

Transforming Children & Young People's Mental Health

Your guide to hosting an Education Mental Health Practitioner trainee

**For Wave 4 2020-2021 schools and colleges in the Mental Health Support
Teams programme**

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Introduction

Thank you for signing up to work with a Mental Health Support Team (MHST).

We know that schools and colleges are facing a challenging time going into the autumn term putting in place and implementing the necessary arrangements for the wider reopening of settings. Access to mental health support is more important than ever for children and young people to support them in dealing with the impact of COVID-19 and lockdown. MHSTs are an important new service and providing a placement for a trainee will help you ensure that, when fully operational, the MHST delivery is built around school and college needs.

This pack provides information about being a placement school or college and how you can support the development of Education Mental Health Practitioners (EMHPs), a new role that is being introduced specifically for the MHST programme. It also provides guidance on hosting the trainees safely and in accordance with new guidelines.

Further detailed information about the programme is provided in the Schools and Colleges Welcome Pack which can be accessed on the FutureNHS Collaboration Platform [here](#).

To sign up to the Collaboration Platform:

Go to <https://future.nhs.uk/> to register for the site with details of your MHST wave and location and you will be directed to the right workspace.

If you are **not a placement school or college** but will become part of the MHST programme you will receive MHST support once the EMHPs for your wave are qualified. The EMHP training programme takes 12 months and therefore support is likely to be offered from **Autumn 2021 (Wave 3) or Spring 2022 (Wave 4)** although precise timings will be determined in your area.

During the trainee placement year, prior to becoming fully operational, the MHST will talk to all MHST schools and colleges to identify and discuss your needs. The service will be designed and set up to reflect these needs including informing the balance between the three potential MHST functions in your setting. This will be reviewed and monitored regularly.

Current issues in the pandemic – Autumn 2020



As schools and colleges open more widely, there is an immediate (and likely increased) need for:

- low level mental health / emotional and wellbeing support as CYP return to class
- support with universal prevention and promotion of good mental health in general, as well as
- access to specialist services to respond to trauma, bereavement etc.
- ensuring support can be accessed in a variety of ways, eg. face to face, video and text
- ensuring schools and families can communicate to enable parents to express concerns



YoungMinds recently carried out a survey with teachers and school staff to find out more about the impact of Covid-19. When asked what would be helpful, common themes included:

- Guidance on how to support mental health through the transition back to school
- Improved connection of schools with CAMHS / mental health workers
- Trained mental health leads to liaise with teachers and school practitioners



The MHST service is well placed to help education settings with many of these things as:

- they can help schools and colleges normalise the emotional responses children and young people may be experiencing
- they can help identify those who have developed problems and provide early support
- they support wider groups of children and young people who have been affected, but can be most effectively helped with wider pastoral and group activities (also potentially reducing unnecessary referrals to CYPMHS/CAMHS).

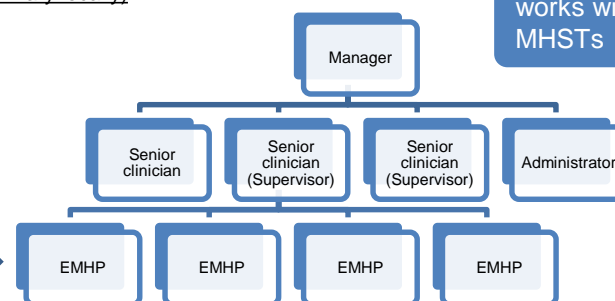
Being a placement school or college has a number of benefits and will bring additional mental health resource to your setting earlier at a time when it is more important than ever

- ✓ Able to offer extra support sooner to intervene early and support pupils or students who present with mild to moderate mental health issues in your school or college
- ✓ The opportunity to help shape a new mental health workforce operating across health and education to support children & young people, their parents/carers and school staff nationwide
- ✓ Embedding the EMHP in your school or college community before the MHST is fully operational and helping shape the service they provide for your school or college
- ✓ Helping you to develop your Whole School/College Approach to mental health and wellbeing earlier, including promoting positive mental health and supporting teachers to deal or respond to mental health issues more effectively
- ✓ Promoting closer partnerships with your community's NHS Mental Health Services and Higher Education Institutions (HEIs) that will be training the EMHPs
- ✓ Trainees and senior MHST staff may be able to support you in implementing the [mental wellbeing module](#) of Relationships Sex and Health Education, and support the embedding of learning about responding in the pandemic period from local training on Wellbeing for Education Return ([Slide 19](#))

Who are trainee Education Mental Health Practitioners?

- ✓ EMHPs are a **new addition** to the Children and Young People's workforce and will be a key part of the workforce of the Mental Health Support Team.
- ✓ 20-21 Wave 3 EMHP trainees will start a 12 month training programme in November 2020, with the majority of 20-21 Wave 4 due to start training from January- March 2021. Training involves weekly teaching sessions, weekly supervision and practice placements in schools and colleges. During their training year, EMHPs will be required to complete placements across a number of schools and colleges in their local area to ensure they are equipped and experienced to work with different types of schools and colleges and children and young people who present with a range of mental health and wellbeing needs.
- ✓ Entry requirements for the course include the ability to work at degree level, or have an equivalent level of relevant experience, **with a proven record of previous learning or formal study in child development, wellbeing or mental health.**
- ✓ In their training year, EMHPs will be supported by their supervisors to conduct a range of activities in placement schools.

A typical MHST structure
(team structures will vary locally)



MHST service
lead typically
works with 2
MHSTs

What is the EMHPs role within the Mental Health Support Team?

- ✓ There are generally four EMHPs in each team, with the remainder of the team consisting of senior clinicians (some of whom are EMHP supervisors), a manager and administrative support. See [slide 25](#) for more details on senior clinicians.

What are Education Mental Health Practitioners trained to do?

✓ Work **across education and healthcare** to provide **early intervention mental health support** for children and young people ages 5 to 18* in schools and colleges. To help support schools and colleges to identify and manage issues relating to mental health and wellbeing as well as delivering high quality evidence-based interventions for children and young people experiencing mild and moderate needs and referring onto specialist support, as necessary.

The MHST team has three functions: Delivering evidence-based interventions for mild to moderate mental health issues, supporting the senior mental health lead in each school or college to introduce or develop their whole school or college approach and giving timely advice to school and college staff, and liaising with external specialist services, to help children and young people to get the right support and stay in education. (See [slides 22 – 23](#) for further detail)

During COVID-19, EMHPs have been delivering 1-2-1 support for children and young people remotely, as well as providing webinars for parents and resources such as pod casts and videos to support the transition from Primary - Secondary school and the return to education.

The EMHP training course consists of the following six modules:

1. Children & Young People’s Mental Health Settings: Context and Values
2. Assessment & Engagement
3. Evidence based interventions for common mental health problems with children and young people (Theory and Skills)
4. Working, assessing and engaging in education settings
5. Mild to Moderate Problems and Processes in education settings
6. Interventions for emerging mental health difficulties in education settings

For an overview of the EMHP training, click [here](#). The full course content can be found on the FutureNHS [Collaboration Platform](#).

To note: *During training, the EMHPs assessments in modules 2 and 3 will involve a video recording of an intervention with a young person, which will need to be shared with the HEI providing the training (please see [slide 31](#) for further information on data sharing agreements)*

* Young people who have their 18th birthday within the academic year should also be entitled to a service from the MHST. Young people age 19 and above may benefit from the MHST supporting a whole college / school approach to mental health.

For example a trainee EMHP could help support a child like Robyn

Please note this is one example from Liverpool CCG of a case that an EMHP trainee might support there. Your MHST and HEI can provide further guidance and examples of children who would be suitable for an EMHP referral between the ages of 5 and 18 with mild to moderate mental health needs.

Robyn Ideal Case for Trainee EMHP

What are Robyn's main issues?

Anxiety	<input checked="" type="checkbox"/>
Low Mood/Depression	<input checked="" type="checkbox"/>
Phobias	<input checked="" type="checkbox"/>



Robyn's age

8-11

Are parents/carers engaged to support Robyn with this intervention?

Yes

How strong is this feeling on the ROAR thermometer? (On average)

6-8

Is Robyn low risk to self?

Yes

On a scale of 1-10 how much do you think these issues are affecting Robyn at home/school?

5-7

Does Robyn have diagnosed ASD/ADHD?

No

Does Robyn have an SEN statement?

No

What concerns do you have about Robyn?

Robyn is showing early signs of low-mood/depression, worry/anxiety, or has a phobia. They are easily scared, lose confidence easily, seem nervous or clingy in new situations, often unhappy or tearful, seem downhearted, may often complain of stomach-aches, headaches or sickness and may have lots of worries. Some of this may be presenting as poor behaviour, anger or under performing academically. Their issues will be having some impact on their school work, peer relationships, home life and participation in leisure activities. Robyn won't have raised any significant concerns around ASD or ADHD. Robyn will want to get support.

Give a brief summary of Robyn's background/family situation, risk factors and protective factors.

Robyn will have minimal (no more than 1-2) adverse childhood experiences, and they will not have significant impact on Robyn's emotional state. Robyn's parent/carer will be supportive of the therapeutic intervention and will engage in the process. Robyn will not have any major risk factors or safeguarding concerns. Robyn's school attendance is not significantly affected. Robyn has not had a recent (in the last 6 months) significant life event such as a bereavement. Any factors at school or home that are having a negative impact on how Robyn is feeling are, where possible and reasonable, being addressed.

What help/support has Robyn already received?

Robyn may have accessed some of the interventions provide in the ROAR toolkit and may have been supported by school-based staff. Robyn won't have accessed CAMHS services before in the immediate time preceding this referral.

Or Katy... and many others

Please note this is one example from Liverpool CCG of a case that an EMHP trainee might support there. Your MHST and HEI can provide further guidance and examples of children who would be suitable for an EMHP referral between the ages of 5 and 18 with mild to moderate mental health needs.

Katy - Trainee EMHP Case 1

What are Katy's main issues?

Anxiety	
Low Mood	X
Phobia	
Behaviour	

How strong is this feeling on the ROAR thermometer? (On average)

7

On a scale of 1-10, how much do you think these issues are affecting Katy at home/school?

8



Katy's age

15

Are parents/carers engaged to support Katy with this intervention?

Yes

What is the level of risk?

Low

Does Katy have diagnosed ASD/ADHD?

No

Does Katy have an SEN statement?

No

Case Study Background Information

Katy is in Year 11 at secondary school, and has always been a model student. In recent months however, her teachers have noticed her appearing regularly tearful, and she has been spending more time alone during her lunch and breaks. Whilst she has always been fully engaged with her school work and with extracurricular activities, Katy has been attending these less regularly. Her family have been in touch with the school, as Katy has been spending long periods of time in her room. They also discussed how she has become more irritable, particularly with her younger siblings. When approached, Katy discussed how she has been feeling regularly sad, and was struggling to concentrate and motivate herself in class. She explained how she had lost a lot of interest in the things she used to enjoy including playing netball and socialising with her friends, but wasn't sure why. She described how she has experienced fleeting thoughts about not wanting to be here on a few occasions; however these thoughts scared her and had encouraged her to share how she was feeling with a trusted family member.

Risk

Low – Katy has had previous fleeting suicidal thoughts, but no intent or plans to act on these. There have been no prior attempts. Katy has good distraction strategies in place and a very supportive family who are aware, and who she can discuss her feelings with.

What is a placement school or college?

A placement school or college provides practical experiences for an EMHP(s) trainee over 9 – 10 months. Placements are a vital element of EMHP training, enabling individuals to gain the necessary experience to complete their course prior to becoming fully qualified.

Identifies opportunities for EMHP(s) to deliver a range of evidence-based **group and individual interventions** for children and young people with mild to moderate mental health needs. These will be tailored both to the needs of your school or college and the requirements of the EMHP's University course as well as in line with your setting's refreshed risk assessment in light of COVID-19.



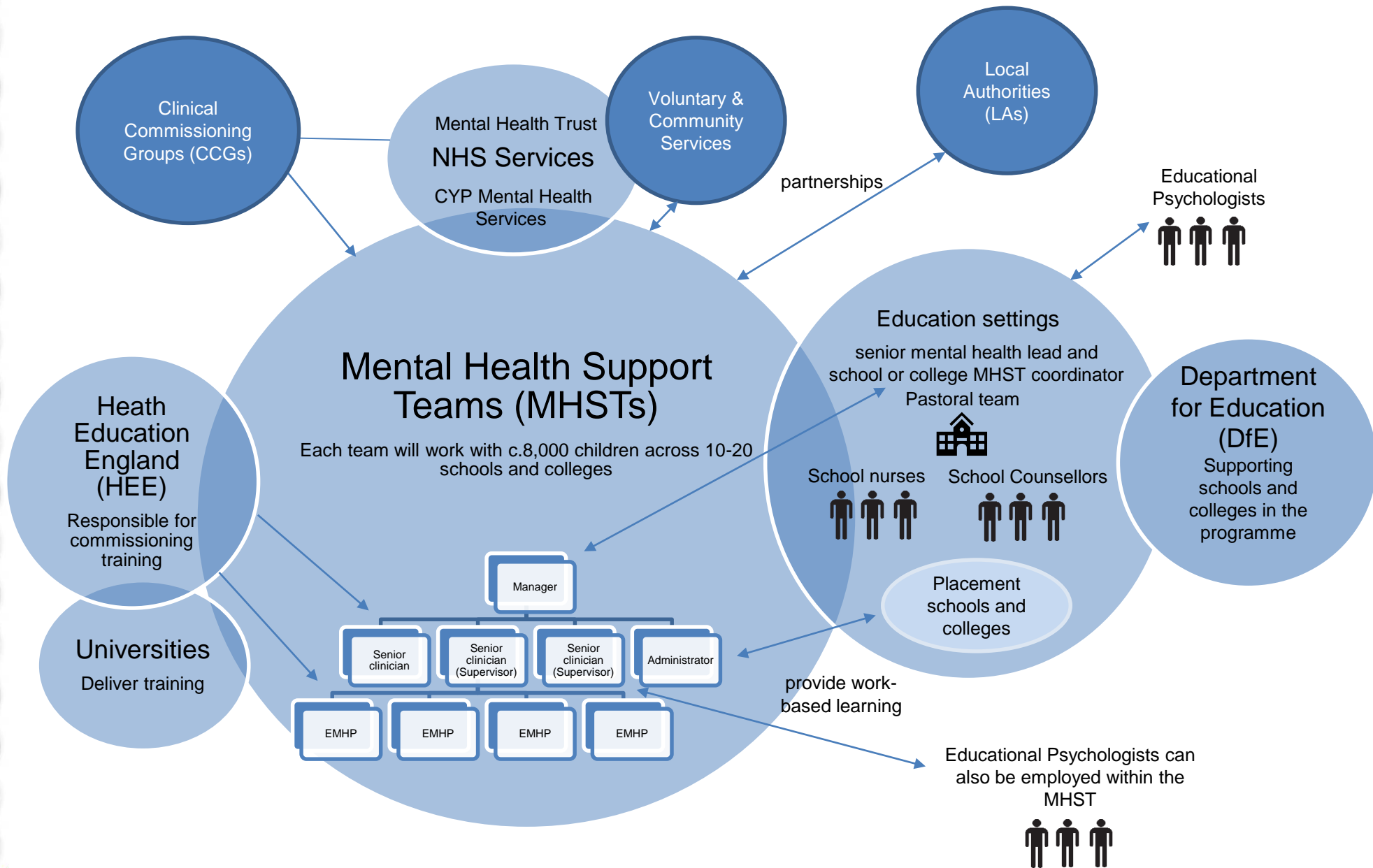
Works in partnership with the MHST and University provider to embed the trainee into their school or college community.

To work with the EMHP and their training provider to identify a wide range of learning opportunities and experiences within the placement school, and to support them to access them.

To note: the **number of EMHP trainees** a school or college hosts and the **time they spend in each setting** will be dependent on a range of factors, including: school or college capacity, local need, the set-up of the individual MHST, university timetables and the number of placement education settings as well as protective COVID-19 measures.

To find out more: The process for identifying placement schools and colleges will vary locally. If you are interested in hosting a placement, please contact your MHST lead about arrangements in your area.

The network supporting MHST implementation



Timeline – what happens when

**February
2021**

20-21 Wave 4 EMHP trainees begin their training course
MHST project lead confirm placement schools and colleges and agree induction plans

April 2021

Wave 3 EMHP trainee placements **start in schools and colleges 6-8 weeks** after their training commences

June 2021

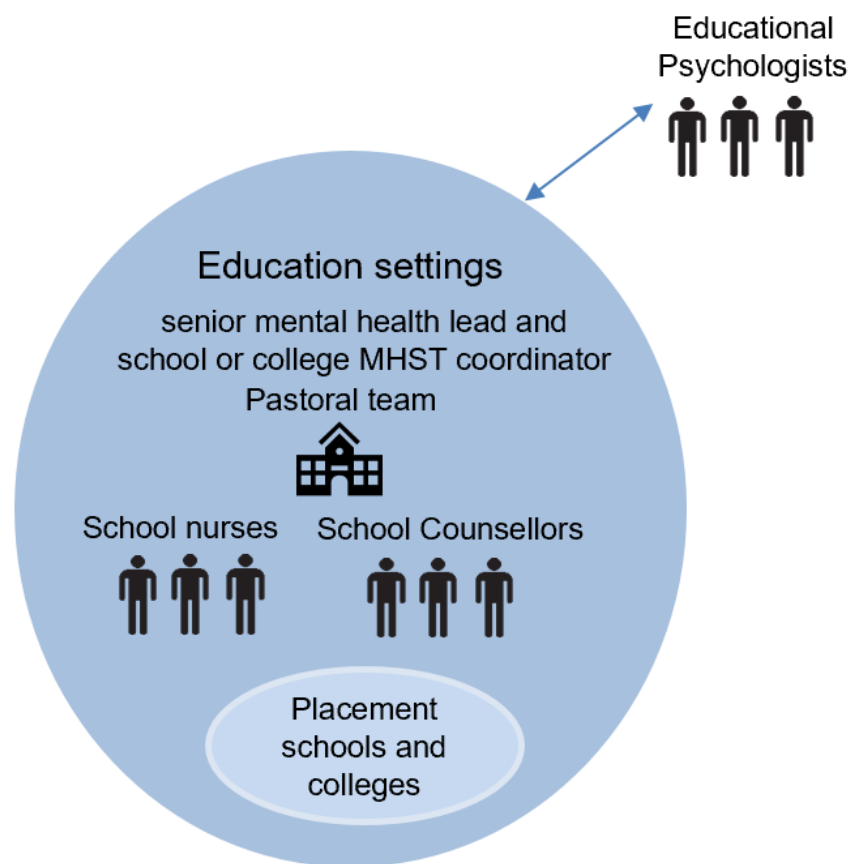
Wave 3 - EMHP trainees typically start to see individual pupils and students within the first three months of their placement.

March 2022

EMHPs qualify and the MHST starts to provide the service in all MHST schools and colleges

Please see [slide 26 – 28](#) for a checklist of actions to take in preparation for your EMHP trainee

What are the roles needed within your school or college?



Your school or college will need to assign a lead, or leads, to engage with the MHST and develop your organisation's capability to promote positive mental health. These should be individual(s) who are part of your senior leadership team or have their express endorsement. They should also work closely with the school or college pastoral team, and others (e.g. school nurses, educational psychologists, any counselling or other support provided) so that work with the EMHP builds on wider support already in place.

The **senior mental health lead** has the strategic oversight of the whole school and college approach to mental health, (further information can be found [here](#)) to enable settings to make best use of existing resources and effort to help improve the wellbeing and mental health of pupils and students. The DfE will be offering training to one person in every school and college to support this role.

School or college MHST coordinator is the senior point of contact in a school or college for liaising with the MHST. This is primarily a logistical and collaborative role, involving planning for MHST implementation and managing interactions with statutory roles. This could be the **same person** as the senior mental health lead. It is important that the MHST coordinator has the capacity to support the EMHP trainee, meet with them regularly and build close links with the MHST team and HEI to effectively support the EMHP with regards to their placement experience.

A school senior mental health lead’s perspective - Reading

“Our involvement in the MHST is integral to the school ethos and a key component of our Corporate Plan.”

The mental health and well-being of our students is a key priority now more than ever. Blessed Hugh Faringdon Catholic School, is delighted to have played a key role, from the start, in shaping local MHST provision by sitting on and contributing to the work of the Reading Partnership Project Board and in defining the role the EMHP should play in our school.

Even at the early stages, our EMHPs played a fundamental role in providing support and guidance for a range of students, from across the year groups, who are experiencing low level anxiety with the focus being on addressing the concerns and minimising the risk of an increase in the level of anxiety experienced. Our EMHPs fill an important gap between in-school provision and specialist support whilst complementing the work of our trained Counsellor. EMHPs come from a variety of backgrounds with varying levels of experience of working with children so the provision of a high quality, comprehensive and bespoke training package is vital. As such, strong, clear and focused leadership from the senior mental health lead, a member of the Leadership Team, and backed by the Headmaster, is essential and reflects our approach



Mrs S Matthews
Assistant Headteacher

In terms of EMHP professional development the first stage was to identify the start point of the EMHP, discuss their development needs, those of their programme of study and establish an action plan to address these. In terms of identifying students for them to work with, we are careful to identify those who we know would benefit from the offer and would be confident to work with someone from outside the school. We ensure support, guidance and a dialogue with the EMHP throughout whilst also respecting the confidentiality of discussions with the student assigned to them.

To date, our trainee EMHPs have successfully supported a small number of students and, as we move into 2020 – 21, we look to develop this in line with the EMHPs level of confidence and expertise as they complete their training and develop further into their roles.”

Mrs S Matthews, Assistant Headteacher, Blessed Hugh Faringdon Catholic School

A school senior mental health lead's perspective - Kent...

“The EMHPs are an amazing resource and an invaluable source of support for pupils. We have pupils who have not engaged with other professionals who are fully engaged with the EMHPs.”



Mrs O Kelham
DSL

St John's has been extremely fortunate to have signed up to the EMHPs from the beginning. As the mental health lead for the school I have worked with the trainee EMHPs. It is crucial for there to be good communication between me and the rest of the staff so the wider school understands the vital role that the EMHPs play in supporting the young people in school.

I have met with the EMHPs regularly to ensure the smooth running of appointments with children and liaise with staff particularly closely during COVID-19, ensuring pupils feel supported and not worried about missing lessons. It is also good to talk through the referrals so the EMHPs get a better understanding of the pupil's needs before they start the sessions.

The EMHPs have been excellent in feeding back to myself about pupils and whether they can meet their needs or whether the pupil's need more specialist support. Once our pupils started seeing the EMHPs they engaged straight away with them and were constantly feeding back to us what a positive experience they found it, and how the EMHPs gave them strategies to help their stress and anxiety.

The EMHPs continued to work throughout lockdown and did the sessions over the phone, this ensured that our vulnerable pupils still got the support that they needed during this unprecedented time.

They are an invaluable source of support and I would strongly encourage any school to sign up to the programme. ”

Mrs O Kelham, Senior Mental Health Lead, St John's Catholic Comprehensive School

Talking to others can be a valuable way of exchanging information and hearing about approaches that you may want to try in your school or college.

If you want to be put in touch with other schools or colleges who have hosted an EMHP trainee please get in contact with your Department for Education regional lead via MHGP.DELIVERY@education.gov.uk mailbox who will facilitate this.

You can use the FutureNHS Collaboration Platform (<https://future.nhs.uk/>) to connect with other education settings and MHSTs.

There will also be opportunities locally to find out more about what a placement school or college involves.

COVID- 19 Guidance

Placement arrangements in 2020/21 should pay particular regard to issues arising from COVID-19 and adhere to the latest government guidance. The below is based on the most up-to-date guidance as of September 2020. Please note that guidance may have changed when the placements begin.



- Your MHST project lead should ensure you clearly understand the work of the MHST and trainee EMHP requirements and any associated risks so that appropriate safety measures can be agreed jointly
- All arrangements put in place for the trainee, in discussion with your MHST, will need to be in line with any updated risk assessment your setting has refreshed to allow for the wider reopening of schools and colleges in the Autumn term and adhere to the latest government guidance and local guidance regarding protective measures for COVID-19
- Local lockdowns - given the possibility of local lockdowns in the future, you and the MHST should give consideration to how the EMHP can continue their placement should restrictions come into play in your local area. This may include remote working, working with smaller groups, or supporting teachers and other staff. MHST sites will have plans in place for delivering support remotely including the use of digital technology.

Please monitor the latest Department for Education guidance [here](#) and adjust plans in light of any changes to the reopening for school guidance or updated guidance.

Please also refer to the safe working in education guidance [here](#) to look at best practice.

You may also wish to look at PHE's [cleaning in non-healthcare settings](#) guidance.

If you want any support on COVID-19 arrangements more generally or have questions please ring the Department's hotline.


HM Government


DEPARTMENT FOR EDUCATION CORONAVIRUS HELPLINE
 for education related queries: anyone working in early years through to
 universities, plus parents
 0800 046 8687
 8am to 6pm (Monday to Friday)
DfE.coronavirushelpline@education.gov.uk

COVID- 19 Guidance- Q and A

Can I host an EMHP trainee given wider school reopening guidance and that they are not core school staff?

Schools and colleges can host EMHP trainees, just like other supply staff and temporary workers in line with guidance. To maintain social distancing school leaders may want to consider a blended approach to the placement that includes virtual as well as face to face support.

What measures might I have to consider to host them?

Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.

Can they mix with more than one cohort/ bubble or are they limited and what measures would we put in place to ensure this works?

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.

Are MHSTs able to deliver remote support and what might this look like?

Training to EMHPs has been extended to cover ways of supporting students and education settings remotely, as well as being delivered remotely itself. Existing MHSTs have been providing remote support and adapted delivery in light of COVID 19, for example some sites have put in place a self referral line for children and young people, another site has offered webinars specifically to support parents with primary school-aged children and online groups for various cohorts, and others have used podcasts and are running virtual summer course targeting anxiety. Discuss with your MHST site what remote support from your particular site might look like. Note that the full MHST service will come into force after the EMHP training year.

Wellbeing for Education Return COVID -19 – a new offer

Wellbeing for Education Return is a new training and resources offer to equip education staff with the knowledge to promote children and young people, teachers and parents and carer's mental wellbeing and resilience and support mental health recovery, in light of the impact of COVID-19 and lockdown. It will be delivered by local authorities to a nominated lead in education settings. The package includes:

- A new, nationally developed **training package for education staff**, designed as two webinars; the first covers the whole school or college approach, wellbeing and resilience, and second builds on this, and focusses on helping education staff to reflect on ways that they can continue to apply theory to real life practice. It covers specific concerns related to mental health and emotional wellbeing such as bereavement and loss, anxiety, low mood, stress and trauma, warning signs and signposting.
- **Funding for local authorities** to appoint local experts to deliver the training into schools and FE providers during autumn term, tailoring to the local context, and to provide ongoing advice and support until March 2021.

The aim is to help as many schools and FE providers as possible to provide wellbeing support for children and young people, preventing as many CYP as possible from developing mental health problems and ensuring those with pre-existing or emerging difficulties access the right support.

This offer in light of COVID-19 will help support you to work with your MHST – giving you further information and guidance to develop or amend your whole school approach and knowledge to equip you to understand in more depth those children and young people who may need additional support – either from your MHST or from other support services in your local area.

It will be for local experts to determine how best to deliver this training to education staff in their area, in line with local and education settings' contexts and requirements. To find out more about the initiative in your area please contact your local authority.

What experiences will the EMHP need during the placement?

If you agree to be a placement school or college you will work in partnership with your MHST lead to design the specific details of what the placement should involve (some of which may be delivered remotely) to reflect the course requirements in your area. As EMHPs will likely be placed across several providers you may be required to provide or support the following:



School level

An **induction** into your school or college which could include: premises orientation, security passes/codes etc, introduction to key staff and contact details, safeguarding, health and safety and other relevant procedures

Orientation – actively help your EMHP's/s' integration into your school or college by providing information and guidance on: any specific mental health and wellbeing needs and the existing support available for your pupils/students; the education context and relevant staff roles and contacts within your school or college (including the MHST point of contact, senior mental health lead, pastoral support team, educational psychologist, school nurses or counsellors, voluntary sector providers and administrative staff), build networks and start to develop their and the MHST's role within your setting



Groups

Whole school approach/an audit - an opportunity to support your senior mental health lead to develop or build on their whole school approach. This could be supported by the opportunity for an EMHP to plan and run a psycho-education workshop for your staff



Individual pupils

The opportunity to conduct an **assessment** of a child or young person's mental health needs. EMHP's are required to gather video evidence as part of their assessments. The MHST supervisor will provide you with further details.

The opportunity to deliver evidence-based **group and individual interventions** to children and young people with mild – moderate mental health needs and/or their parents and carers, tailored to the needs of your school or college. Suitable accommodation will need to be provided for this purpose and it will be necessary to consider how parental consent will be acquired, as and where appropriate, in line with your school's/college's policies – see [slides 30 and 32.](#)

What an EMHP and schools say...



Merry Wright, Trainee, Education Mental Health Practitioner

"I recently qualified as an Education Mental Health Practitioner (EMHP), one of the first EMHPs to be trained across the country. During training, my week was split between study with University College of London via the Anna Freud Centre and placement days with my MHST site in West London.

During my time on placement I learnt that every education setting is different. I was trained in the delivery of a range of interventions and through collaborating with schools and colleges to try different ways of working and identify appropriate cases, I was able to meet course requirements and gain understanding of what works in each setting. Now qualified, I am using this knowledge to develop individualised programmes of delivery, to meet the needs of the school or college community in a holistic way."

Merry Wright, Trainee, Education Mental Health Practitioner

Read Merry's full blog [here](#).

"Having the Trailblazer Team in college has already helped us tremendously, in reaching students who although reporting less severe problems/issues/difficulties, to ensure that these problems are dealt with at source and stop them developing into harder, deeper concerns."

St Charles Sixth Form College, where Merry Wright is delivering one-to-one interventions with adolescents

"As a placement school we are hosting 3 trainee EMHPs, who have felt like an integral part of our team from the beginning. To ensure a successful placement experience a group induction session was held to familiarise the team with our setting, processes and procedures and to meet key members of staff. The EMHPs trainees have so far delivered 1-2-1 interventions, staff training and a group worry workshop from which we have received very positive feedback from young people and teaching staff. They are playing a very active role in driving mental health support forward at Toot Hill School and College."

Toot Hill, Nottinghamshire, 18-19 MHST trailblazer placement school

MHST support in your school or college during the EMHP placement year

During their placement year, EMHPs will need specific practical experience to complete their course and the days they can spend in schools and colleges will increase each term. Your MHST will talk to you about what is involved, the service you can expect from the EMHP during their training, your school or college's specific needs and how the MHST might be able to meet that need.

The MHST, when EMHPs are fully trained, has 3 core functions...

1. Delivering evidence-based interventions for mild to moderate mental health issues

The new teams will carry out interventions alongside established provision such as counselling, educational psychologists, and school nurses building on the menu of support already available and not replacing it. The MHST will provide:

- **Individual face-to-face work:** for example, effective, brief, low-intensity interventions for children, young people and families experiencing **anxiety, low mood, friendship or behavioural difficulties**, based on up to date evidence.
- **Group work** for pupils or parents such as Cognitive Behavioural Therapy for young people for conditions such as **anxiety**.
- **Group sessions for parents** to include issues around **conduct disorder and communication difficulties**.



What support to expect during placement year

- After a period of induction in your school or college and as their university course progresses, EMHPs will begin to conduct interventions with children and young people (with appropriate support of their supervisor)
- EMHPs are in training and will therefore have a smaller case-load of children and young people than when the MHST is fully operational (please clarify what this will look like in practice with your MHST Team Manager, as case loads will vary locally)
- You will need to work with your MHST project lead to agree a process for referral of appropriate cases

MHST support in your school or college during the EMHP placement year

2. Supporting the senior mental health lead in each school or college to introduce or develop their whole school or college approach:

- Work with the senior mental health lead and existing service providers, to map what provision is already in place in settings and where the gaps are.
- Provide targeted help as agreed with the lead, e.g. to support monitoring of well-being across the schools and colleges, teaching about mental health as appropriate.

EMHP supervisory support within your school or college:

- The work of EMHPs will be supervised closely during their placement year. Referrals and external services are likely to be managed by the MHST supervisors or a senior member of staff.
- Where a child or young person falls outside of the mild-to-moderate EMHP remit, the EMHP will work with their MHST supervisor to appropriately signpost or refer on to local services.

What support to expect during placement year:

Trainees will need to evidence their contribution to whole school working in schools and colleges, including:

- Supporting peer mentoring, providing staff training or running a psycho-education workshop
- Conducting group work (with children and young people or parents) or providing a piece of consultation work
- EMHPs will be supported by senior staff to provide targeted help

3. Giving timely advice to school and college staff, and liaising with external specialist services, to help children and young people to get the right support and stay in education:

- Work as part of an integrated referral system with community services to ensure that children and young people who need it receive appropriate support as quickly as possible.
- External support could include more specialist NHS mental health support, support for autism spectrum disorder, learning difficulties or physical needs, or for issues such as substance misuse.
- Ensure smooth transition from specialist services.

What support can a fully trained EMHP provide in your school or college – function 1.

An example guide from CYP IAPT Midlands Collaborative. Regional variations may occur; please confirm list with your HEI or EMHP Supervisor.

EMHP's can work with children as individuals or in a group to provide interventions in cases of...	EMHP's may work with children as individuals or in a group to provide interventions in cases of... Discretion and close supervision needed	EMHP's should not work with children as individuals or in a group to provide interventions in cases of... Significant levels of need /complex conditions
Behavioural difficulties – identification, brief parenting support	Support staff and help cofacilitate a full parenting programme such as Triple P	Conduct disorder, anger management, full parenting programmes (e.g. Triple P, Solihull Approach).
Training parents and teachers to support interventions with children	Irritability as a symptom of depression – (can present as anger)	Treatment of parents' depression and anxiety.
Low mood	Low confidence, Assertiveness or interpersonal challenges – e.g. with peers	Anger management training, Chronic depression
Worry management	Some short-term phobia exposure work	Low self-esteem, social anxiety disorder
Anxiety/Avoidance: e.g. simple phobias, separation anxiety	Thoughts of self-harm, self-harm not requiring medical attention. Support to develop healthy coping strategies	Extensive phobias e.g. Blood, needles, or vomit phobia
Panic Management	Insomnia (further training may be required)	Severe, active, high risk self- harm.
Assessing self harm, thoughts of self harm, and supporting with alternative coping strategies. Pupils with history of self-harm, but not active	Assessment of complex interpersonal challenges	PTSD, trauma, nightmares
Sleep Hygiene	Mild/early onset Obsessive Compulsive Disorder (OCD) (further training may be required)	Relationship problems -counselling for issues such as relationship problems may be better suited to school counsellors.
Thought Challenging – negative automatic thoughts	Children that are displaying rigid, ritualistic behaviour that may or may not be within a diagnosis of ASD	Obsessive compulsive disorder moderate to severe in nature
Problem Solving		Moderate to severe attachment disorders. Assessment and diagnosis of developmental disorders and learning difficulties.
		Pain management
		Historical or current experiences of abuse or violence

What is the role of the MHST senior clinicians (supervisors)?

Each team will have senior mental health clinicians who are experienced mental health professionals, ideally with experience of delivering and supervising mental health approaches in education settings. They will have at least 2 years experience of working therapeutically within a children and young peoples' mental health setting. Ideally, they will also have experience of delivering and supervising mental health approaches in education settings and experience of supervising Cognitive Behavioural Therapy (CBT) informed interventions as well as practice related to schools and colleges.

They will supervise the EMHPs' practice of low intensity cognitive behaviour interventions and provide advice on the whole school and college approaches to mental health which is even more important post COVID-19. They will have existing knowledge and competencies in both areas.

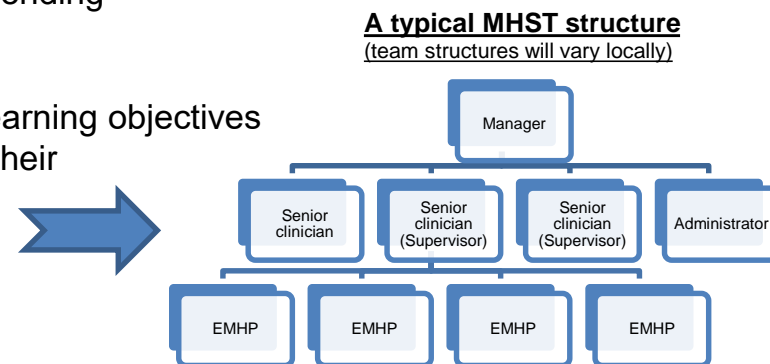
The supervisor will also have their own small case load, conduct assessments for more complex cases and will lead consultation meetings with settings amongst other responsibilities, depending on their role.

The supervisor will be responsible for signing off the EMHP trainees' learning objectives and competencies. They will receive specific training to equip them in their role as an EMHP supervisor.

The EMHPs will receive appropriate levels of supervision and support on all the children and young people cases they see.

The EMHPs will not immediately start seeing cases, this normally happens within the first three or so months of their placement. Schools may want to consider a mentoring/buddying role to help support the

During initial conversations with the MHST lead the school or college MHST coordinator will discuss the role of the supervisor and the level of engagement they will have directly with your school or college. The EMHP supervisor is most likely to work with and support your MHST coordinator to set up this service.






Checklist of actions to take

In preparation for your Education Mental Health practitioner trainee you should:

Communication and raising awareness:

- 
- Understand the scope of the EMHP remit and their role – your MHST will provide you with further information and discuss this with you –see [slides 6 -9](#) and [slide 21- 24](#)
 - Ensure your wider school or college community is aware that you will be hosting a trainee EMHP and what a MHST is, including both their work and the principles and aims of the Government's Green Paper.
 - Ensure you have established a feedback loop between the EMHP, your school/college and the MHST lead and supervisor while the EMHP is on placement.

Setting up processes and joint ways of working:

- Consider which pupils/students may be suitable for EMHP interventions.
- Think about additional educational resources and opportunities that EMHPs can access during their placement.
- Work with the MHST lead to set up a process for identifying and referring pupils or students for supervised support by the EMHP and consider how this will fit into your school's policy for gaining parental consent for mental health intervention.
- Agree with the MHST lead protocols for information sharing related to children and young people (including GDPR agreements with NHS services and schools). This may form part of any initial partnership agreement or MoU between the organisations.



In preparation for your Education Mental Health practitioner trainee you should:



Resource:

- Ensure you have an MHST co-ordinator in place, who has capacity to meet regularly with the EMHP(s) and build close links with the MHST team and academic provider, to effectively support the EMHP during their training period and provide a quality placement.
- Provide secure, confidential and permanent physical space to conduct one to one interventions, phone calls and group work, both in and outside of school hours, including school holidays. Where possible, settings should still identify spaces to use to support CYP to use if or when it is deemed safe to do so.
- Provide secure, lockable storage for sensitive paperwork relating to interventions and group work within your school or college that can always be accessed by EMHP's.
- Continually provide a high quality learning environment to ensure the EMPH gets the most out of their placement.

Induction:

- Prepare to embed the EMHP in your school/college community and make them feel welcome for example by inviting them to a staff briefing, other activity may include:
 - facilitating meetings with key staff members e.g. SENCo, existing pastoral staff, safeguarding leads, PSHE lead, Heads of Year etc
 - send an introductory email with their photo to the staff body
 - include information in your school newsletter
 - provide the trainee with a secure storage space and consider access printing
 - ensure the trainee is aware of key members of staff
 - offer them a named contact within the school to discuss their early experiences and identify learning opportunities in the context of the placement area
 - provide the trainee with written and verbal information on the range of other health and social care provision that links with their school.





Annex and FAQs

Frequently asked questions on Education Mental Health Practitioner placements



When can EMHP trainees start working with our pupils/students?

EMHP trainees typically start to see individual pupils and students within the first three months of their placement. When an EMHP trainee first arrives at your school or college, it is important to remember that they are there to undertake work-based learning and may not be fully equipped to start working with pupils/students straight away. The experience of EMHP trainees is likely to vary, and it is important to build in a short induction period to introduce your trainee to all relevant school and college policies and procedures, key personnel and discuss their learning and development goals. The precise timing will be agreed prior to the trainee starting their placement by the senior clinician or MHST lead. When they start working with pupils/ students they will do so with appropriate supervision.



How can we identify pupils/students who might have mild to moderate mental health difficulties?

Your MHST will discuss this with you and provide advice to help you do this. It is important that you agree a referral process for children and young people to receive support from the MHST. [Slide 24](#) out some of the issues the EMHP will deal with but is an example and not exhaustive.



What assistance can we offer individuals who don't qualify for direct support from the MHST?

One of the key functions of the MHST is to ensure children and young people receive appropriate support from the right service, this might be a specialist service offering higher intensity interventions or a community-based service that may or may not be delivered by health services. Staff in the MHST should be able to help identify a clear pathway to the most appropriate services to meet identified needs.

Frequently asked questions on Education Mental Health Practitioner placements continued...



Under what circumstances will EMHPs/MHSTs require parental consent and what parts of the EMHP/MHST's service will not require consent?

You can find detailed draft advice on consent and confidentiality on the NHSFutures Platform [here](#). You are generally not required to inform parents about or seek their consent for assemblies, workshops or lessons on mental health and wellbeing, but may offer the choice to opt out of these if preferred. In some circumstances parental consent is required for direct support from the MHST and this is dependant on age and circumstances, for example direct support for primary school aged children will involve parents/ carers and parental/ guardian consent is always required. MHSTs should also consider the [Gillick competency and Fraser guidelines](#) when considering how best to engage with parents and carers in their child and young person's care. This will allow them to balance the need to listen to the child's wishes whilst balancing the responsibility to keep them safe.



What information will the EMHP trainees/ MHSTs collect and share on the pupils/students you work with and why?

MHSTs will be recording data on the service they deliver and the outcomes of individual interventions. If you wish to find out more please talk to your MHST lead.



Will health records be created for MHSTs to provide interventions?

MHSTs are required to open an NHS record for children and young people receiving direct, individual or group support. Records will be stored securely. No prospective employer or further / higher education provider will be able to see an NHS record of a young person's involvement with an MHST. Information that may be requested about someone's health during job recruitment is limited by law, through the Equality Act 2010.

Frequently asked questions on Education Mental Health Practitioner placements continued...



What can/should the MHST senior clinicians in the MHST team be doing?

This is a decision for the MHST and will vary locally, but it is useful for supervisors to model the same interventions EMHPs will carry out. They may also provide case consultation for complex cases with, or offer training for, school or college staff, or work with children and young people with slightly more complex additional needs (e.g. in special schools or in alternative provision).

Where to go for further support

I have a question about the MHST set up and service/my EMHP trainee provides

Your first point of contact should be your Mental Health Support Team Manager as they will be the day-to-day manager of the MHST. They will also be in contact with the universities who are training the Education Mental Health Practitioners.

Note the details of your MHST Manager here:



I would like advice about education involvement in the programme

There is a Department for Education Regional Lead for each region across England. If you would like further information about them, or general education involvement, please email the Regional team mailbox.

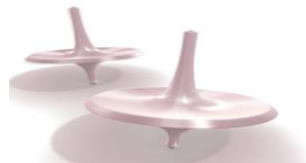
DfE MH regional team mailbox:
MHGP.DELIVERY@education.gov.uk



I want to talk to other people from my region who are involved/I want to see further advice and guidance

Go to the NHSFutures Collaboration Platform (for how to sign up see [slide 3](#))

What is a suitable accommodation space? An example guide from CYP IAPT Midlands Collaborative



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Minimum Mental Health Support Teams Therapeutic Room Requirements

Assuming Educational Mental Health Practitioners (EMHPs) will bring all their own equipment and mobile way of securely storing notes

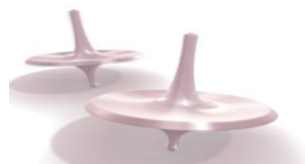
Why is such a space required?

Consider the type of issues discussed in these sessions. They will be personal and often difficult. These sessions are very different from a music or other out of class lesson. The child or young person must feel able to trust the practitioner, to build a relationship in a secure and confidential setting or the impact of such work will be drastically reduced or even completely stopped. It might help to consider if you were going to discuss why you are feeling low, upset or behaving badly with a stranger what sort of place would you want? What sort of space would help you establish a good relationship with this person? What sort of place would make you feel unable to talk or feel like you were unimportant?

- A consistent, calm space, not subject to change, as this is settling to the children and the process. As all rooms will be shared this means a joint agreed presentation and leaving of the room with types of appropriate displays. **Not** a place used for sanctions. Must **not** be time out room/ head teacher's office
- At least 4m x 4m
- Quiet and private – confidential. Not overheard for the duration of the session. **Not** a corner of the dining room, corridor, storage cupboard, nor open plan space.
- No interruptions – clear, **respected** signs. Staff made aware of the importance of not interrupting. Input into staff meeting about purpose and use of room.
- Booking system for medium term advance booking that will not be overridden.
- Covering for any windows e.g. paper, although a blind would be preferential
- Heating (when cold), lighting, ventilation – provision for when its hot
- 2 chairs or seating for 6 if group work required (foldable chairs stored for use?)
- Table for writing/drawing exercises.

What is a suitable accommodation space? An example guide from CYP IAPT

Midlands Collaborative



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School requirements

- Agreement on procedure in case of difficult situation e.g. room being used/ not suitable
- Cancellation of room if not required by EMHP
- Agreement to leave room as found it by EMHP/ MHST

IDEAL Mental Health Support Teams Therapeutic Room Requirements

As the minimum requirements plus

- Comfortable seating for several people
- Daylight with blinds
- Soundproofed
- Used only for similar, positive work.
- Pleasant, relaxing, soothing surroundings such as pictures of the natural world, age appropriate stress toys, plants. Box of tissues.
- Pens/pencils and paper
- Whiteboard with pens
- A space (can be staff room or other flexible space) with power socket for EMHP to type up notes

Please note that this was produced prior to the COVID- 19 pandemic. Due to COVID, adjustments will need to be made to the above. Please refer to the guidance for full opening [here](#), on how to ensure your setting can adapt accordingly.