

Children's Trust Board

Call to Arms

9th December 2020



Way forward and reflections on CTB from Kevin

- Champion of early help and integrated working
- Foster a progressive mind set, challenges the status quo
- Initiates and incubates new areas of work
- Realistically can't provide governance for everything, so should be selective and tactical about areas of interest
- Adds value and doesn't duplicate



Achievements



- Challenge re social and emotional well being/CAMHS – influencing agenda
- Impact on EH infrastructure – networks, support and oversight to Community Impact Zone, mental health services in schools
- Championing LGBTQ+ issues including identifying funding for peer support groups and follow up after withdrawal of Trans Toolkit
- Forum for information exchange and challenge
- Agenda has shifted from being OCC led to more inclusive participation
- Level of engagement of all partners/children and young people
- Forum for sharing issues and identifying gaps in relation to responding to COVID issues and generating 3rd sector support

Thoughts going forward (1)

- Use time tactically where we can make most impact through a lighter touch, problem solving approach, fewer reports and not have an Action Plan each year but follow the broad areas of the CYPP and COVID related priorities where we have common ground e.g.
 - Call to Arms - impact of COVID-19 and demand management/capacity across the system;
 - Focus on intervening and supporting earlier, part of social and emotional well being;
 - Workforce challenge – develop whole system approach to joint skill sets;
 - Focus on transformation work and impact on partners from any agency perspective.



Thoughts going forward (2)

- Listening to and acting on what children and young people are telling us via engagement and annual survey – could we also do this differently i.e. through thematic sounding boards?
- Identifying hard measures of effectiveness e.g. trebling early help; reducing acute spend by a third; joint skill sets and less fixed roles; increasing F2F time by 40%
- Keeping an eye on what the wider performance data is telling us to assist service development but focus on what is provocative and thought provoking i.e. 2/3 areas of JSNA e.g. place based data; data for information item at alternate meetings?
- Ensure we continue to enable engagement – children and young people, parents, integrated working
- Information sharing
- Review role of Systems Leaders meetings to ensure strategic ownership and influence
- Ensure retention of accountability to HWBB.

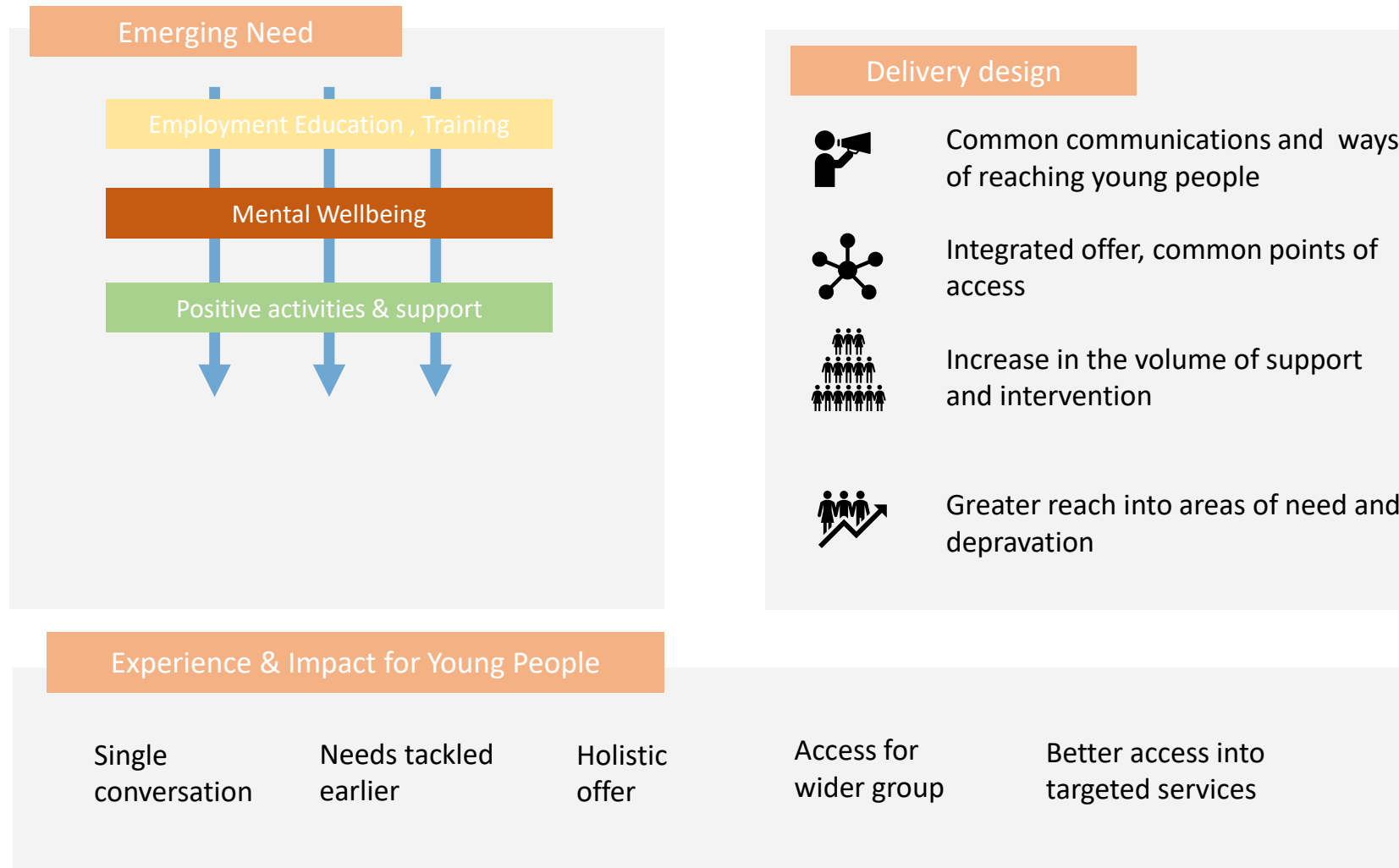


Call to Arms



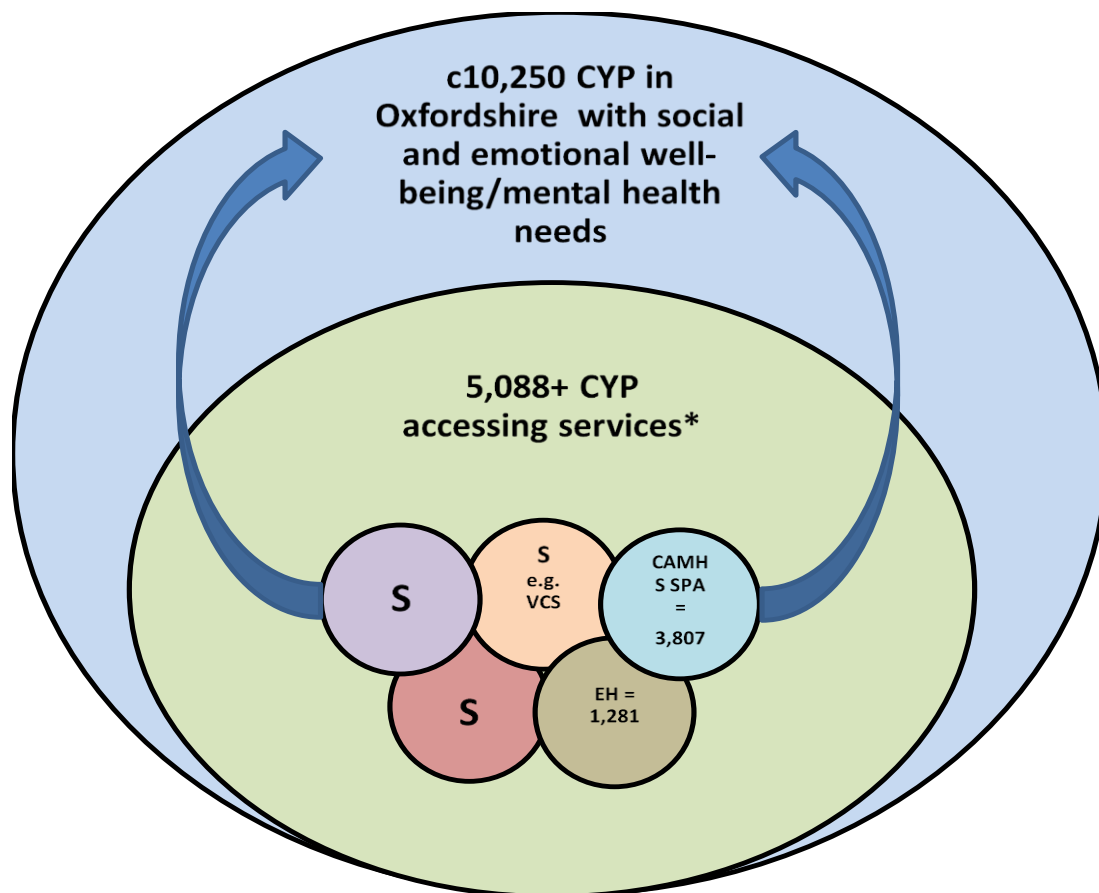
- Call to Arms to work differently across the partnership in relation to increased demand and need as a result of the pandemic
- CTB as key strategic partnership to oversee and own change agenda
- 5 key recovery priorities identified:
 - education, employment and training
 - emotional health and well-being
 - youth sector
 - domestic abuse
 - poverty and food banks
- What more can we do – good work already in place and gaps identified
- Key overarching theme – the importance of early help and prevention

Integrated Youth Offer



How can we work differently – an exemplar

Gap Analysis/How We Might Work Differently Social and Emotional Well-Being/Mental Health as an Exemplar



Basis of calculations

- 149,604 children under 18 (source OCC pop projections 2020, 0-17)
- 102,431 children 5-16 inclusive (source OCC pop projections 2020, 0-17)
- Ten per cent of children and young people (aged 5-16 years) have a clinically diagnosable mental problem (source <https://www.mentalhealth.org.uk/sites/default/files/fundamental-facts-15.pdf>)
- Estimated need (5-16 inclusive) 10,250 have clinically diagnosable mental problem
- Referrals to CAMHS Single Point of Access April – Oct 2221 – pro-rata for year 3807 (Source NHS South, Central and West Commissioning Support Unit)
- Early Help – 747 early help assessments to October; pro rata for year 1281 (Source Oxfordshire County Council) – ?5-16s
- The national 10% figure was before the pandemic, we would expect it to have grown
- It is only for 5-16 year olds there will be a few children under 5 with mental health issues

Key: S = Services

*Some children may be accessing more than one service which is not taken into account in the total

The importance of early help and prevention

- Outline of work we are currently doing and how the preventative approach makes a difference to children and families
 - Introduction: Mental Well-Being and Relationship to Prevention and Early Help – Sarah Breton
 - Community Impact Zones – Sara Fernandez, Ian Brooke, Joe Kidman
 - Youth Offer – Jodie Lloyd-Jones/Sarah Breton
 - Early Help/Locality and Community Support Service/Early Help Networks – Jo Lloyd/Maria Godfrey
 - Mental Well-Being – School In-reach; Mental health Support Teams in schools; Well-Being in Education and Legacy Offer – Emma Lewin/Lajla Johansson



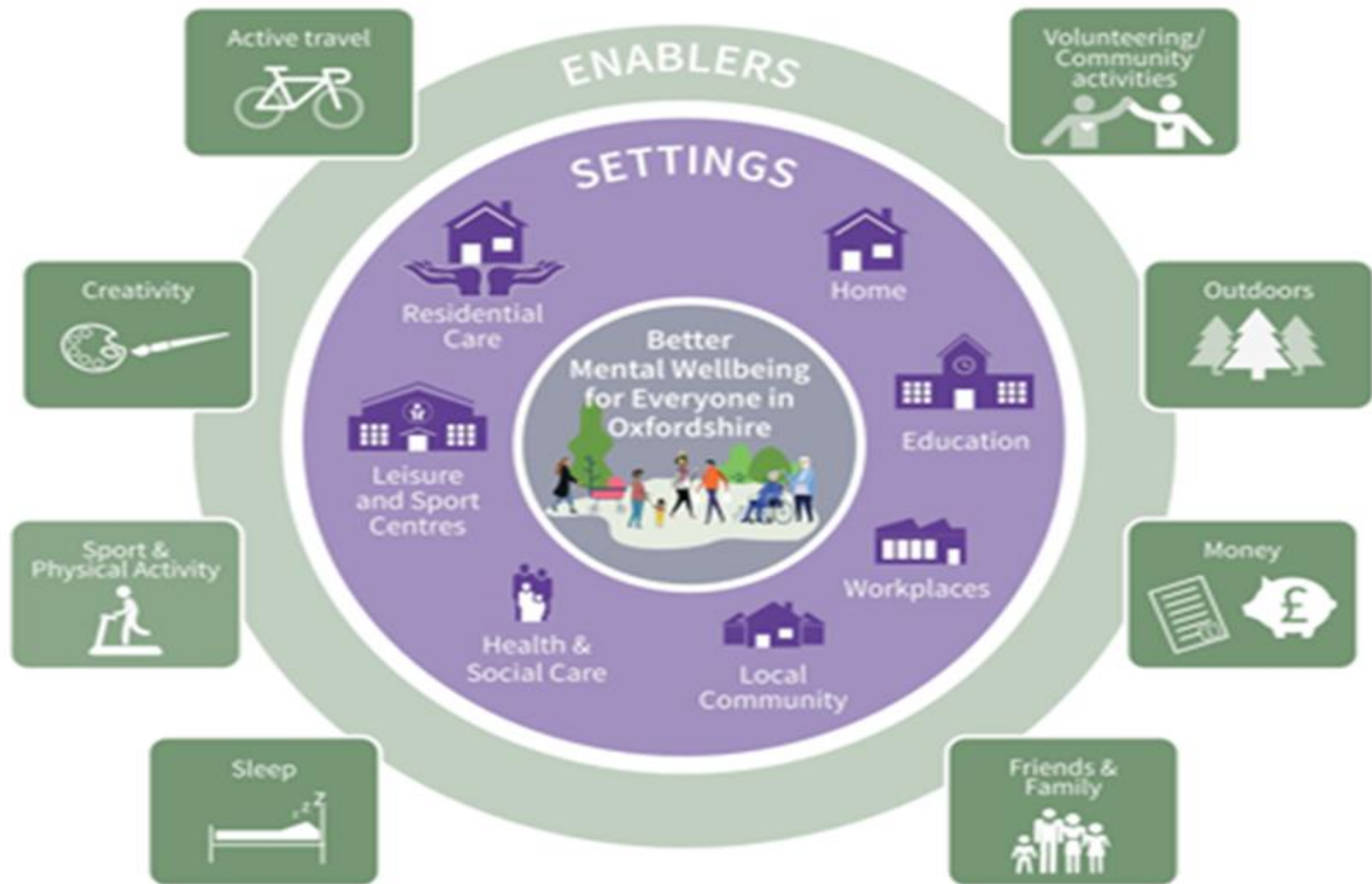
Introduction: Mental Well-Being and Relationship to Prevention and Early Help

Sarah Breton



Young People's Mental Wellbeing

IN CRISIS	STRUGGLING	UNSETTLED	THRIVING	EXCELLING
<ul style="list-style-type: none">• Very anxious• Very low mood• Absenteeism• Exhausted• Sickness, physical pains• Isolation• Very poor sleep• Weight loss• Psychotic break• Severe drug/alcohol abuse	<ul style="list-style-type: none">• Anxious• Depressed, sad• Low self-esteem• Tired• Poor work performance• Presenteeism• Poor concentration• Poor sleep• Poor appetite• Drug/alcohol abuse	<ul style="list-style-type: none">• Worried, nervous• Edgy• Irritable• Frustrated• Self-doubting• Sad, gloomy• Trouble sleeping• Tired• Distracted• Decreased social activity	<ul style="list-style-type: none">• Normal mood, some variations• Positive• Calm• Functioning normally in job• Sleeping well• Focused• Eating normally• Normal social activity	<ul style="list-style-type: none">• Cheerful, joyful• Solution focused• Energetic• High job performance• Prioritising sleep and recovery• 'Flow' - intense engagement• Fully realising potential• Actively seeking connections





Community Impact Zones

**Sara Fernandez, Ian Brooke,
Joe Kidman**



 District Ward

 Community Impact Zone

 1. Oxford Spires Academy

 2. St Gregory the Great Catholic School

 3. Oxford Academy

What is the Community Impact Zone?

- A focused and structured collaboration in 4 key wards to address intergenerational disadvantage.
- The area was chosen based on insight data, and the action horizon set at 10 years.

Two key principles drive the work:

- **Place-based collaboration at the micro-neighbourhood level**
- **A focus on early help and reducing need for statutory intervention**

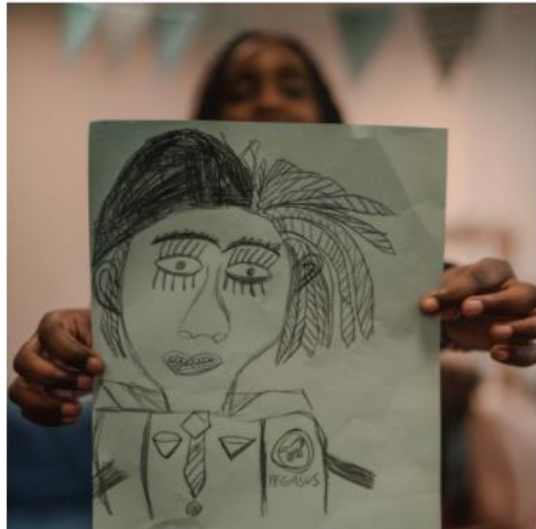


Two complimentary approaches to achieve better lives for local residents and a different way of working:

- **Bottom up, community building, based on shifting power to residents and building from their energy and skills in specific micro-neighbourhoods.**
- **Agency-led, focused on changing the perspectives of front-line workers and overall services, to shift power to communities and create more relationship-based services.**

Three overall activity streams for 2021:

- Parent engagement
- Sport and physical activity
- Learning and collaboration opportunities for professionals



10-year horizon:

- Parent and resident leadership in communities
- Work that directly addresses health inequalities
- Institutionalised place-based, systemic approach



Developing the Youth Offer in Oxfordshire.

Sarah Breton/Jodie Lloyd-Jones

Background:

- There is currently not a consistent and joined up 'Youth Offer' across Oxfordshire.
- The Covid-19 pandemic raises huge questions about how we collectively support young people during and when we come out of the pandemic. Nationally, it is expected there will be issues around:
 - Mental wellbeing
 - Access to employment and training
 - Exposure to exploitation and other risky behaviours
 - Relationship challenges
 - Coping with trauma (including abuse and violence)
- Any response needs to be a scale, with wide reach and large volume (both reactive and preventative).



Youth Sector

OUR REACH ACROSS OXFORDSHIRE

Location of organisations working with children and young people



Supporting over **150** organisations that work with children and young people in Oxfordshire

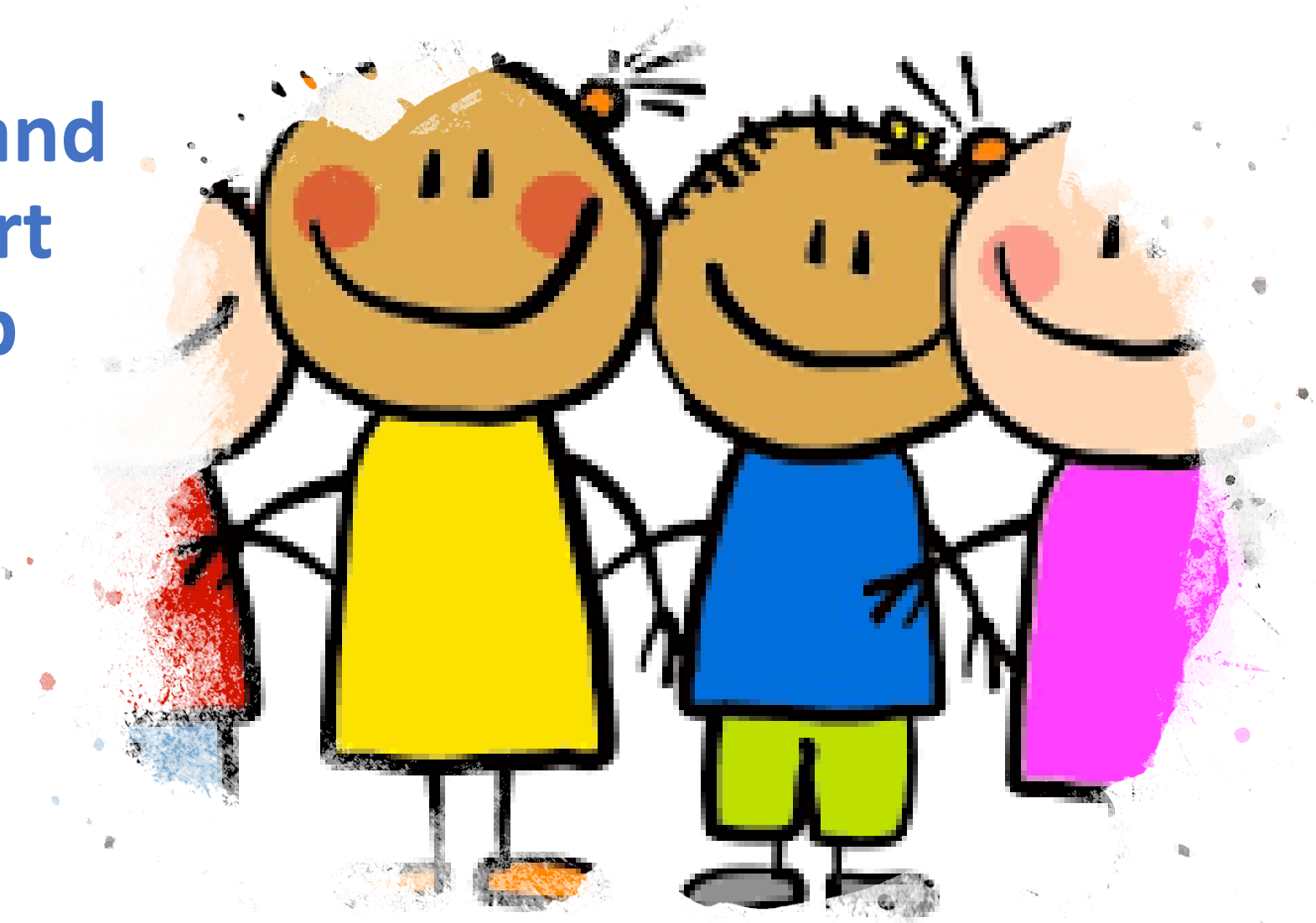


26,530 young people reached through our network



Early Help/Locality and Community Support Service/Early Help Networks

Jo Lloyd/Maria
Godfrey



LCSS and The Early Help network



Working Together 2018

Effective early help relies upon local organisations and agencies working together to:

- identify children and families who would benefit from early help
- undertake an assessment of the need for early help
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to improve the outcomes for the child

LCSS supports universal services to ensure effective early help in Oxfordshire.

The Early Help Network

The network was established to prevent unnecessary/inappropriate escalation into Statutory services.

The network provides Schools and Education settings the opportunity to obtain solution focused multi-professional advice and support for children and families where there are emerging concerns. It is easy to access and efficient, and schools/settings leave the network with a shared multi-agency plan.

What difference has the EH Network made to children and families?

Right support, Right time- 135 consultations, 315 children discussed

The families discussed were at Threshold of Need Level 2/3 only 4 families (3%) have escalated to Statutory Children's Services- 51% progressed to Targeted Early Help.

Outcome from Evaluation report-

- Schools very much welcome the opportunity to access a range of professionals at one time through a single mechanism that is time efficient for presenting school staff
- How significant positive language is such as 'what can we do' and 'how can we support' because it fosters possibility and opens doors for solutions to be found
- As a result of this work, there is a greater shared understanding of capacity and capability across support services

Feedback – 'This collaborative approach will hopefully be the first steps in supporting this young person through their school career and support them for later life. This would never have been achieved without the broad range of information, skill and willingness of many professionals to offer advice and guidance. As a school I feel that our identification process of young people 'in need' is improving rapidly, but more importantly our knowledge of the next steps has enhanced significantly through the access to this meeting and the relationships we are building'.

Relationships- Improved working relationships between agencies and with different agencies

Mental Well-Being – School In-reach; Support Teams in schools; Well- Being in Education and Legacy Offer

**Emma Lewin/Lajla
Johansson**



Mental Health Support Teams (MHST's)

- Who are they?
- What do they do?
- Who do they see?
- How do they do it?

How does this make a difference?

- Our whole school preventative offer gives us the chance to support a bigger percentage of the population and their families.
- Gives Children and Young People the skills to self manage moments of stress and anxiety.
- Enables Children and Young People to develop resilience to overcome issues themselves.
- Ensures that Children and Young People aware of where to go for further support
- Gives Children and Young People the skills to support friends who are in need;
- Give Children and Young People understanding of the wider mental health services and who to go to in crisis.

“Wellbeing for Education Return” - training programme to help improve how schools respond to the emotional impact of the coronavirus pandemic on their students and staff

- ✓ This national project is funded by DfE and DHSC in partnership with HEE, PHE and NHSE
- ✓ Oxfordshire was allocated £111k
- ✓ National training package developed by Anna Freud with mental health specialists and is evidence based.
- ✓ CAMHS Third Sector Partnership is delivering the Training which has been tailored to Oxfordshire
- ✓ It is a train the trainer model and programme runs September till end of March 2021.
- ✓ Package consist of twilight online training followed by online support forums to support learning and application of tools.
- ✓ Training has been offered to all schools, colleges and Independent schools in Oxfordshire and lots of positive feedback has been received from schools
- ✓ Take up has been approx. 25% of schools – feedback from some schools not participating is that they have already got measures in place
- ✓ Training has now been delivered (Oct-Dec) and support forums are up and running (Nov –March)
- ✓ Legacy developments underway to continue to make this training available online to all schools, including the wider children’s workforce and improving digital platforms for one-stop-shop approach for schools.



Key questions

- Do we agree that these are the right 5 priorities given we can only focus on a few top areas?
- How do we ensure we are inclusive of all groups in meeting the diverse needs of our communities in these priority areas?
- How do we generate engagement and ownership across the partnership, including the voice of children, young people and families?
- What are we trying to achieve and how do we need to work differently to enable change, generate investment and divert our resources into prevention and early help?
- What are our expectations of ourselves as leaders and our workforce as enablers of change?
- What would success look like?

**Open Discussion
& Next Steps
with Kevin
Gordon**

