



Salford Thrive in Education (MHST) 'Added Value' Projects - Commissioning Update 30 June 2021

1. Background

As part of Salford's expression of interest to be a GM trailblazer for implementing mental health support teams in schools, or 'Thrive in Education' team as we have called our approach, Salford proposed to design and test two additional elements as part of our offer for children and schools to complement the core MHST/GM blended model. These proposals included:

- A **Physical Activity on Prescription** model / offer
- A **Peer Support Programme** for young people

The scope of these proposals is outlined below, and full proposals embedded for more details.

i) **Physical Activity on Prescription**

The Salford team identified the need to provide complimentary / alternative interventions for some young people who may not benefit from traditional mental health interventions, or who may engage better in a physical intervention alongside or incorporating mental health and wellbeing support. We also agreed that more needs to be done to raise the profile of sports and physical activities in schools as a pathway for improving wellbeing, rather than only as a route to physical fitness or to deliver on the basic curriculum.

Once Salford got through the initial focus on recruitment and mobilisation, establishing governance, engaging schools and starting to deliver 1-2-1 interventions, a task and finish group was set up in November 2020 to consider the needs and opportunities around physical activity and wellbeing as part of a wider Thrive in Education offer.

The Task and Finish Group engaged a wide range of professionals across education, Educational Psychology, mental health services, Public Health, Salford CVS and VCSE organisations, Salford Community Leisure, Salford School Sports Partnership, and Youth Services. Salford CCG's Clinical Lead for children and young people Dr Wan-Ley Yeung also engaged and is really keen to support the development of physical activities and other social prescribing offers for children and young people in Salford. Over a number of meetings between November 2020 and March 2021, the task and finish group actively consulted with colleagues/teams and partners, children and young people and with schools (sports leads, head teachers and mental health leads) and this resulted in the development of a joint action plan (attached) to support physical activity as a pathway for improved wellbeing.

The **Physical Activity Action Plan 2021-22** includes the following aims:

- 1) Include a focus on Physical Activity & emotional wellbeing on 2021 Partnership conferences – Salford Schools Sports Partnership and Emotionally Friendly Schools conferences to provide a feature and/or workshops on the links between physical activity and emotional health and wellbeing and to raise the profile of sport and activity in schools to support wellbeing.
- 2) Introduce new impact measures of the impact of physical activity (and sports) on improved mental health
- 3) Develop and implement new physical activity standards in EFS framework and all schools to be self-assessed against this
- 4) Develop and implement a new Salford ‘physical activity on prescription’ offer to provide bespoke and complementary interventions for young people for whom this would help improve EHWB in lieu of or in addition to traditional mental health interventions.
- 5) Link with and inform the development of Salford’s Social Prescribing Strategy to ensure this includes pathways and options for children and young people and supports improved emotional health.



TiE Physical Activity
Action Plan 2021-22 -

£15,000 per year funding was secured via GM Health and Social Care Partnership specifically to support *Action 4 – the development of a physical activity on prescription offer* and to test a number of different approaches/models with primary and secondary schools, with assessment of the measurable impact this has on improving mental health and wellbeing. We continue to make progress on other actions alongside this in order to raise the profile of sports and physical activity within schools as a route to improved wellbeing, and to recognise this through inclusion of physical activity criteria in our EFS standards and our Salford School Sports Partnership (SSP) offer. A feature on sports and physical activity was included in Salford’s Emotionally Friendly Schools Conference in May 2021, and a reciprocal input by the EP service on EFS has been included in the Salford School Sports Partnership Conference in June, with further events planned in Autumn. SSP will be using the criteria (attached below) in all PE Curriculum Reviews with schools from September 2021, and will also consider adding them to criteria for any Greater Manchester / Salford School Games Mark which will replace the national School Games Mark (due to be discontinued in 2022).



Top 10 Criteria for
Emotional Well-being

In time we expect the SSP to roll out wellbeing measures as part of our core school sports programmes so that we are able to gather more comprehensively and routinely, the positive impact that physical activity can have on wellbeing. We have also engaged Public Health colleagues to ensure that a wider social prescribing offer is developed for children and young people and that children and young people are included as a priority in our new Social Prescribing Strategic Framework (currently in development).

The Task and Finish group has collaborated to develop three initial pilot proposals which were approved by the Salford TiE Oversight Board in June, as follows:

Pilot 1: just started delivery in one of our TiE junior schools, working with a group of Year 5s, which will continue as they move into Year 6 in September.

Pilot 2: working across 5 primary schools as part of a multi-agency transitions project supporting a cohort of children identified by their primary school as needing support moving into high school. An initial taster session was held with the main delivery taking place over the summer holidays, culminating in a celebration event in October 2021. The physical activity in both pilots 1 & 2 will be delivered by Salford School Sports Partnership, with wrap around support via the TiE team.

Pilot 3: is a 'movement group' and creative project in Ellesmere Park High School, starting in October and will be co-delivered by 42nd street in partnership with Company Chameleon, following successful delivery as part of their core service offer in Manchester. This project will be delivered 'in school', with young people engaged to help shape delivery, to evaluate impact and to agree how the programme will be showcased. With the offer from the SSP for young people to show case this pilot at their Autumn conference.

The total cost for the 3 approved pilots is £8,323.

Please see attached outline proposals for more details of the three approved physical activity pilots.



Proposal 1 -
Transitions.docx



Proposal 2 Light
Oaks Juniors.docx



Physical Health 42nd
Salford proposal.odt

ii) Peer mentoring

It has long since been an ambition to develop and test a model of peer mentoring in Salford schools. The Youth Service were commissioned to undertake a consultation and review with schools into existing models and to gauge the interest in schools in engaging in a programme as part of our wider Thrive in Education offer, with links and wrap around support to be established with school designated mental health leads and our TiE team practitioners working in those schools. This consultation has informed our approach and how we have modelled this pilot which will work with two of our TiE High Schools to test and learn a co-ordinated peer support / mentoring programme in Salford. The £5,000 funding for this was initially intended to fund an external organisation to train Salford school pupils (at greater scale), but this would not have funded any ongoing co-ordination and support for rollout of peer mentoring in schools. Through consultation, schools have told us very strongly that they need a dedicated co-ordinator role to support the engagement work and training, as well as providing ongoing support and development for those who are trained.

Please see the attached outline proposal below, which is still being refined in partnership with the TiE team, and with the identified High Schools that will be involved in pilots in 2021. The Youth Service, TiE team and schools designated Mental Health Leads and allocated TiE practitioners are meeting together to work up the finer details for the first school pilot that will commence in September in All Hallows, and to agree final numbers of young people to be involved/trained as Peer Mentors (we estimate between 10-20 per school depending on number of classes per year and school capacity to support). The Youth Service, TiE team and school leads will also be engaging with pupils to shape the programme, plan for an assembly to formally launch and engage Year 9s in

September. The funding equates to £416.66 per month over 12 months so will cover only the equivalent of 1 day a week for an Assistant Youth Worker to provide the training and co-ordination of the programme. Concerns have been raised as to the limitations of this funding to meet need and the TiE Oversight Board will need to consider how this programme could be scaled up based on the current funding. Further feedback and recommendations will be provided around this once delivery has started in the Autumn term and we have a sense of how the programme maybe developed, scaled up and rolled out. However, it's clear to see that additional funding will be required to offer the programme to more High Schools no matter what approach we take.

We have agreed to utilise the Anna Freud Peer Support Programme toolkit, which is a free resource, and this will be delivered and co-ordinated by the Youth Service, with support from the TiE team. Our pilots will focus on working with a cohort of Year 9s who will be involved in delivering, testing and learning from a range of interventions (including group and 1-2-1 approaches) with targeted support for year 7 new starters, and particularly those who may have been identified as needing support through transitions. A second pilot school has been identified and will be engaged before end of term but work with this school will start in the spring term, once the first school has started delivery. This builds on the existing Salford transitions programme (mentioned above), which is a multi-agency approach led but also led by the Youth Service and supported by CAMHS, thus there will be an opportunity to link the physical activity work with the Peer support work and to provide ongoing peer support' for year 7s following transition to high school.



School Peer
Mentoring proposal 2

The Youth Service have been given the go ahead to start the engagement work and planning with the TiE team and All Hallows for the launch/implementation of the first pilot in September as there is limited time before the end of the summer term. However, a final proposal / plan will be formally signed off within the next two weeks.

2. Impact of COVID-19 / changes to plans

The pandemic has unsurprisingly had a significant impact on the implementation and mobilisation of our Thrive in Education core offer. As a consequence, implementation of the core TiE team has had to take precedence and this has impacted on capacity of services staff and other professionals and partner agencies (particularly schools) to engage in the task and finish group work to scope and develop these pilots.

The commissioned TiE providers (CAMHS, 42nd Street, and Place2Be) and commissioning team who have been the key leads on the overall TiE programme have primarily focused on the roll out of the core offer: recruiting and inducting staff, developing referrals procedures and setting up supervision arrangements and team bases, engaging schools, adapting delivery from face to face to virtual and hybrid approaches throughout the changes to lockdown restrictions etc. This work has been significantly more complicated/challenging and time consuming that could have ever been understood at the time of writing and submitting the Salford EOI. In addition, Covid has impacted on overall service capacity, staff wellbeing, sickness, staff changes and limited capacity to deliver core MHST interventions, which in turn has meant the 'added value' projects had to take a back seat for a number of months and were much slower in making progress than was envisaged.

In addition, school engagement in the overall offer has been extremely difficult, with some stopping and starting, some unable to offer spaces for delivery in schools and having to switch to online delivery or pause their involvement because they couldn't manage to implement the offer etc. At the same time as we were rolling out the TIE offer in Salford, schools were also offered the Wellbeing for Return to Education training and support, and it has been clear that for some schools it has all been 'too much' to engage in anything other than delivery of education provision/online learning, and combined with the demands related to COVID protocols has been extremely difficult. Salford schools have been hit hard by the Delta Variant and there have been record numbers of children not in school with whole classes/years groups affected and teaching and support staff having to self-isolate. Given all the circumstances, it's been an amazing achievement that we have managed to launch the TIE team and programme at all, let alone engage 39 schools, and support 354 young people through MHST interventions between October 2020 – March 2021.

These system pressures have obviously negatively impacted on the progress of the physical activity and peer support plans. In fact, it was only in June that the pilot schools felt able to allow partners into school to start delivery of the two primary based physical activity pilots. It is envisaged that engagement in pilots will ease further from September and just under half the £15,000 first year funding for physical activity has been retained to support new/additional pilots that will be developed in the new school year.

3. Pilot delivery to date – initial feedback / outcomes

i) Light Oaks pilot – headlines to date

- The Headteacher has been involved in the process from the beginning, and has an informal meeting with the SSP staff before each session and followed by a review meeting afterwards. One teacher from the school takes a full part in all the sessions and is an asset to delivery as they understand the children well. The PE Lead also takes an interest in the sessions and is keen to integrate these young people into further physical activity opportunities at school.
- The sessions started on Thursday 10th June to allow a full 6-week programme of delivery before the Summer break. From 9.30am onwards there is a discussion with the supervising teacher about the aims of the session and this is an opportunity to raise any issues or anything specific relating to the session. The session length is 1 hour, usually starting around 10am, although the most recent session was extended by 15 minutes to allow the pupils to complete the challenge for the day. The school's flexibility has been of real assistance, as nothing has felt rushed and the pupils have been able to experience success.
- There are 14 young people on the pilot programme, all currently in Year 5, 7 boys and 7 girls, 2 pupils are BAME. A fifteenth pupil was chosen, but declined to take part from the outset.
- Each group session takes place in school with 2 CAMHS I-Reach clinicians supporting, the joint work with CAMHS is proving beneficial - for example, one pupil had experienced 'a really bad week' prior to the session on 24th June and this was communicated and the young person was supported.
- Needs/presentations: low level anxiety, low self-esteem, but able to engage in group work activities, pupils identified and referred by SENDCo
- Measures: Session by session rating scales will be used for all interventions, at baseline, mid-way and end of intervention, including SDQ's for parents.

- SSP wouldn't usually measure progress in skill acquisition or performance outcomes, but in just 3 weeks the progress of some pupils has been remarkable. The chosen activity, Golf, is a difficult skill to perform well, but many of the pupils can already strike the ball consistently well and all pupils can now 'chip' the ball. A couple of the pupils have actually shown an aptitude for this sport and will be encouraged to further participate outside of school
- At the end of each sessions the delivery team (2 x SSP staff & school staff) choose a pupil for a 'Values Badge' and state the reason why a pupil has been chosen. These badges are highly sought after at SSP events and are proving popular. *"T hasn't taken his badge off. He's worn it every day for a week."*
- Early feedback: pupils are asked for feedback at the end of every session and so far it has all been positive. They are keen to share what skills they have learned, which activities they liked most, and what they would like to try in the next session. The teacher has provided positive feedback from every session and the nicest comment so far was *"I've never seen H smile so much."* The teacher hadn't expected some children to engage so well, and commented how this has increased during the sessions
- Learning to date: the elements of success include a) Selecting the correct pupils, b) Limiting the group to 15 pupils, c) Having a weekly meeting, d) Having a participating teacher involved from the school e) opportunity for individual success/ progress in a non-threatening environment

ii) Transitions pilot

- To date, 15 schools have made referrals to the project and referrals remain open until end of the summer term, with potentially over 50 places available across 4 groups running during the summer holidays
- 1 taster session held so far, 13 students attended the taster day (20 referred but 7 CNA), 4 boys and 9 girls, activities included tri golf, psycho education re: anxiety, arts and crafts, and team building exercises
- Year 6 pupils were identified by the Mental Health School Lead as struggling with anxiety related specifically to high school transition
- Measures: Session by session rating scales will be used for all interventions, at baseline, mid-way and end of intervention, including SDQ's for parents. Baselines will be taken in August at the start of the programme.
- At the taster day 3 questions were asked related to high school and the average scores out of 10 were as follows:
 - How are you feeling about meeting new people: 5/10
 - How are you feeling about meeting new teachers: 5.9/10
 - How are you feeling about school work at high school: 6/10
- Feedback from one primary school about the taster day: *"I've heard nothing but good things from our two pupils who came to your taster day in the half term. Both girls loved it"*