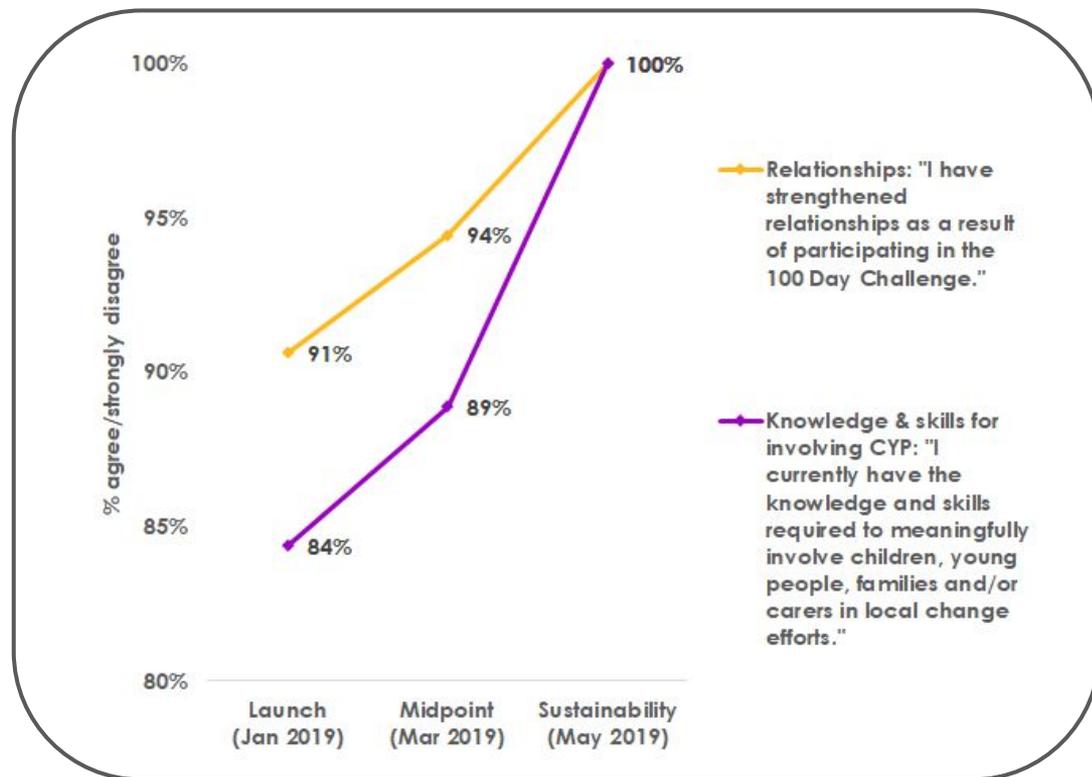


Impact on professionals

Throughout the 100 days we asked team members to self-assess the impact the programme was having on their relationships and knowledge, skills and confidence to involve children and young people.

Both of these increased from the launch event at Day 0 to the Sustainability event at Day 100.

Team members said their relationships and knowledge and skills for involving children and young people have grown over the the 100 days



Launch response rate:
73% (n=32)

Midpoint response rate:
78% (n=18)

Sustainability Review response rate:
92% (n=24)

Impact on the system

Throughout the 100 Day Challenge events we asked team members questions to understand what impact taking part in the 100 days had on individuals, and how the Challenge was playing a role in improving children, young people, families and carers' mental health and wellbeing.

The question highlighted here was asked at each milestone event at Days 1, 50 and 100.



91% (n=22) of people at the Sustainability Review agreed that they **intend to use the learning generated through the 100 Day Challenge in other aspects of their work** (compared to 65% at the Launch event).

What are people doing differently as a result of taking part in the 100 Day Challenge?

Collaboration

"Improved collaboration with other partner agencies."

"Partnership working achieves better results, faster."

"Working in small sub-teams and setting realistic goals... has led to joint working."

Involvement

"Partnership working with kinship community."

"Young people have been engaged with from the start and worked with collaboratively."

100 Day Challenge approach

"Really liked the ideas of piloting in small areas. Lightbulb moment to just DO!"

"Critical conversations with partners within protected time... Group not chaired or managed by one person, but facilitated."

"Being flexible, not being scared to jump in!"

What next?

Summary of considerations, commitments and next steps

Learning from the 100 days and questions to consider moving forward

Reducing stigma and improving cultural perceptions of services

- Young people said that stigma is often still too great for them to self-identify as needing mental health support (e.g. on Edinburgh College application form). We need to provide additional signposting resources, developed alongside young people, to ensure they are breaking down 'stigma barriers' and reaching people in need of support → **how can we build on Team CAKE's work to reduce the stigma of mental health (e.g. through PSE sessions) and ensure young people's views continue to inform local change efforts in Midlothian?**

Upskilling and building knowledge and confidence amongst children, young people and trusted adults

- Mental Health First Aid training for teachers and parents, and mental health PSE sessions developed for and by young people, have proven to be effective in building people's knowledge and confidence around mental health and wellbeing → **what do we need to do to ensure trusted adults, parents, carers, children and young people themselves continue to develop their skills, confidence and understanding of mental health and wellbeing?**
- Kinship carers have said they often don't feel equipped to support young people's mental health and wellbeing, and it takes too long for them to receive specialist support → **how can we make sure that the learning from the CAMHS trial is taken forward and that the carer support network happens?**
- Sometimes services may unintentionally impact upon the mental health and wellbeing of children and young people in a negative way → **how can we build on Team CLAN's work to develop a better shared understanding and approach to corporate parenting more broadly across Midlothian?**

Increasing access and availability of [early intervention] services

- Helping children learn earlier than P7 about how to cope with transition will improve their experience and achieve noticeable improvements in behaviour → **how can we apply what Team Refreshers learned about primary school pupils' wants and needs more broadly across Midlothian?**
- Providing children with early multi-agency support at a universal level can help prevent children needing specialist support later on → **how can we measure the impact of the roll out of the CIRCLE approach across St David's next year, and use this learning to inform decision making about support across education in Midlothian?**

Working together across disciplines and organisational boundaries

All of the teams reflected on the value of working together in a new way and the positive impact of these new relationships on their work with children and young people → **how can we build upon this and help people to make new connections to help them provide more joined up support to children and young people across Midlothian?**

Agreed next steps for sustainability and spread

Teams presented their recommendations, evidence and requests to the leadership group at the 100 Day Sustainability Review event.

- Build upon the teams' learning around strengthening relationships and developing **structures to involve young people** in all future Midlothian transformation efforts.
- Pupil Equity Funding (PEF) will be used to **embed a multi-agency, holistic approach** across St David's Primary School during the next academic year. A clear **evaluation plan** will help make sure that information is gathered to help inform wider spread beyond the end of the next school year.
- Challenge teams are planning to keep meeting and working together to continue testing their ideas, strengthen relationships and help them **continue to better support children and young people in a more joined-up way**. The leadership team has committed to continue giving **protected time** for teams to work together.
- Develop a system wide measurement plan, that includes both qualitative and quantitative measures, and which allows space for the **'needle to go in the wrong direction temporarily, if we know we're doing the right thing'**.
- **Communicate the learning and successes** of the 100 Day Challenge at the Community Planning Partnership and GIRFEC boards, and reach out to key leaders across multiple levels of management regarding their role in supporting sustainability.
- Scope an opportunity for **teams to identify one key priority each, to be added to the GIRFEC board priorities to maintain the profile and momentum of the work and to support with scale and spread**.

The group will meet again on **18th June** to follow up on their actions and commitments and agree next steps.

For more information about the Midlothian 100 Day Challenge, please contact:

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Appendix

Team Refreshers: Visual Notes - Whole Class Workshop

the PRIMARY 6 LEARNING ENVIRONMENT

How do you feel about your learning environment?

- ♥ its very openspace easy to get stuff
- ♥ learn eachothers' favourite game
- ♥ we cant always give each other feedback
- ♥ we don't know each other well
- ♥ we want a chance to get to know each other being together

"SOCIAL"

- ♥ we want a chance to help each other
- ♥ P7 have time to give cards - daily
- ♥ Lunchtime Stressful
- ♥ we don't have a seat
- ♥ younger ones need to eat quicker
- ♥ door always open
- ♥ ready to be cared for
- ♥ loved for imaginative
- ♥ safe & respected
- ♥ important
- ♥ second home
- ♥ need privacy
- ♥ we want a big basket
- ♥ we like clarity
- ♥ we can move around
- ♥ calm place to work & learn
- ♥ one teacher for the year
- ♥ take away emails

Feelings

what do you find engaging about your learning environment?

confused, nervous, calm, happy, bored, hungry

we want curtains, we don't really use it, we like the library, we chill out, nice, paint classroom walls, boring, dull, messy cluttered, LOVE P7 class, I like art space, I like it when everyone is calm, younger ones need to eat quicker, tell us the night before if something new happening or tell us outside classroom door, tell us the night before if something new happening or tell us outside classroom door, we like clarity, we can move around, calm place to work & learn, one teacher for the year, take away emails

STRUCTURES & ROUTINES

♥ we know what our week is

♥ Lunchtime

♥ we like clarity

♥ we can move around

♥ calm place to work & learn

♥ one teacher for the year

♥ take away emails

Tidy up!

PHYSICAL

♥ I like art space

♥ LOVE P7 class

♥ Bigger

♥ More Time to do drawing

♥ get another room for lunch for P1,2,3

♥ time to get together

♥ Purposeful play everyday

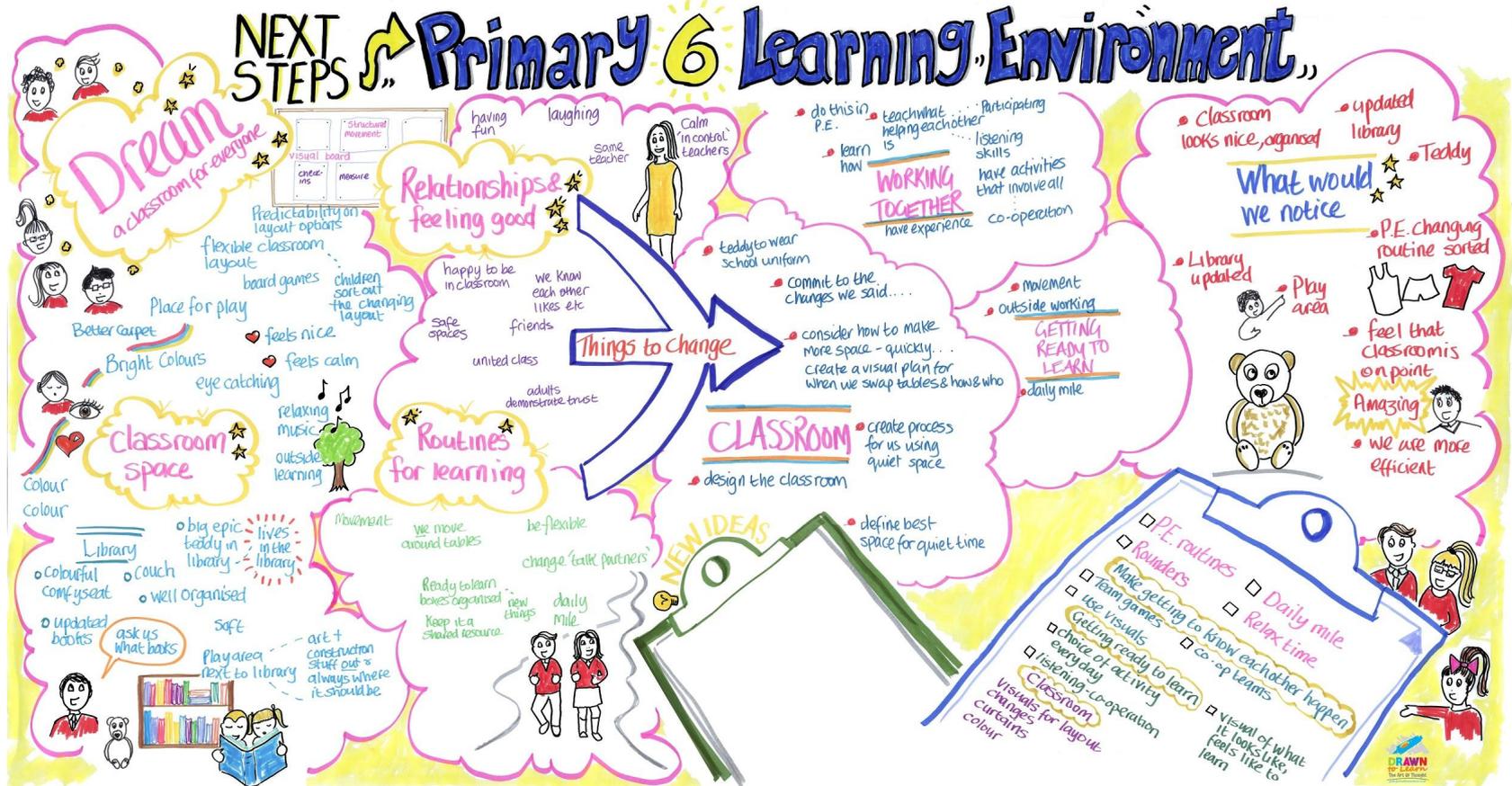
♥ make library space a fun space

♥ move the library to a hot

♥ More pillows?

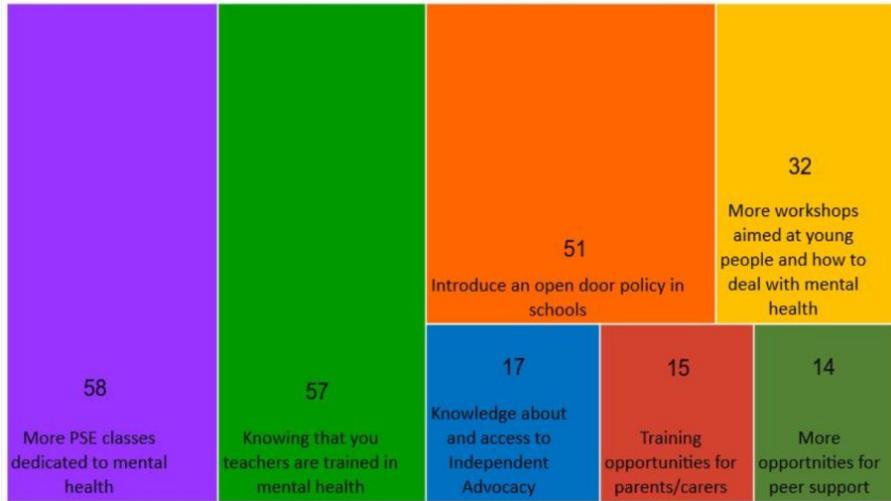
♥ what would you change about your learning environment?

Jackie.forbes@drawn.to.learn.co.uk

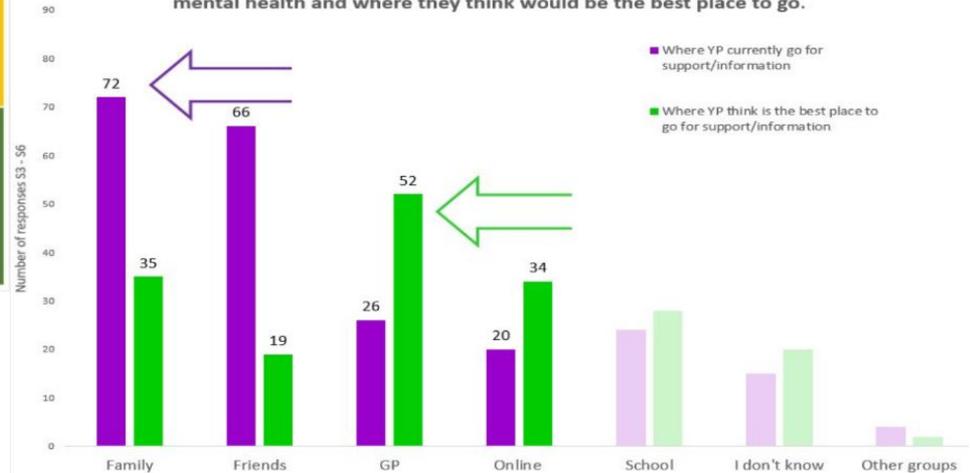


Team CAKE: Young people survey results

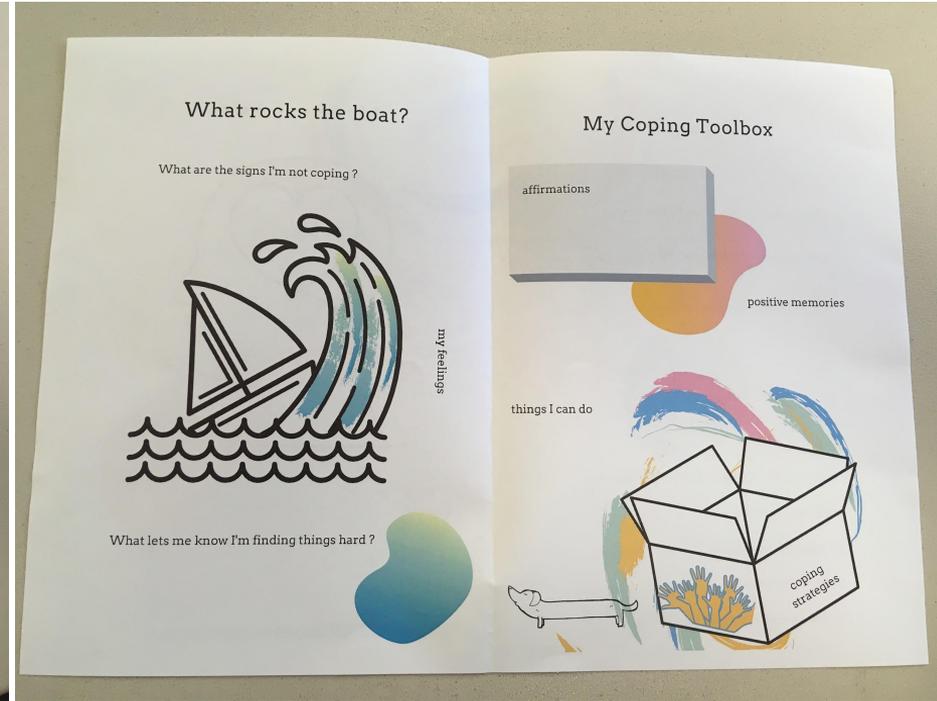
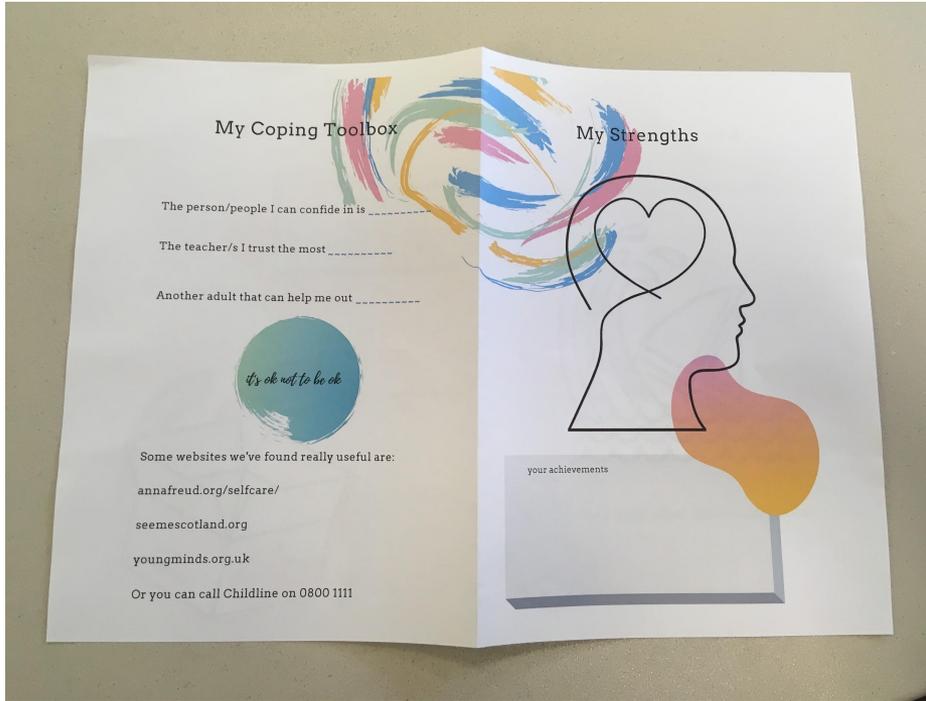
What young people said they would like to see change



Difference between where young people go for information and support for their mental health and where they think would be the best place to go.



Team CAKE: Resource for young people



This personal mental health resource was developed by young people in S3 as part of their PSE sessions.