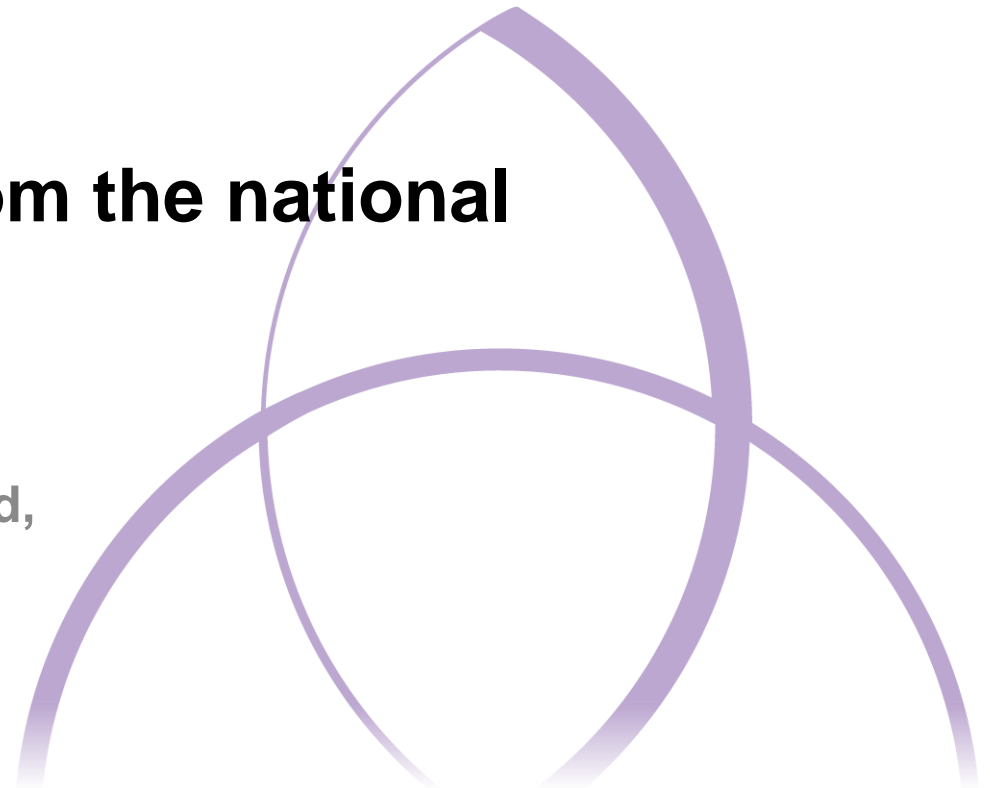


# How can schools and CAMHS work best together?

## Preliminary results from the national school survey

Helen Sharpe & Miranda Wolpert  
In collaboration with Tamsin Ford,  
Chris Owen and Russell Viner

28<sup>th</sup> July 2015



# Schools and CAMHS: the challenge



- **Rising need** (Fink et al., 2015)
- **Ongoing reduction in services** (YoungMinds, 2014)
- **Teachers most commonly contacted as point of advice for mental health issues** (Ford et al., 2007)
- **Long term challenges in relationship between schools and CAMHS** (Fazel et al., 2014, Pettit, 2003)
- **Increased diversity in educational sector**

# Schools and CAMHS: the opportunity



- Future in Mind (2015) stresses need for greater links between schools and CAMHS
- DfE funding projects to support this
- Recent survey of head teachers suggests mental health is a top priority for heads (The Key, 2015)
- Increasing range of initiatives to support mental health and wellbeing in schools, many being showcased today at this event.

# We wanted to know:



1. What specialist support is available for young people with mental health difficulties in schools?
2. Who provides this specialist support?
3. Where do school staff refer/signpost young people with mental health difficulties for help?
4. What are the key barriers to schools accessing support for young people with mental health problems?
5. What are schools' lived experiences of supporting the mental health of students and pupils?

# The survey in action












**School support for mental health**

*A survey for school senior leadership teams, pastoral leads, inclusion managers or equivalent*

7. What mental health / emotional wellbeing support do you provide or commission at school (tick all that apply):

<input type="checkbox"/> Counselling	<input type="checkbox"/> Learning in the curriculum	<input type="checkbox"/> External agency 1:1 (e.g. Drug service)
<input type="checkbox"/> MH / EWB coordinator role	<input type="checkbox"/> Family intervention	<input type="checkbox"/> Clinical psychological support
<input type="checkbox"/> Peer-led support	<input type="checkbox"/> Nurture groups	<input type="checkbox"/> Educational psychological support
<input type="checkbox"/> Therapeutic support/ interventions	<input type="checkbox"/> Anger management group	<input type="checkbox"/> Staff training
<input type="checkbox"/> Whole school strategies	<input type="checkbox"/> Themed support group (e.g. Eating disorders, anxiety)	<input type="checkbox"/> Mindfulness

**Helping students to access support**

*A survey for all school staff*

6. If a student seemed like they were experiencing depression, how likely would you be to point them (or their parents/carers, as appropriate) to:

	Very unlikely	Quite unlikely	Quite likely	Very likely	Not sure
... ways to help themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... specialist support within your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... support within NHS Child and Adolescent Mental Health Services (CAMHS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... other specialist mental health support (e.g. voluntary services) within your local area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... websites signposting to support in your local area (e.g. the Youth Wellbeing Directory)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. If a student seemed like they were experiencing anxiety, how likely would you be to point them (or their parents/carers, as appropriate) to:

Helen Sharpe @helensharpe1 · Jun 26

All go with our school #mentalhealth survey today. Teachers - have your say!  
[annafreud.org/about-us/news/](http://annafreud.org/about-us/news/) ...

*work together better?*

Senior leadership team, pastoral lead or inclusion manager, please access the survey here:  
[www.surveymonkey.com/r/ist-pastoral-schoolsandmentalhealth](http://www.surveymonkey.com/r/ist-pastoral-schoolsandmentalhealth)

Any other member of school staff, please access the survey here:  
[www.surveymonkey.com/r/allstaff-schoolsandmentalhealth](http://www.surveymonkey.com/r/allstaff-schoolsandmentalhealth)

Alternatively, email [ebpu@annafreud.org](mailto:ebpu@annafreud.org) or tweet us @CAMHS\_EBPU and we will send you the link.

Thank you!






View photo

Helen Sharpe @helensharpe1 · Jun 26

Thanks to all the teachers that have already contributed to our

# With thanks to all those involved, including:



Abbotskerswell Primary School  
Acland Burghley School  
Aldermoor Farm Primary School  
Ark Little Ridge Primary Academy  
Barmston Village Primary School  
Batchwood School  
Bethlem and Maudsley Hospital  
School  
Bridlewood Primary School  
Broadoak Primary School  
Bromet Primary School  
Bunwell Primary School  
Canons High School  
Central Bedfordshire UTC  
Cherry Willingham Community  
School  
Chersterton Community College  
Chilton County Primary School  
Church End Lower School  
Church of England Voluntary  
Controlled Upper School  
Condover CofE Primary School  
Cotwall End Primary School  
Countess Wear Community School  
Cuddington and Dinton CofE School  
Devon Hospitals' Short Stay School  
Dr Radcliffe's Church of England  
School  
Eardisley CofE Primary School  
Eastfield Primary School  
Emscote Infant School  
Exeter Mathematics School  
Farndon St Peter's CofE Primary  
School  
Field End Infant School  
Findern Primary School  
Five Acre Wood School

Fountain Primary School  
Gnosall St Lawrence Coe Primary  
Academy  
Goodleigh Church of England  
Primary School  
Grafton Primary School  
Grampian Primary Academy  
Green Oaks Primary School  
Hamilton College  
Hampstead School  
Hawkswood Primary PRU  
Heathcoat Primary School  
Hellesdon High School  
Henry Cavendish Primary School  
Henry Tyndale School  
Highgate Wood Secondary School  
Hollingworth Primary School  
Holy Cross Church of England  
Primary School  
Holy Trinity CofE Primary School,  
NW3  
Hull Trinity House Academy  
Ifield School  
Ilkley Grammar School  
Irthlingborough Infant School and  
Nursery  
Jack Hunt School  
Katherine Semar Junior School  
Keresforth Primary School  
Kingsweston School  
Larches House School  
Leatherhead Trinity School and  
Children's Centre  
Lexden Springs School  
Light Oaks Junior School  
Loddington CofE (VA) Primary  
School

Manadon Vale Primary School  
Marshlands School  
Mayfield Primary School  
Meadow View Farm School  
Meadow View Primary School  
New End Primary School  
Newfield School  
Newton-le-Willows Primary School  
Oak Lodge School  
Oliver House School  
Our Lady and St John Catholic  
College  
Park View School  
Passmores Academy  
Pennington Infant School  
Pimlico Academy  
Priory Infant School  
Purley CofE Primary School  
Ralph Allen School  
Rotherham Aspire  
Samuel Rhodes MLD School  
Seal Primary Academy  
Skipton Girls' High School  
South Dartmoor Community College  
South Wilts Grammar School for  
Girls  
St Catherine's School  
St Cedd's Church of England  
Voluntary Aided Primary School,  
Bradwell  
St Crispin's Community Primary  
Infant School  
St David's Church of England  
Primary School  
St John's CofE (A) Primary School  
St Margaret's CofE Junior School  
St Neot Community Primary School

St Nicholas CofE VA Primary School  
St Philip Howard Catholic School  
St Thomas' Catholic Primary School,  
Canterbury  
The Ashley School  
The Castle School  
The Holt School  
The John Henry Newman Catholic  
School  
The Primary School of St Mary and St  
Martin  
The Ridgeway School & Sixth Form  
College  
The Shrubberies School  
The St Christopher School  
The St Marylebone CofE School  
The Weston Road Academy  
The Willows CofE Primary School  
Thornhill Primary School  
Tormead School  
Trinity High School and Sixth Form  
Centre  
Warren Wood - A Specialist Academy  
West Hill School  
Westonbirt School  
Whitgreave Infant School  
Willesborough Junior School  
William Macgregor Primary School  
Windmill Primary School  
Wisbech St Mary CofE Aided Primary  
School  
Woodbridge Junior School  
Wootton Upper School

... AND MANY MORE!

# Schools represented in the survey



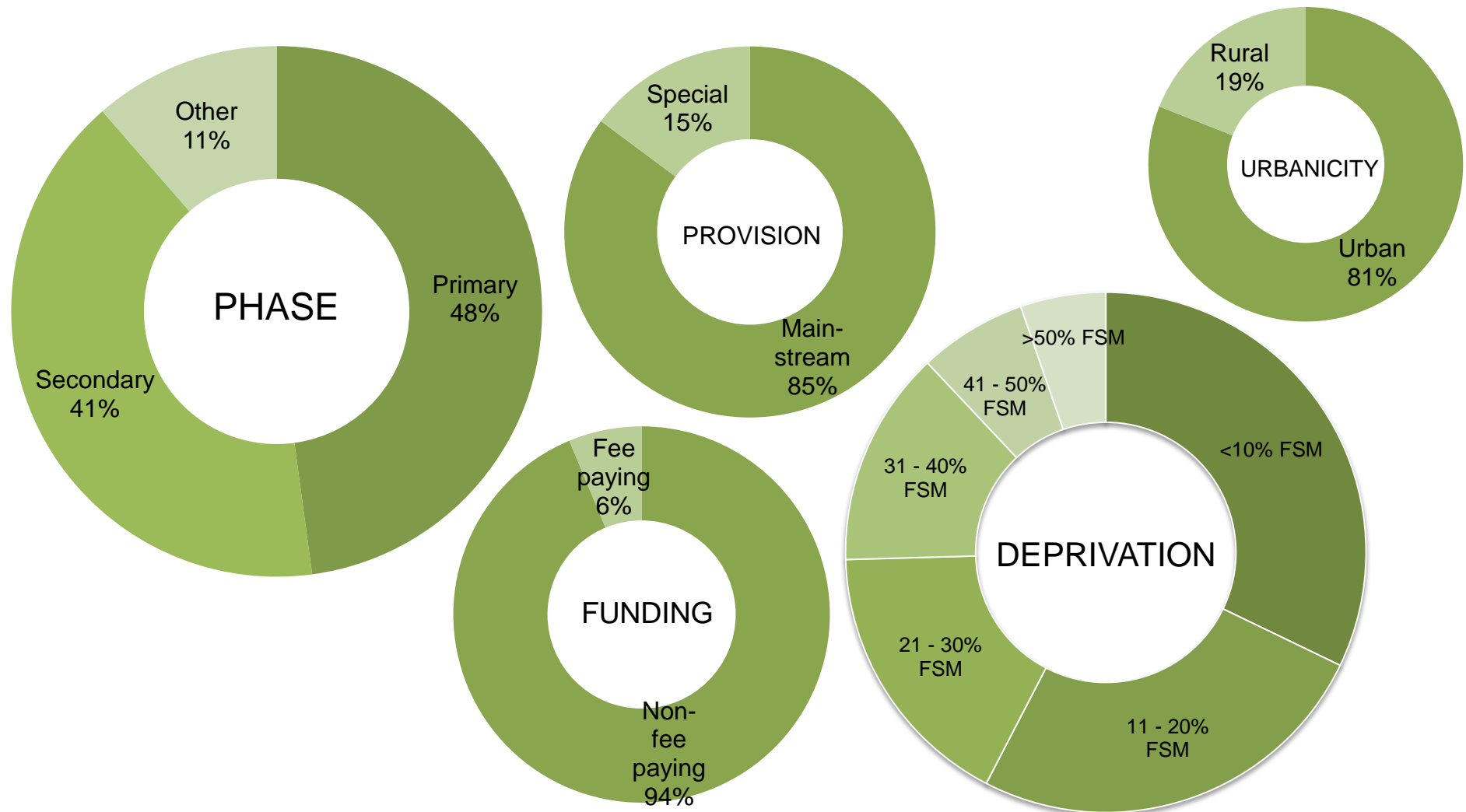
## **587 school staff in England**

60% school SLT / pastoral leads / inclusion managers  
40% other school staff

## **From 351 schools in 112 LAs**

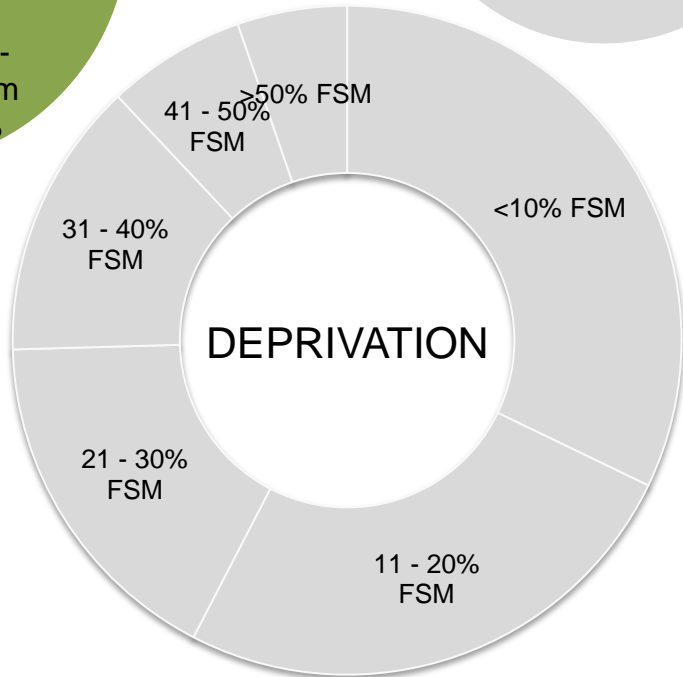
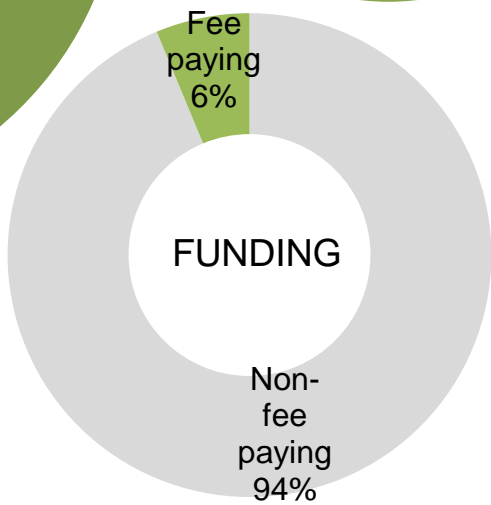
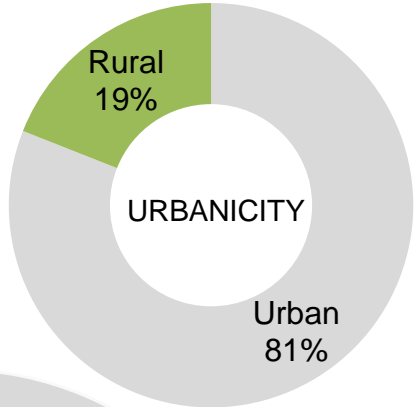
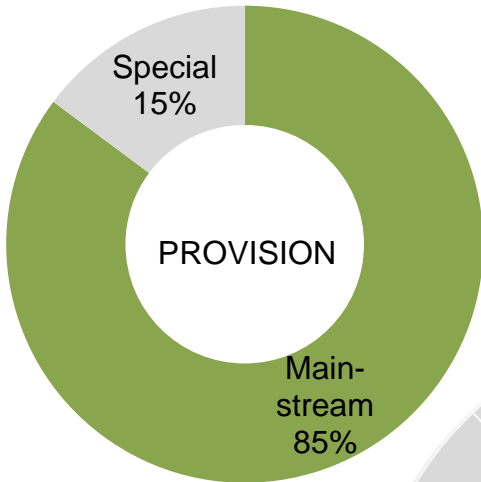
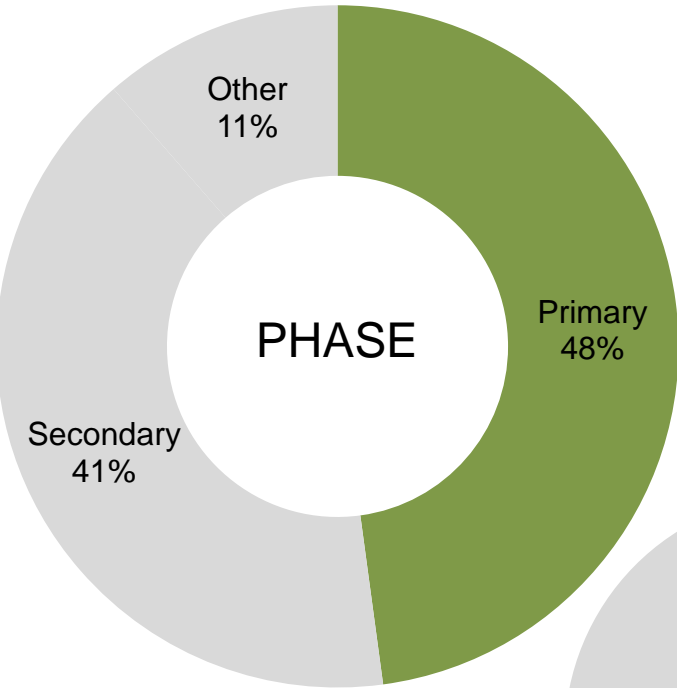
- Mean = 1.6 respondents per school (range 1 – 21)
- Mean = 5.1 respondents per LA (range 1 – 36)

# Schools were primary & secondary, mostly mainstream, urban, non-fee paying, with a range of deprivation levels

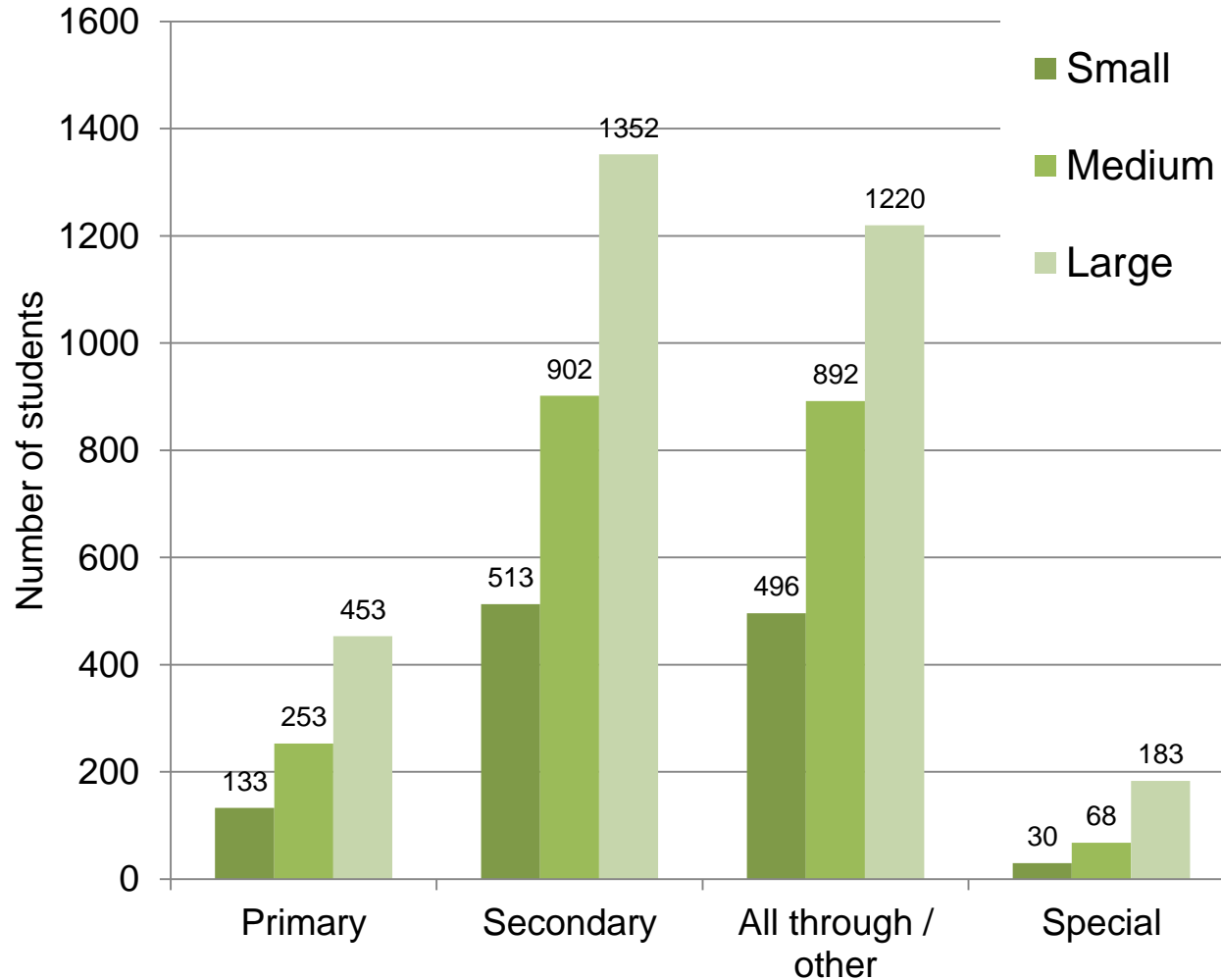




# We under-represent primary, rural and fee-paying schools, and over-represent special schools



# Categorising schools by their relative size

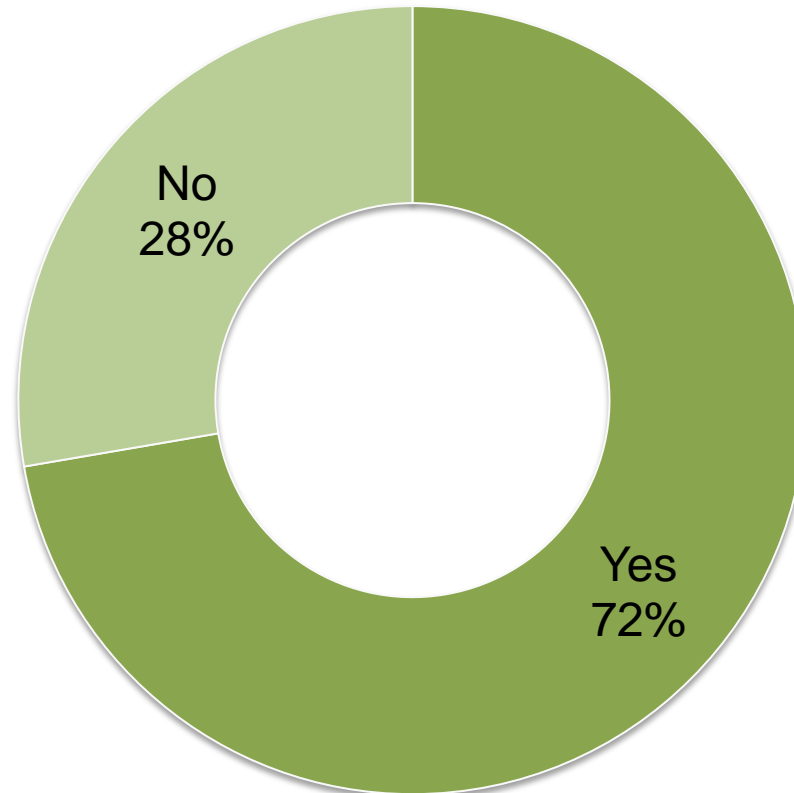




# 1. RESULTS

## AVAILABILITY OF SPECIALIST SUPPORT

# Do you have specialist support for students with mental health problems within your school?

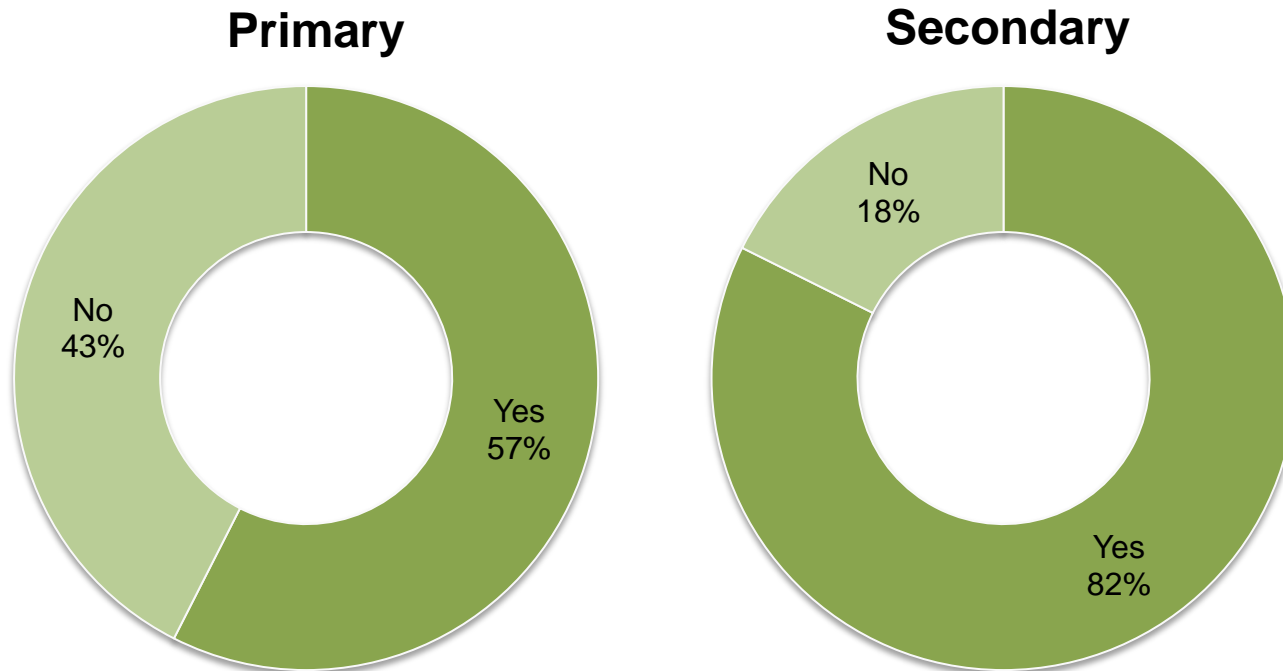


# No differences in the reported level of specialist support between:

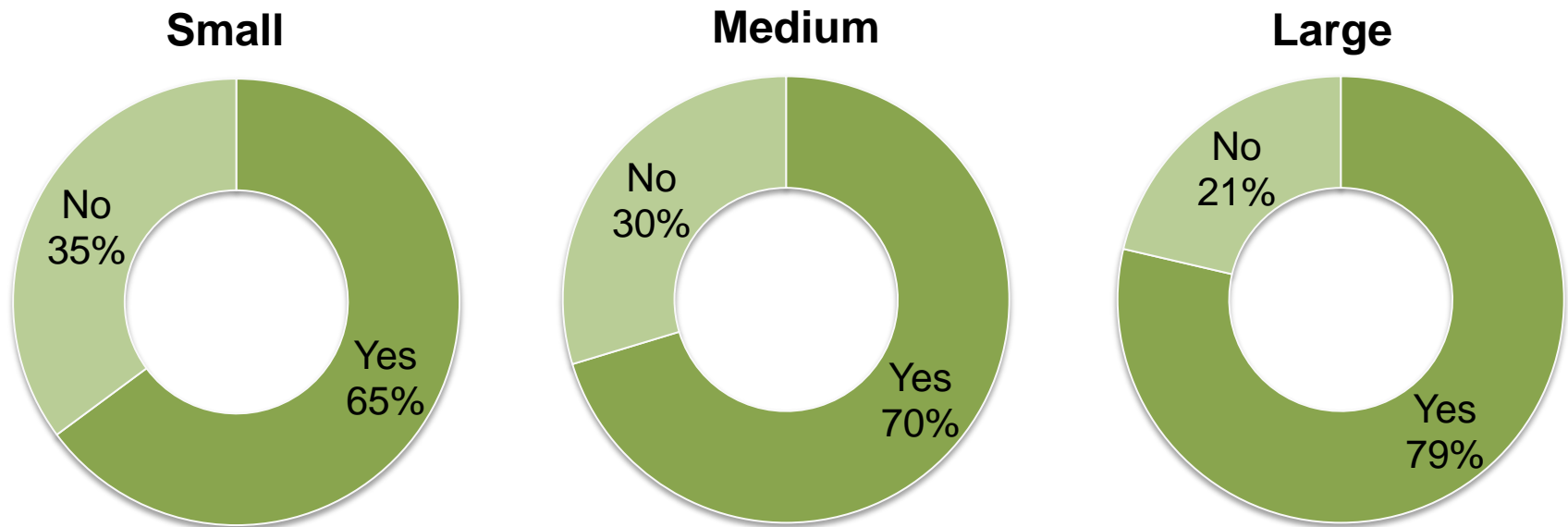


- Fee paying vs. non-fee paying schools
- Urban vs. rural schools
- Special vs. mainstream schools
- Schools with different levels of deprivation

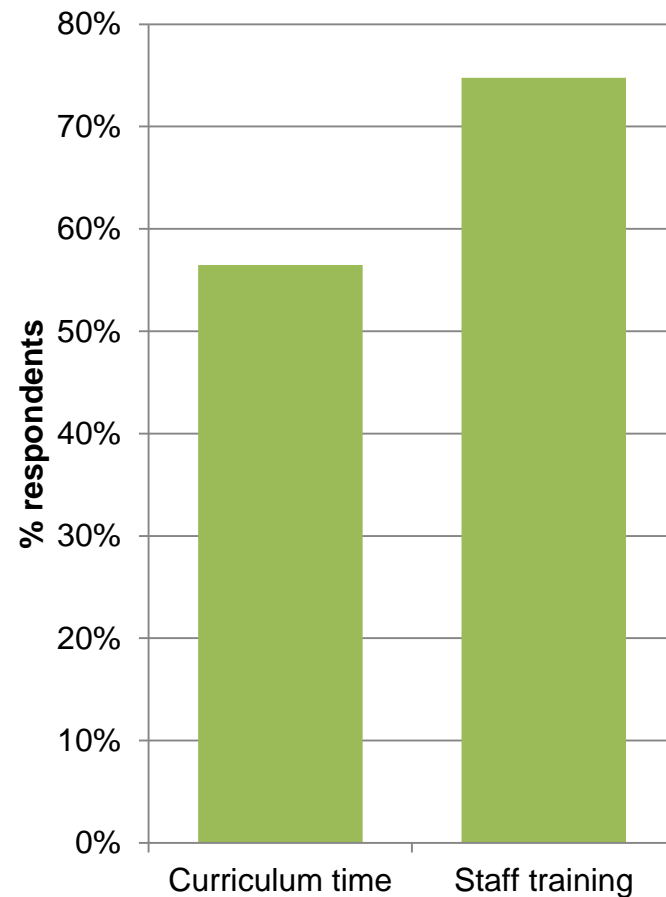
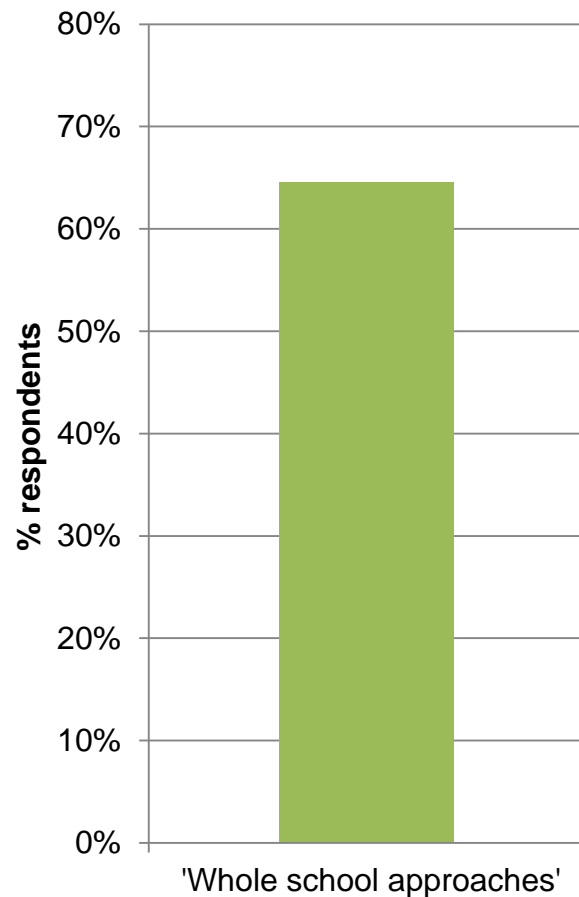
# Those in secondary schools report more specialist support than those in primary schools



# Those in relatively larger schools report more specialist support than those in relatively smaller schools

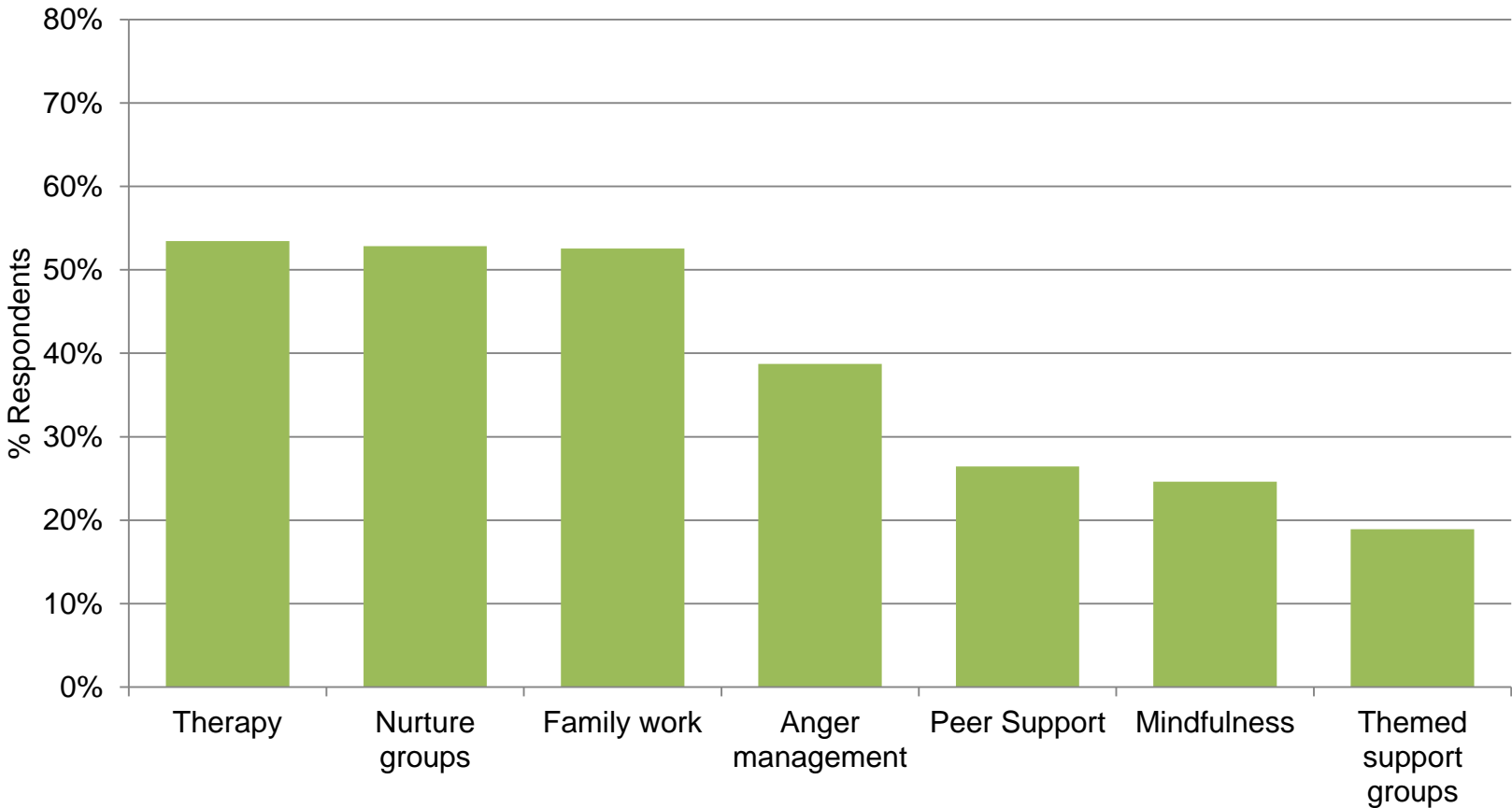


# How common are whole school approaches, curriculum time and staff training?

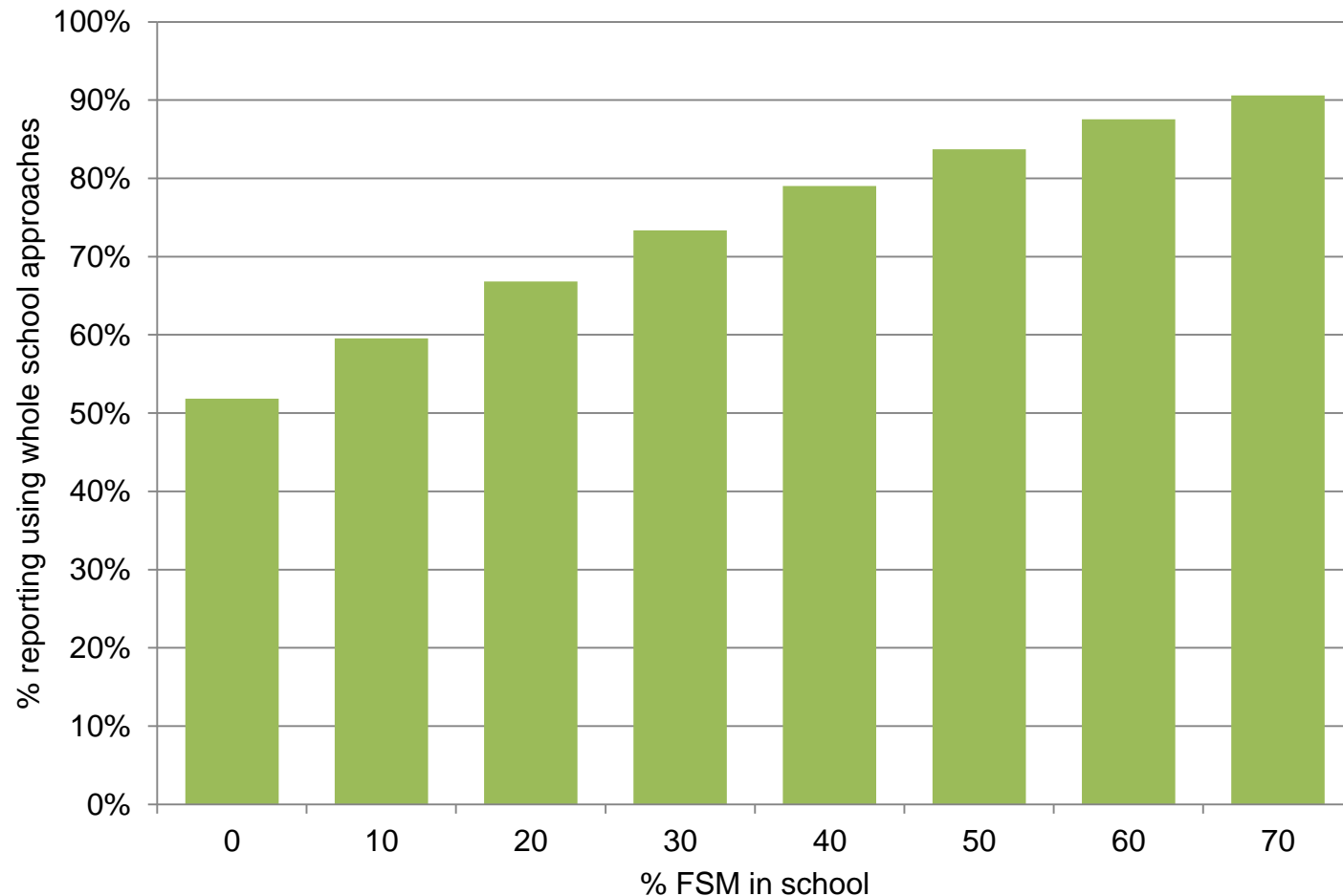




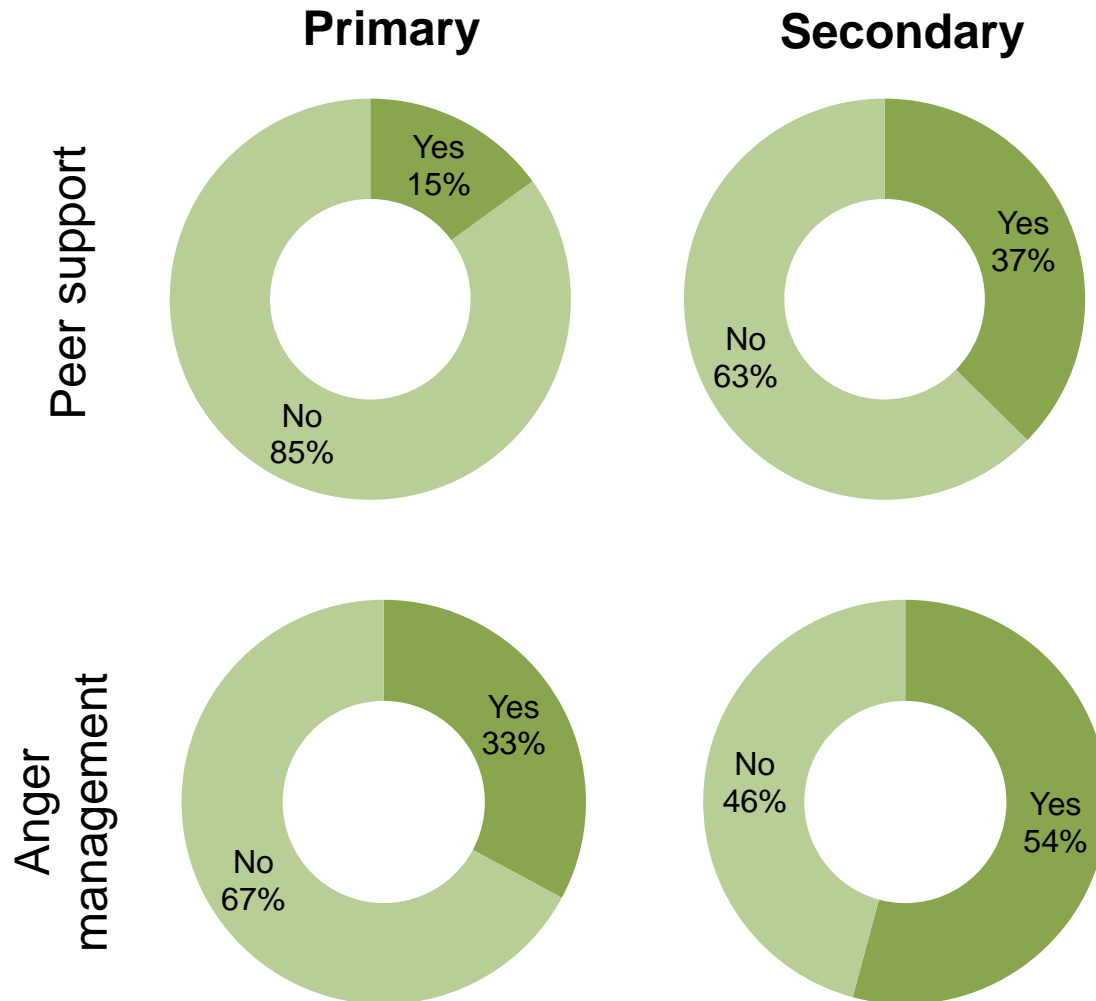
# What specific interventions are used in schools?



# Whole school approaches are more common in schools with higher levels of deprivation



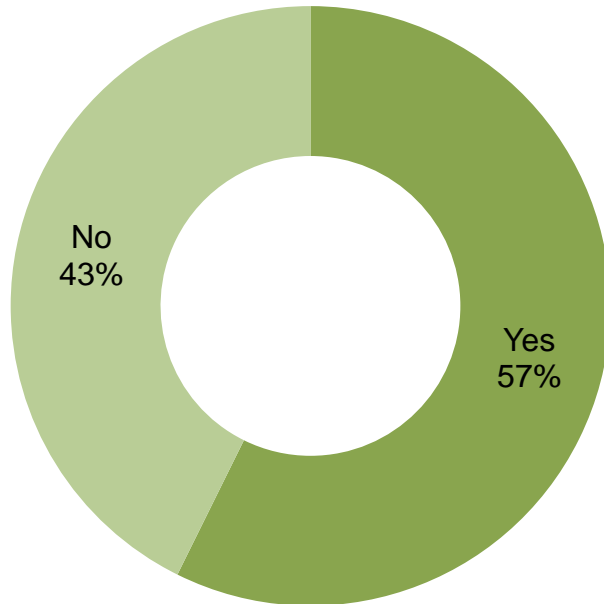
# Peer support and anger management are more common in secondary schools



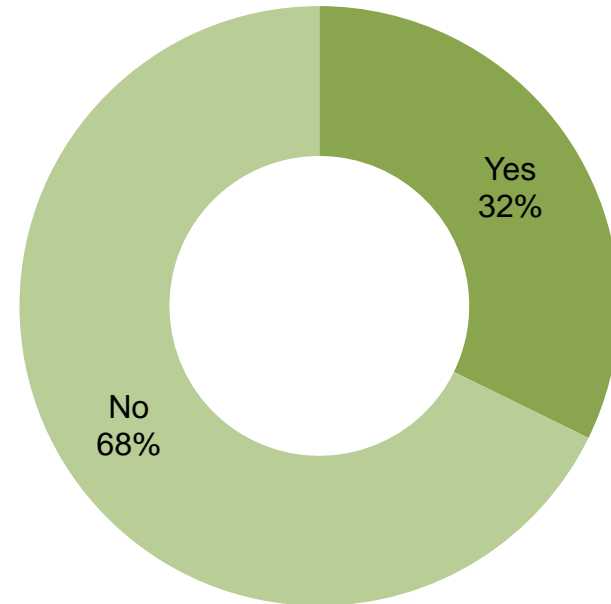
# Family work is more common in urban schools



**Urban**



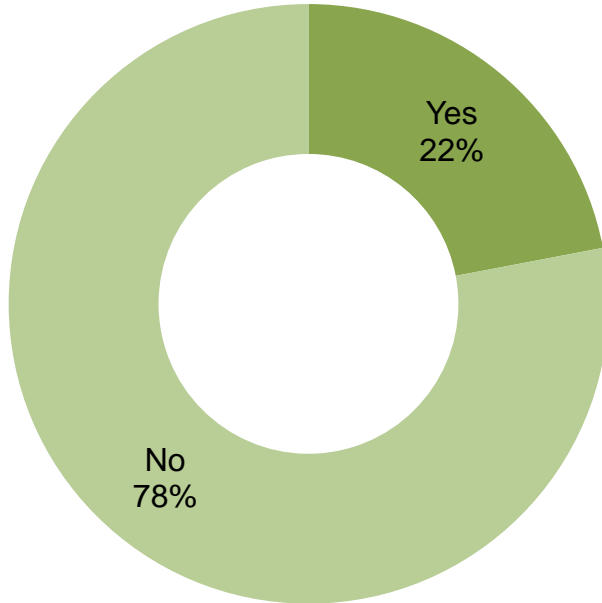
**Rural**



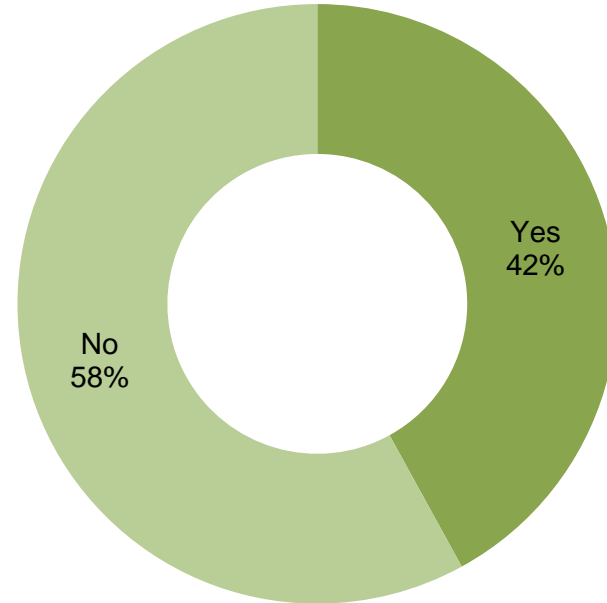
# Mindfulness is more common in special schools



**Mainstream**



**Special**

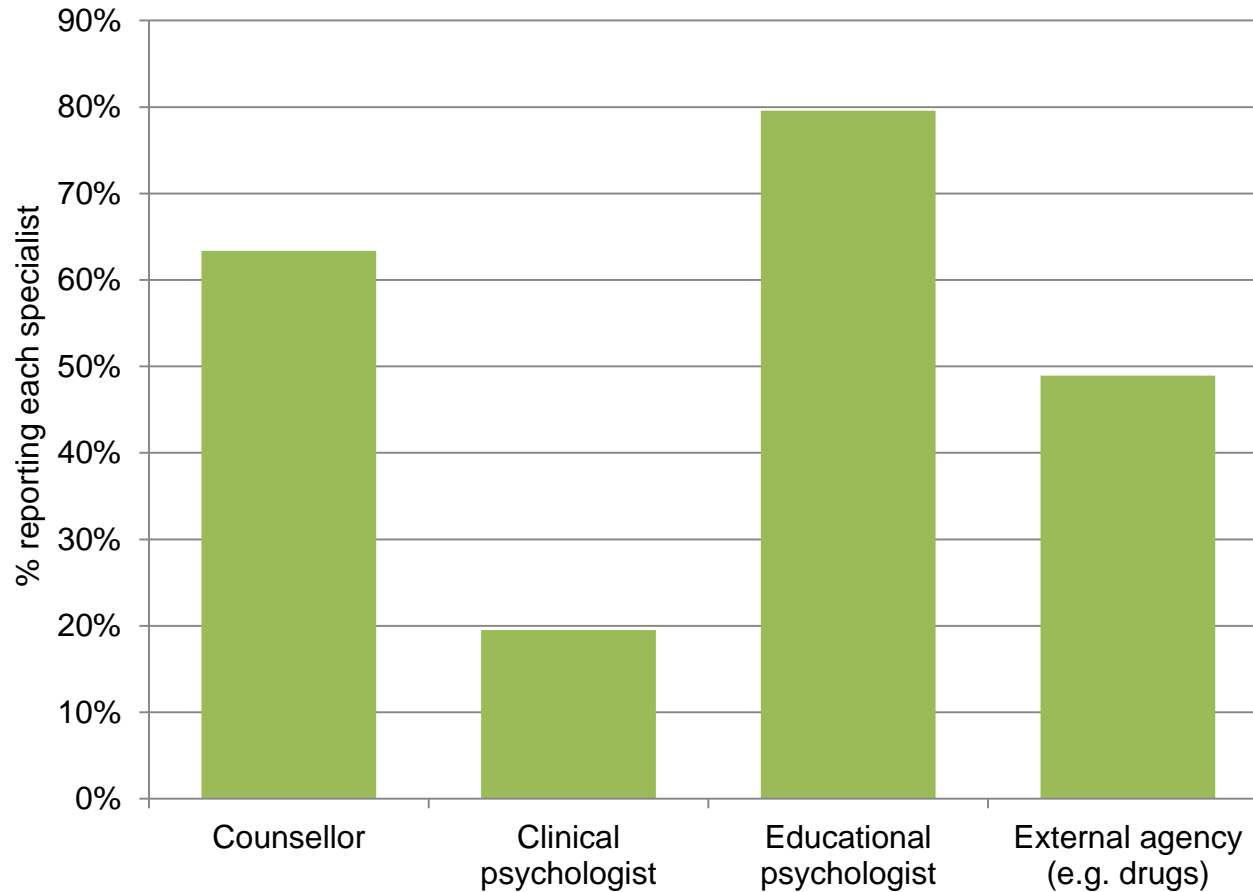




## 2: RESULTS

**WHO PROVIDES THIS MENTAL  
HEALTH SUPPORT?**

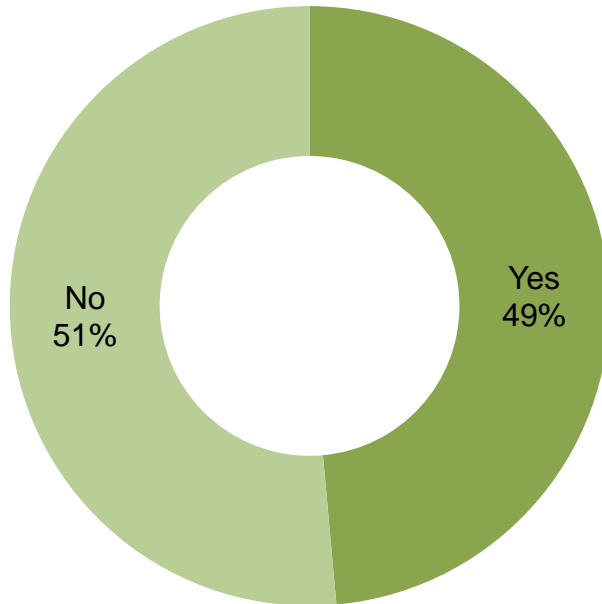
# Specialists providing support in school



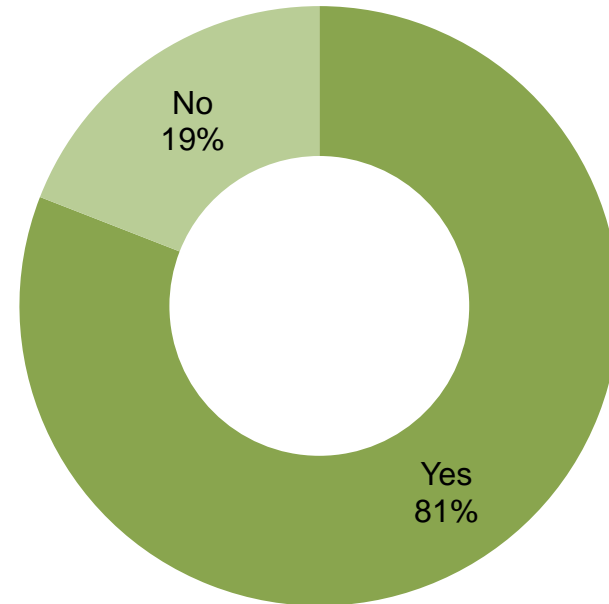
# Counsellors are more common in secondary schools



**Primary**



**Secondary**

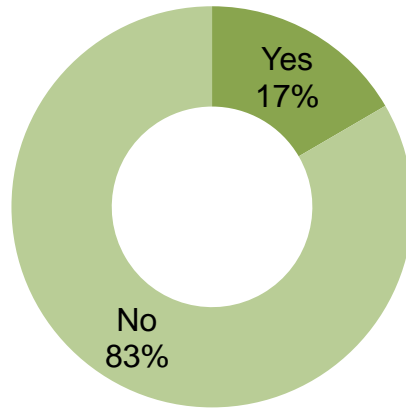




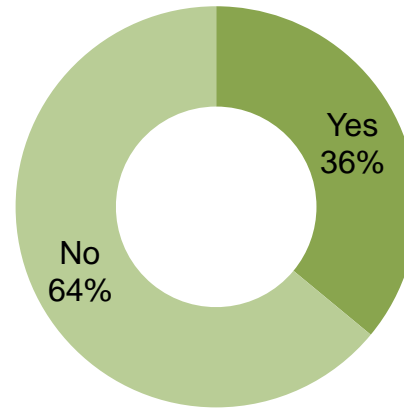
# Clinical psychologists are more common in special schools and in larger schools



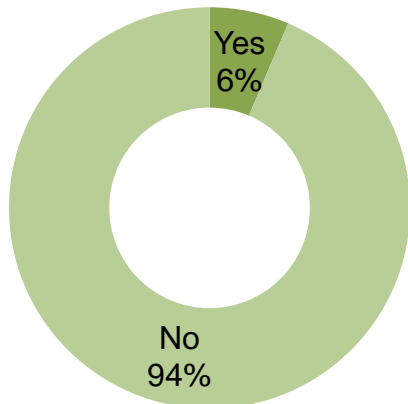
**Mainstream**



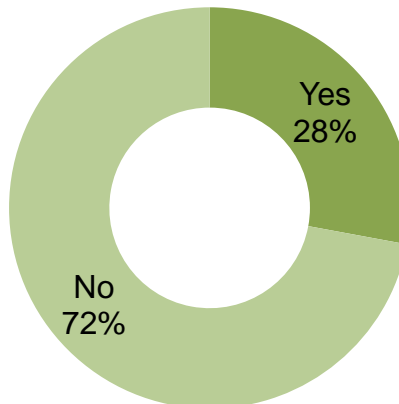
**Special**



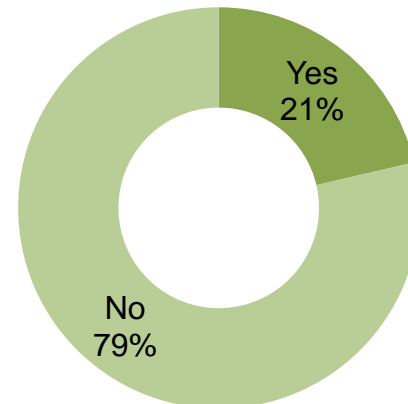
**Small**



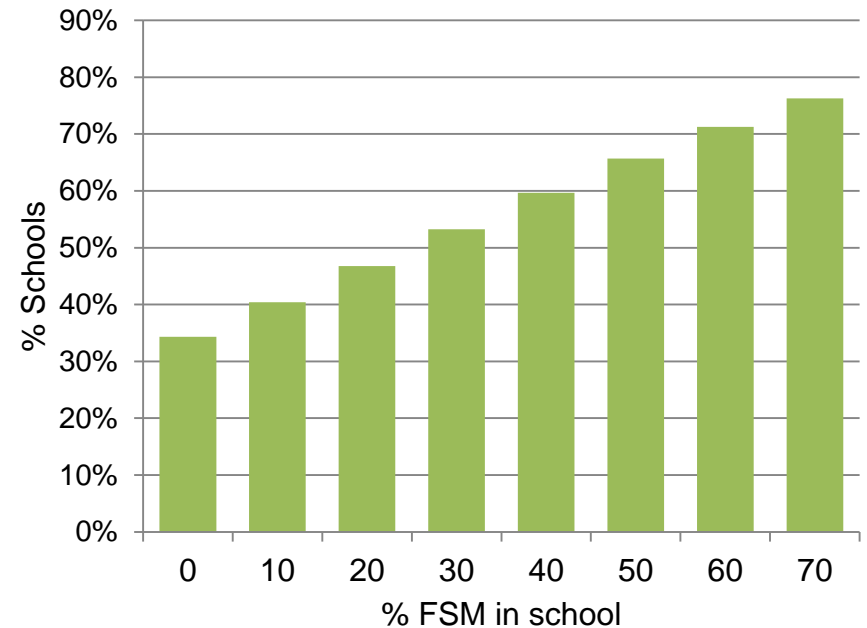
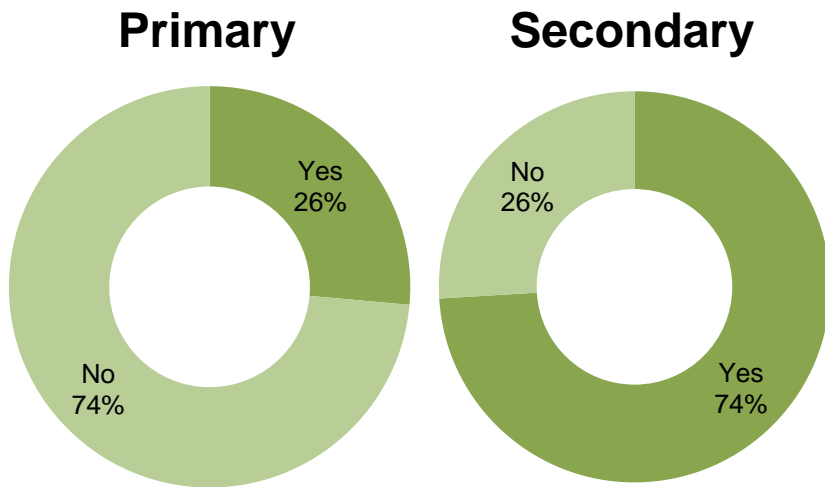
**Medium**



**Large**



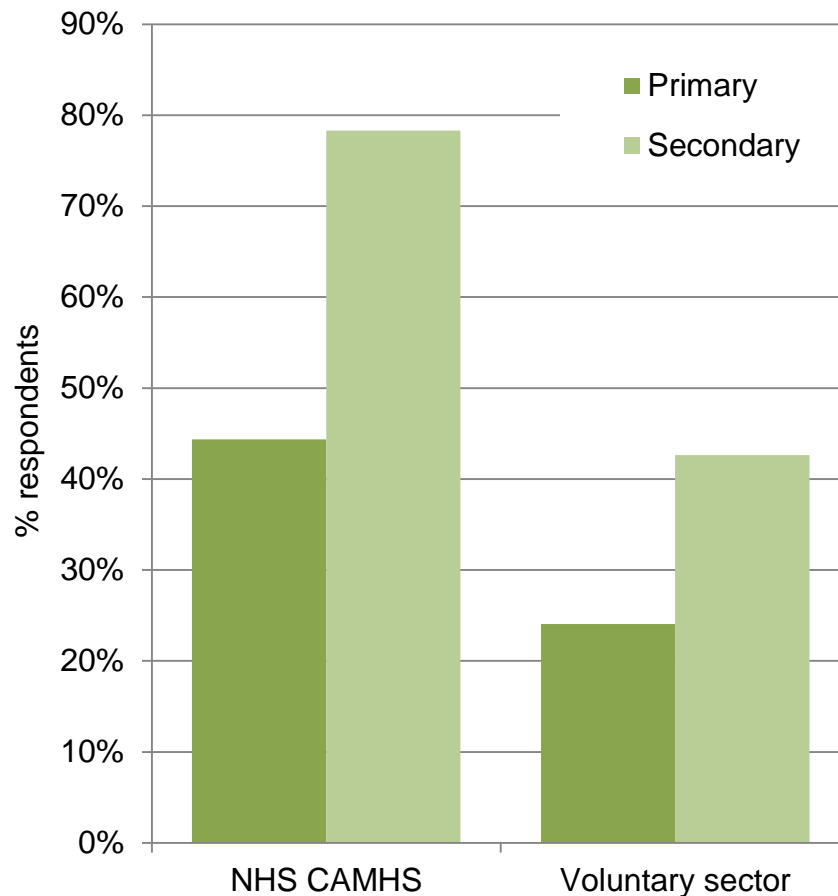
# Use of external agencies is more common in secondary schools and in schools with higher levels of deprivation



# Who provides this support in schools?



# Secondary schools report more support provided by NHS CAMHS and voluntary sector than primary schools

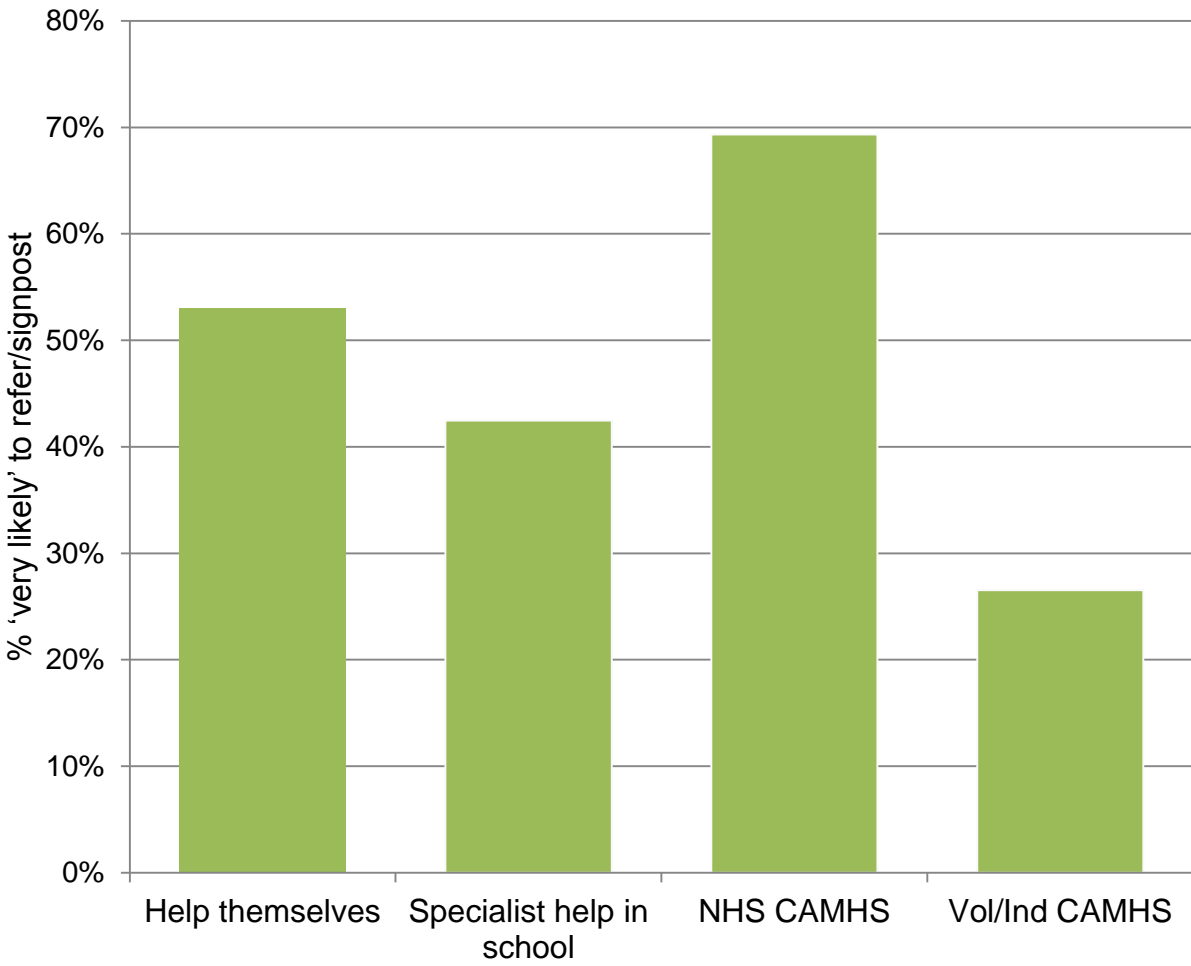




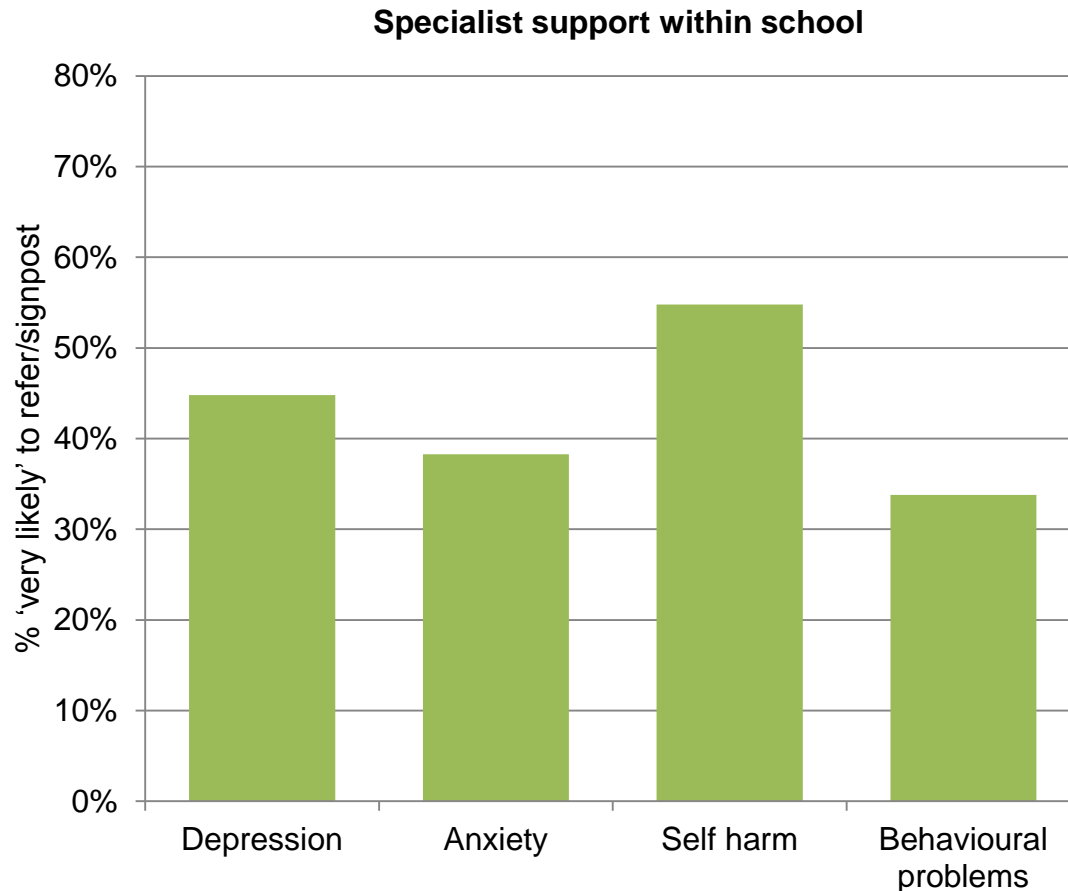
## **3. RESULTS**

# **REFERRING STUDENTS FOR SUPPORT**

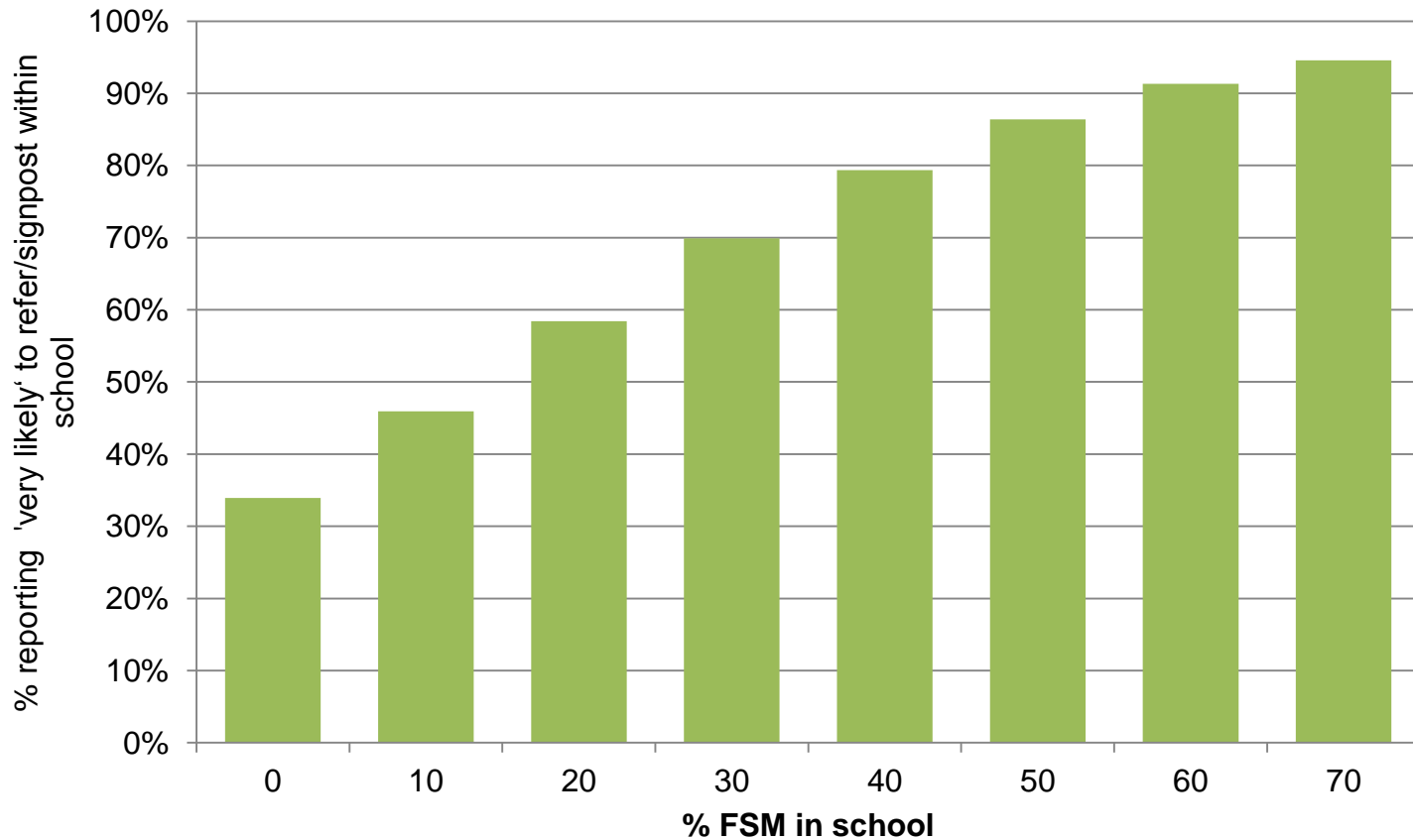
# School staff are most likely to direct students with mental health problems to NHS CAMHS



# Compared with other difficulties, self harm is more likely to be referred to specialist help within school

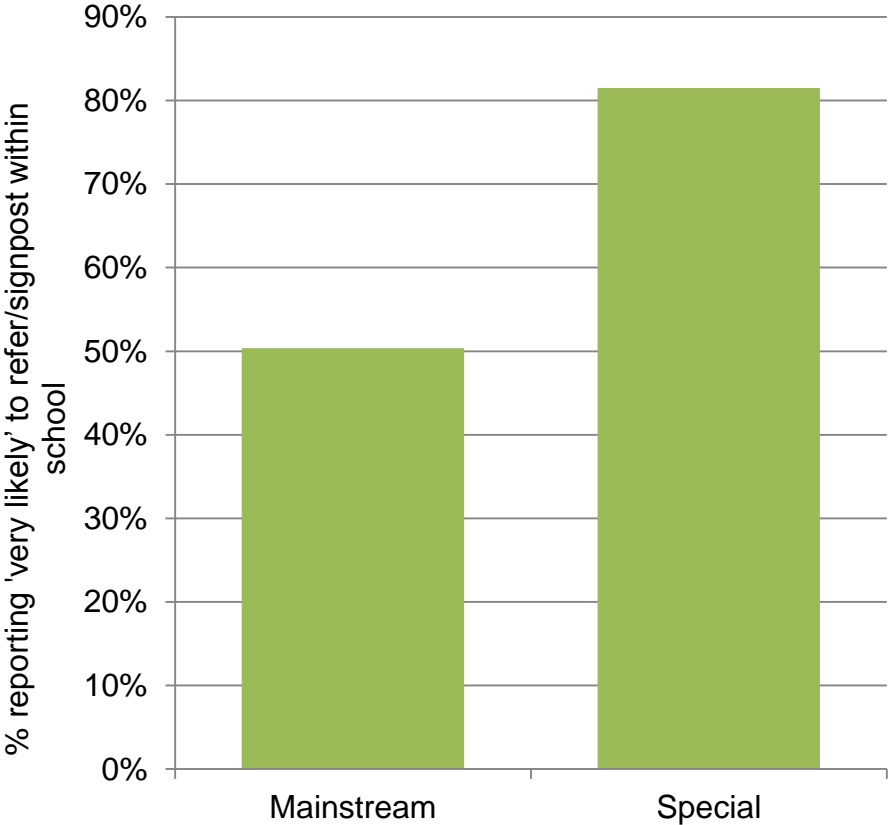


# Those in schools with greater levels of deprivation are more likely to refer students to services within school

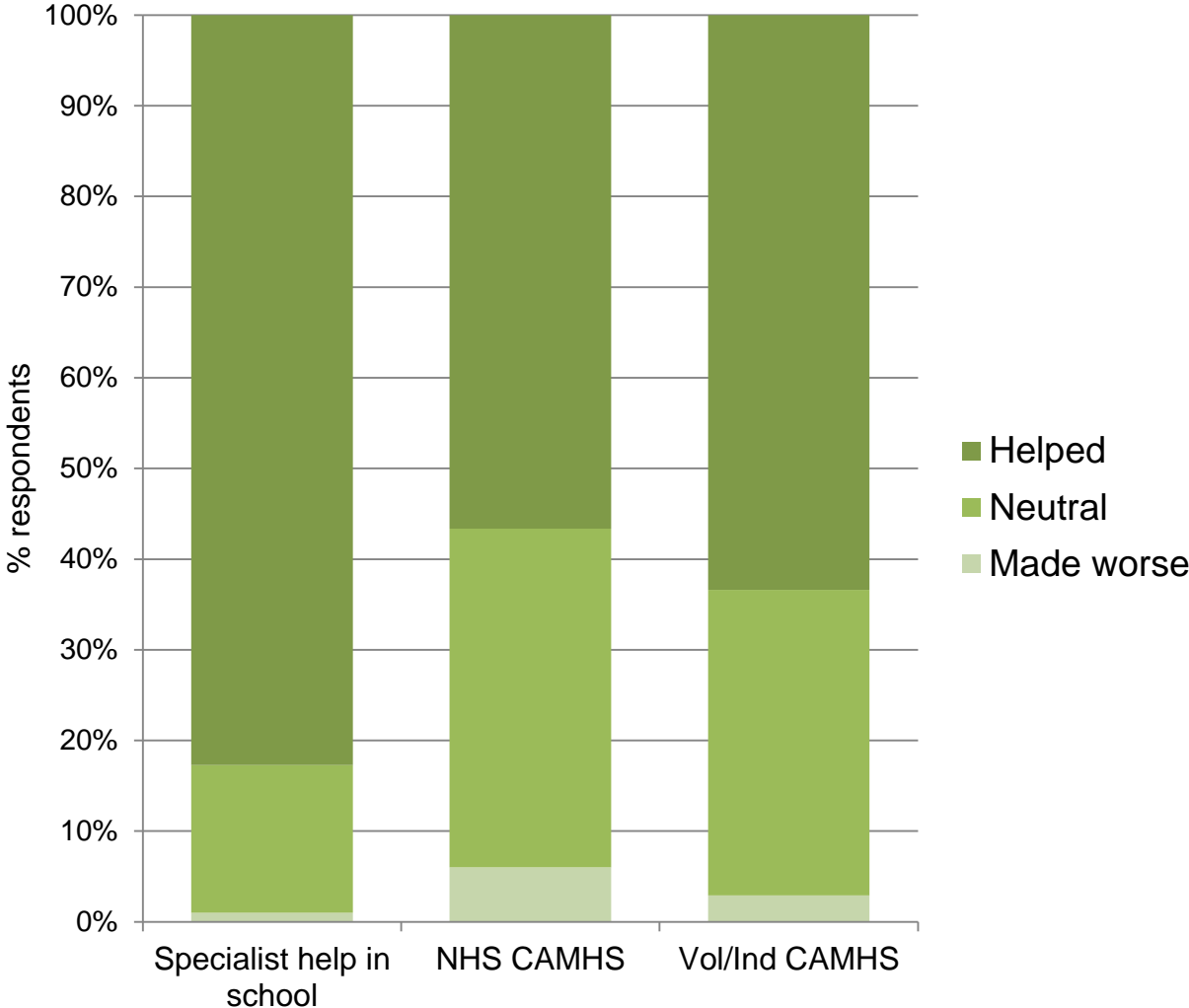




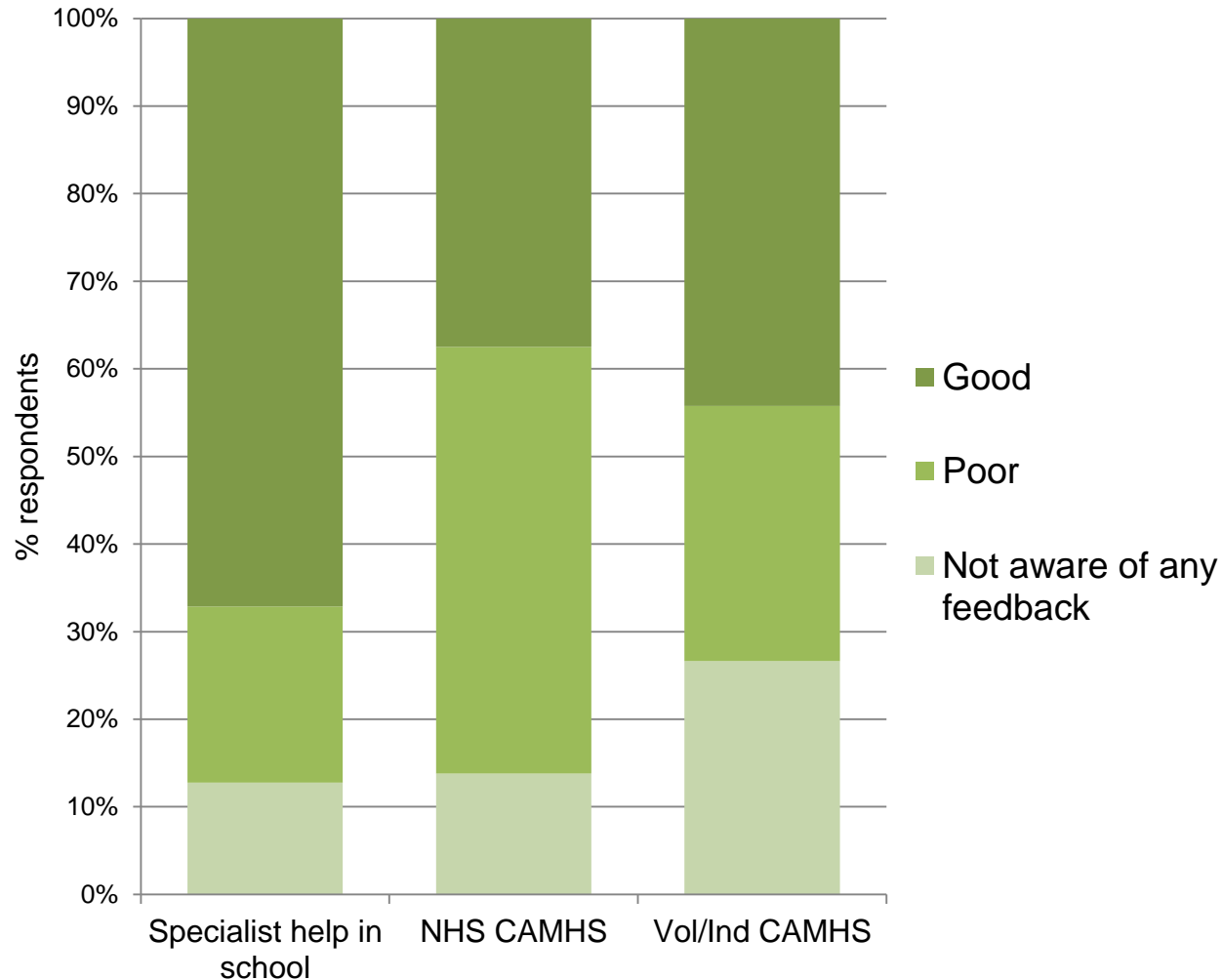
# Special schools are more likely to refer students to services within school



# Specialist services in school are viewed as being particularly helpful



# Specialist services in schools are viewed as providing particularly good feedback

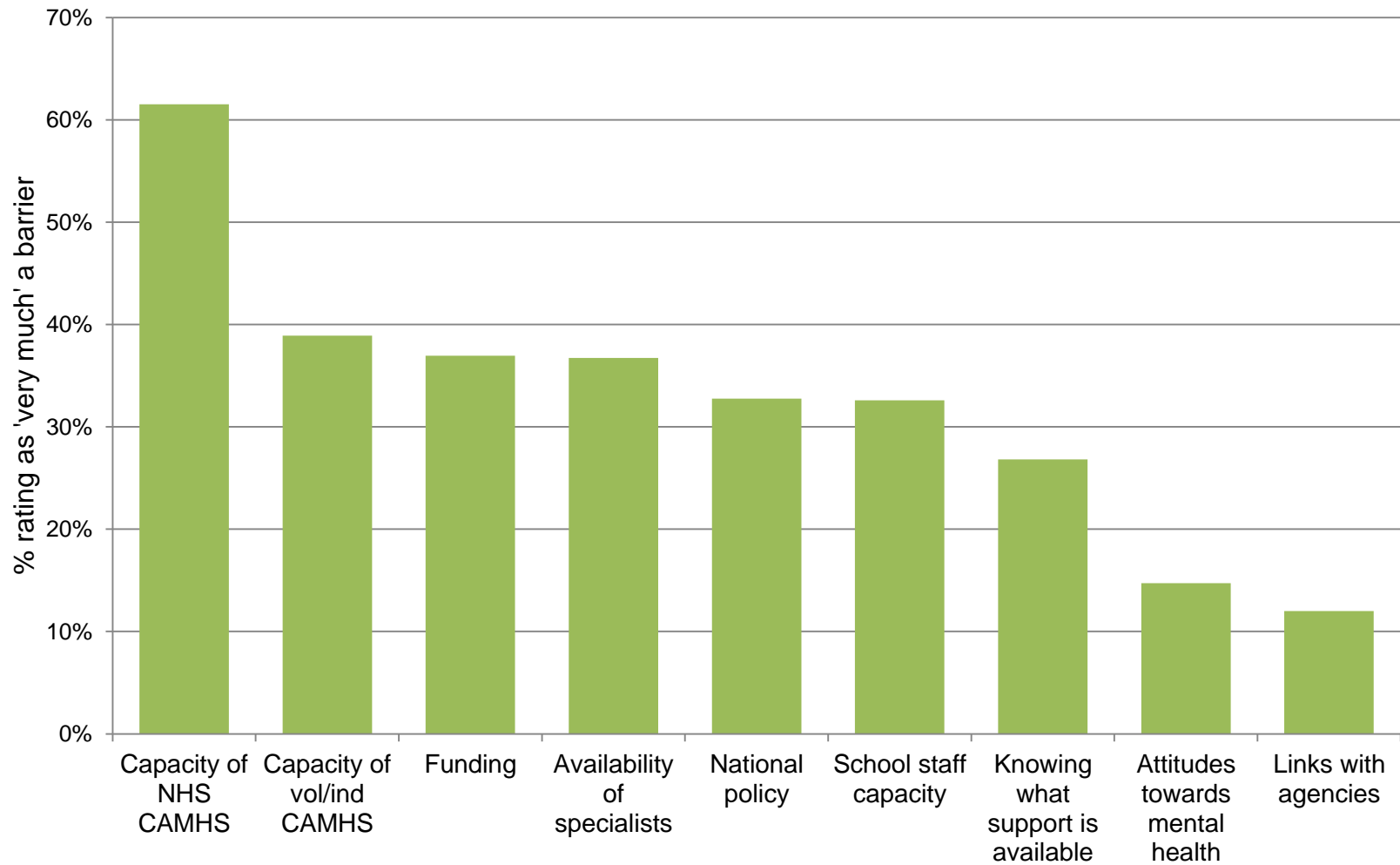




## **4. RESULTS**

### **BARRIERS TO SUPPORT**

# Capacity of provision is viewed as the greatest barrier to supporting mental health in students





## **5. RESULTS**

### **SCHOOLS' LIVED EXPERIENCES**

# 1. Recognition of the difficulties all services are facing due to funding shortages



*“Anyone at CAMHS who is working under the conditions they are working under and dealing with their impossible tasks on a day to day basis deserves our complete admiration and respect. CAMHS is doing the best that they can with the very limited resources that they have - we now don't even bother referring to CAMHS unless we can justifiably say there is clear and present risk of significant harm to either themselves or others around them. The chronic funding shortage is just storing up problems for the future. It is the untold scandal in education of our generation.”*

## 2. Perceived increasing reliance on schools due to funding shortages



*“Over the years the burden on schools to deal with mental health issues has increased dramatically but there has been very little investment in this year. Schools are having to 'pick up the pieces' that social services, the NHS and other organisations should be dealing with and schools lack the time, money and training to deal with the wide range of issues.”*



### 3. Wish for increased skills and knowledge in schools



*“Experiencing the frustration of trying to help and support students and their families during school time but having only limited knowledge about what resources are available, waiting lists etc. and who best to signpost them to for more help.”*

*“Feel completely overwhelmed. I feel I have no specialist skills in the area and am struggling to support the number of students that present. Also lack of time means I feel we are not picking up the students early so that issues do not escalate.”*

## 4. Wish for emotional support for school staff



*“It is often very distressing to see a student in that state and we as teachers hold onto that load for many of our students.”*

*“There should be counselling available for teachers (or publicity about it)”*

## 5. Concern about academic pressures as key risk factor



*“Schools need to rethink the pressure of academic achievement and constant targets and equally value each child's happiness and well being. So many students crack under the pressure and are not totally supported when they do. The pressure from the government is really felt by teachers and this filters down to the students. Change needs to come from the top!”*

*“I think the pressure that the current education puts on young people to enormous and can trigger or exacerbate mental health difficulties for students.”*

## 6. Concern about lack of application of evidence based practice



*“Many mental health issues are well understood in terms of cause and treatment. However, as a society we are not applying this knowledge when young people display clear symptoms nor, indeed preventatively with regard to parenting. This is analogous to living in a feudal agricultural society whilst having our current advanced scientific and technological expertise.”*



# SUMMING UP

# In summary



- Schools are expressing the burden of trying to support young people in distress.
- Schools recognise the challenges both they and CAMHS face, and often feel frustrated by this.
- Attitudes/stigma around mental health are not perceived to be the main barrier, but rather lack of capacity for provision of specialist help
- On the whole there were few differences between schools, but relatively larger schools and secondary schools tended to report greater provision.

The problem does not appear to be attitudes or stigma.

The problem appears to be capacity.

**How do we jointly address this?**

