



# Connected Tayside

## An **Emotional Health & Wellbeing** Strategy for Children and Young People 2021–2023



**Tayside**  
Regional  
Improvement Collaborative



*"It would make me feel more ok to talk about mental health to teachers if I ever needed to." "This will help everyone feel positive about their mental health." "This will help me feel more accepted by health professionals." "Self-help is important – talk to friends; learn strategies in PSE." "Have more Mental Health First Aiders in school to talk to would help and make it less obvious you were asking for support." "It can sometimes be difficult to find a space you can speak to people in private when you don't want other people to know. It can be obvious you need help if people see you speaking to a Guidance teacher." "Good relationships with your family are important but it can be hard if they have things going on and you don't want to add to their stress and make them worry." "Share consistent messages to parents so that they know how to help and support us how to get help and who to get help from." "It means good mental health in the future." "I think this charter is really helpful. It will make me feel glad that the teachers have tried to make us feel comfortable inside the school." "Having someone to trust will make it easier to open up." "This will help me when I'm struggling." "The charter means a lot to me. It means appropriate help and reactions to mental health crisis." Stigma – "I wouldn't have to be embarrassed about having problems with my mental health." "You will be able to ask for help when you need it." Safe Space – "I feel that I can be more open about who I am without fear of judgement." "More LGBT information for parents would be good." "It will 'normalise' talking about mental health."*

## **Thanks to the children and young people involved in co-creating the Connected Tayside strategy.**

Their thoughts, feelings and experiences have shaped our shared vision for the ways we will care for their emotional health and wellbeing. Their voices are included in this strategy to share what they see as positive change and the difference it will make to their lives.

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*“This will help everyone feel positive about their mental health.”*





# What is Emotional Health and Wellbeing?

Emotional health and wellbeing is about both feeling good and functioning effectively, maintaining positive relationships and living a life that has a sense of purpose. It is shaped by our life circumstances, our relationships and our ability to control or adapt to the adverse circumstances we face.

*“Mental health is defined as a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”*

World Health Organisation, 2014

**Good mental health:**

- Can contribute to heightened self-esteem, optimism and a sense of control and coherence
- Improves outcomes in education, employment and health
- Benefits individuals, families, communities and society.

**Tayside Regional Improvement Collaborative,  
Emotional Health and Wellbeing Conference**

Held at Abertay University, Dundee on Thursday 29th August 2019

**Those experiencing positive mental wellbeing are more confident, assertive and able to:**

- Develop emotionally, creatively, intellectually and spiritually
- Face problems, resolve and learn from them
- Cope with adversities, show resilience
- Initiate, develop and sustain mutually satisfying personal relationships
- Contribute to family and other social networks, local community and society
- Empathise with others
- Use and enjoy solitude
- Play and have fun.

Good Mental Health for All, NHS Health Scotland (2016)





# National and Local Context

The Scottish Government's Mental Health Strategy (2017-2027) sets out the vision for people in Scotland to get the right help at the right time, with a focus on prevention and early intervention, and access to supports and interventions from joined up services. For children and young people, the need for action was highlighted by the findings of the Dartington research undertaken across Angus, Dundee, and Perth and Kinross which informed the outcomes within the Tayside Plan for Children and Families (2017-2020). One of the main priorities for the Health and Wellbeing group of the Tayside Regional Improvement Collaborative was the development of a Mental Health Strategy for Children and Young People in Tayside.

The aim of this strategy is to use local data, (including a regional mapping exercise of services and interventions), to inform the delivery of local services to ensure that we get it right for children and young people by; promoting positive emotional health and wellbeing through universal services and a resilient workforce (in line with the recommendations of the Children and Young People's Mental Health Joint Delivery Board) and developing clear pathways to targeted and specialist support, when needed.

Building on the work of existing services and the CAMHS Innovation Team, the '**Emotional Health and Wellbeing for Children and Young People – A toolkit for all staff**' was developed and launched at Tayside's first Emotional Health and Wellbeing Conference at Abertay University in 2019. This allowed the views of over 200 people to inform the development of this strategy. This was in addition to the views of young people gathered through focus groups across Tayside and which informed the outcomes sought.

In line with the incorporation of the United Nations Convention on the Rights of the Child (UNCRC) in Scottish Law (2021), throughout the implementation of this strategy, children and young people's participation is at the forefront of developments.

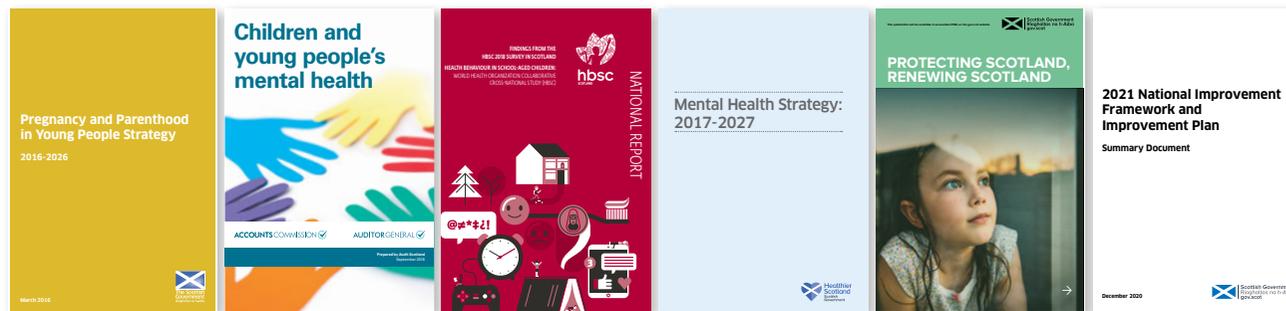
It is hoped that this strategy will demonstrate our commitment to children and young people in Tayside and to promoting and supporting their positive emotional health and wellbeing.



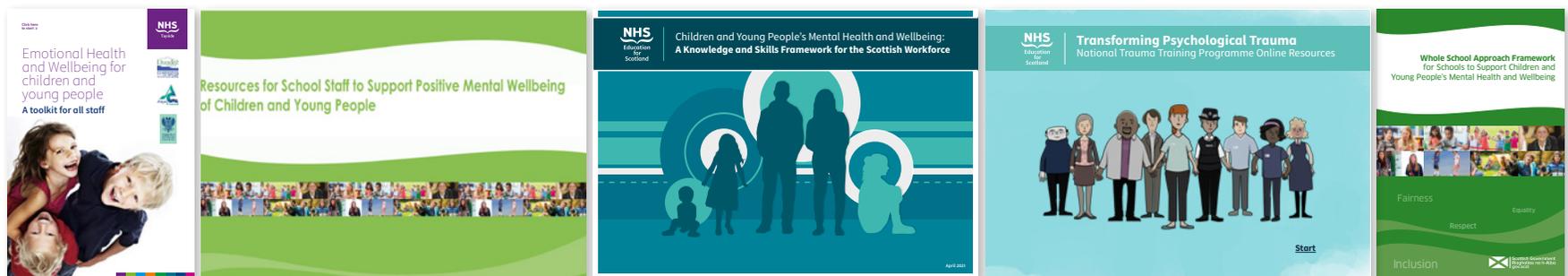
# Tayside: Strategies Plans, & Reports



# National: Strategies Plans, & Reports



# Tayside & National: Resources



# Mental Health: Some Facts

**One in ten** children and young people aged five to sixteen have a clinically diagnosable mental illness. (Audit Scotland, 2018)

CHILDREN & YOUNG PEOPLE  
MENTAL HEALTH

**11%** of young people (18-34) report having attempted suicide and **16%** report self-harm at some stage in their lives. (Public Health Priorities for Scotland, Scottish Government, 2018 Brit J of Psychiatry, 2018)

After housing costs, around **1 in 4 children** in Scotland **live in relative poverty**. Of these, seven out of ten live in a house where at least one adult is working. (Public Health Priorities for Scotland, Scottish Government, 2018)

**75%** of 15-year-old **girls** and **53%** of 15-year-old **boys** in Scotland feel pressured by schoolwork. (HBSC, WHO, 2020)

HEALTH BEHAVIOUR IN  
SCHOOL-AGED CHILDREN

Longitudinal research in the UK has shown that **good social and emotional skills** (including self regulation, self awareness and social skills), developed by the age of 10, are predictors of a range of adult outcomes, such as life satisfaction and well being, labour market success, and good overall health. (Goddman, A. et al 2015)

**84% of LGBT** young people and **96% of transgender** young people indicated that they had experienced mental health problems and associated behaviours.

(Life in Scotland for LGBT Young People. LGBT Youth Scotland 2018)

**20%** of children (0-17 years) in Tayside live in the most deprived areas - SIMD 1 Quintile 1. (NHS Tayside Child Health Report, 2019)

**Over 75%** of all mental health problems have their onset **before the age of 20**, and childhood and adolescence are the key stages for promotion and prevention to lay the foundations for mental wellbeing. (PHP Scotland 2019)

CHILD HEALTH PROFILE  
(MARCH 2019)

There are over **2.9 million children** and young people in the UK (20% of the student population) who have a parent with a mental illness. Their lives are impacted in multiple ways, and without early intervention they are likely to become patients of the future. (Our Time – Written evidence, March 2021)

Research tells us that having **one key adult** mitigates the impact of Adverse Childhood Experiences. (Bellis et al. Public Health Wales)

It is recognised that looked-after children are at much greater risk of poor mental health than their peers. (mentallyhealthyschools.org.uk) In Tayside more than **1000 children** are looked-after. (NHS Tayside, Population Health Intelligence 2017)

The Mental Health Strategy (Scotland) 2017–2027 states that:

**“Prevention and early intervention** are key to minimising the prevalence and incidence of poor mental health and severity and life time impact of mental disorders and mental illnesses.”

**Children with mental ill health in the family**

**2,933,770**

**Children living with at least one parent reporting symptoms of anxiety/depression**

**285,986**

**Children whose mother and father are reporting symptoms of anxiety or depression**

**900,000**

**Children whose resident carers report symptoms of anxiety or depression (2017)**

*“Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up.”*

TRIC Vision, 2017

# Vision

**Across Tayside we know the need for good emotional wellbeing and mental health support for children and young people is increasing. The needs of our children and young people will not be met solely by the skill and expertise which rests within clinical settings and consulting rooms. It will require the resources which rest within our communities and all systems around our children and young people to be fully activated; in educational settings, youth groups, charities and the family home.**

The community and service engagement necessary to meet this need will challenge us all to think and behave differently. It will affect change in our attitudes, culture, beliefs and behaviours. Children and young people must be made aware of, and supported to, use healthy habits and coping strategies: exercise, appropriate sleep and screen time, eat well and maintain a healthy weight.

Coping strategies including peer support, positive self-talk, emotional regulation and positive relationships with a trusted adult will help us get it right for children and young people in Tayside. In the absence of appropriate education, relationships and support, children and young people may engage in substance use, violence, abusive relationships and poor eating habits.

If we are to get it right for all our children and young people in Tayside, change must begin with ourselves, our local authorities, health services, parents, educational settings and partners. We must all work in partnership with children and young people to understand their lives and work together to address the underlying challenges.

***“It would make me feel more ok to talk about mental health to teachers if I ever needed to.”***





# Principles

This strategy for children and young people in Tayside is premised on the following principles, underpinning our service improvement:



## Ask Once, Get Help Fast

*(Early intervention and community support)*

Children and young people will get the right help at the right time from the right people with universal support for all and targeted support when required.

## For all our bairns

*(Collaborative working)*



Breakdown organisational and professional boundaries to provide children and young people with the right care; provide experiences which are consistent and integrated.



## Notice, Ask, Know

*(Creating a navigable system you can understand)*

Adults will apply their understanding of the continuum of need and support from universal to targeted and specialist services.

Pathways to appropriate support should be easily accessible in a navigable system that all can understand.

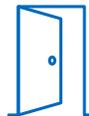


## Asking Inspires New Growth

*(Communications with children and young people)*

Adopt an enquiry based approach in service design and delivery.

Through engagement and meaningful participation with children and young people we will provide better outcomes – learn by listening.



## Folding the Edges In

*(A welcoming environment)*

Everyone will work towards creating welcoming environments for all children and young people.

Vulnerable children and young people will be enabled to access services by ensuring environments are welcoming, friendly and emotionally safe.

*“This will help me feel more accepted by health professionals.”*



# Connected Tayside

This strategy aims to make the connections between the different aspects of a child or young person's life that may impact on their emotional health and wellbeing and to ensure that in Tayside, we have an holistic and connected approach to prevention and early intervention.

*“Help us understand the pathways to show how to get help and who to get help from.”*

### Ambition

In Tayside, we have the same ambition for emotional health and wellbeing, as for physical and nutritional health. Universal health care must promote positive emotional health and wellbeing with the ultimate aim of reducing the need for specialist services. We aim for all children and young people to be safe, healthy, achieving, nurtured, active, respected, responsible and included. In aiming to make connections and support emotional health and wellbeing the strategy is supported by the Emotional Wellbeing Toolkit which provides information about resources and services.

### Impact of COVID-19

It is acknowledged that post Covid19 and in our recovery plans nationally we need to support society in responding to the significant mental health and wellbeing impact of the pandemic. The implementation of this strategy will support recovery plans by building capacity throughout the system and focusing on universal level support.

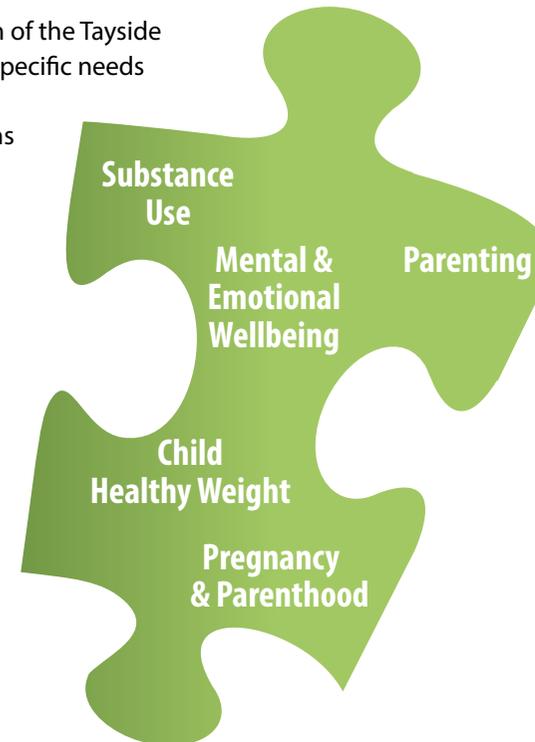
### Perinatal Mental Health

It is essential when we consider the continuum of a young person's life, we include perinatal support. According to the Royal College of General Practitioners, “Up to one in five women... are affected by mental health problems in the perinatal period. Unfortunately, only 50% of these are diagnosed. Without appropriate treatment, the negative impact of mental health problems during the perinatal period is enormous and can have long-lasting consequences on not only women, but their partners and children too.”

The [Pregnancy and Parenthood in Young People Strategy 2016](#) (PPYP) addresses the mental health and wellbeing of young people through advocating a range of cross-cutting interventions and services.

A self-assessment against the recommendations in the PPYP strategy highlighted key areas for the focus of collaborative action:

- Strengthen the collective leadership and governance
- Make sure that real-time data and current evidence is used by the partnerships to drive interventions for those in greatest need
- Develop new, integrated pathways to ensure that young people, especially those at greatest risk, can access the information, support, and services that they need
- Ensure that the implementation of the Tayside Strategy for Parents meets the specific needs of young parents and is fully aligned to the recommendations in the PPYP strategy.



## Parenting

The Tayside Strategy for Parents provides a firm basis for joint working to meet the expressed needs of parents:

- Parents have **access** to good quality information that supports them to make informed choices, plan for and meet their family's needs
- Communities are inclusive, understanding children's needs and supporting families to thrive
- Families have access to effective services that are delivered by a skilled and confident workforce that value the role of parents
- Policies that affect family life are supportive and deliver positive outcomes.

## Child Healthy Weight

One key ambition of the Child Healthy Weight Strategy (2021-2023) is that child healthy weight is seen as a society wide issue. This ambition is supported by a call for action for strategies, including the Connected Tayside – An Emotional Health and Wellbeing Strategy for Children and Young People (2021-2023), to be aligned with one another to create an environment that supports a healthy lifestyle. Creating places where children, young people and their families are more likely to eat well, be physically active, enjoy the outdoors, reduce screen time and have a healthy weight are all aligned with supporting positive emotional health and wellbeing.

*“Share consistent messages to parents so that they know how to help and support us and make it easier to talk about things in a way everyone will understand.”*

## Vulnerable Communities

Some children and young people may be particularly vulnerable to emotional and mental health issues either because they are or feel marginalised or due to cultural differences they find it more difficult to seek or access available supports. Communities who may be more vulnerable for these reasons include those who are rurally isolated, homeless or at risk of becoming homeless, young carers, ethnic minorities, gypsy travellers, LGBT, disabled, affected by domestic abuse, offenders or those who have a parent in prison, substance users or those who live with a substance user and those who are seeking asylum or are refugees. Many support groups exist to provide targeted support for these communities. For example, The National Rural Mental Health Forum has been established to help people in rural areas maintain good mental health and wellbeing.

## Reducing Stigma and Discrimination

Where children and young people do not feel welcomed, or do not see themselves represented, it can be hard for them to open up about emotional, health and wellbeing needs or to believe they will be listened to. Differences in ethnicity, sexuality, or gender identity, for example, should not be barriers to receiving high quality services to support emotional health and wellbeing needs.

## Mental Health and Poverty

Poverty and deprivation can create intersectional disadvantage which increases the risk of emotional and mental health issues. Families may face multiple challenges of financial worries, unemployment or job uncertainty, food poverty, poor accommodation, and they may have additional caring responsibilities. For example, evidence shows there is a strong link between poor mental health and people experiencing housing problems and homelessness. Poor quality housing may also affect children and young people's wellbeing. Housing services alone cannot prevent homelessness or address housing need. Through a whole systems approach, we have significant opportunities to develop joined up policies and service provision. Work through Cost of the School Day and the Child Poverty Action Group provide opportunities to address issues of growing up in poverty.

## Substance Use

There are clear links between mental health issues and an increased vulnerability of substance use. This increased risk factor is recognised and support should consider the wider implications with an holistic view of children and young people.

Children and young people who live with a person affected by addiction may be at greater risk of developing mental and emotional wellbeing issues. Substance use is a known indicator of Adverse Childhood Experiences (ACE) and therefore should be considered through a trauma informed lens with a focus on reducing barriers to accessing support and prevention.

## Workforce

The key to ask once, get help fast is ensuring a workforce that understands emotional health and wellbeing and can offer the right support at the right time across Tayside. Our workforce strategy is to build confidence and capacity at a universal level and promote the ability to problem solve, listen, and sign-post for all health and wellbeing needs. For example, building on the CAMHS Innovation Fund training, embedding the Emotional Health and Wellbeing Toolkit in our practice, further developing the partnership with Abertay University in providing training for staff, continuing training in Nurture Principles, promoting the Trauma Informed Workforce Training Plan as well as Scottish Mental Health First Aid. The provision of Counselling Services in educational settings, as part of a continuum of support, will also enable the delivery of ask once, get help fast. Improved support at the earliest point could stem the flow of referrals to more intensive supports such as Child and Adolescent Mental Health Services.

## Educational Psychology Services

Educational Psychology Services in the three Tayside local authorities aim to improve emotional health and wellbeing outcomes for children and young people. Examples of support that Educational Psychologists across Tayside provide include the following:

- Consultation, support and advice for education staff and parents to support wellbeing for their children, young people and themselves
- Help to assess if a young person has an additional support need that is getting in the way of their emotional health and wellbeing
- Support in educational settings for some individual young people where there are concerns about their wellbeing, such as anxiety and low mood
- Workshops on coping with exam stress
- Resilience and coping skills resources for educational settings
- Support to educational settings so that they can be prepared in the event of a sudden bereavement or critical incident
- Staff training on attachment, nurture, ACE, the teenage years, relationships, behaviour, mental health and wellbeing, autism, and any other topic linked to psychology, mental health or child development
- Support educational settings to design and evaluate projects to help improve the emotional health and wellbeing of their pupils.

All educational settings in Tayside have a link educational psychologist who they can consult with to seek support and advice.



## Counselling in Schools

In line with Scottish Government guidance, Counselling in Schools services have been introduced across Tayside. Established within a school cluster management model, counselling services are available for all children and young people from age ten. Through planned implementation and ongoing evaluation, counselling is aligned to GIRFEC and local procedures, is recognised as a potential support for children and young people within the overall framework of staged intervention and is part of whole-school approaches to health and wellbeing. Counselling provides a low-level, preventative support and operates under the following principles:

- Counselling is viewed within a continuum of a resilience based approach
- Staff who know children best are fully supported in their work
- Individual counselling leads where appropriate into child/young person planning and the identification of wider supports.

Schools and their partners consider counselling as one of a range of supports that may be available to support the wellbeing of children and young people in order to ensure that the right help is sought, at the right time, from the right people. Counselling can be considered as a potential intervention for children and young people with additional support needs, whether those needs are of a health, emotional or social nature.

*“Have support in educational settings for emotional wellbeing, like counsellors.”*

## Child and Adolescent Mental Health Service (CAMHS)

Continuous improvement work on access to CAMHS, and reducing waiting times, should ensure that children, young people and their families will be provided with Specialist CAMHS Services that deliver accessible, timely, person-centred assessment and treatment. They will be directed into the most appropriate mental health pathway, which pays particular attention to vulnerable children e.g. looked after children. Improvement work on access should also consider design of partner services and referral pathways, to reduce patterns of inappropriate referrals.

## Transitions

The transition from children’s mental health services into adult mental health services can often be challenging for young people. Both children’s and adult services need to co-operate to make this transition as seamless as possible. Smooth transitions between services are also part of achieving joined-up/connected and accessible services.



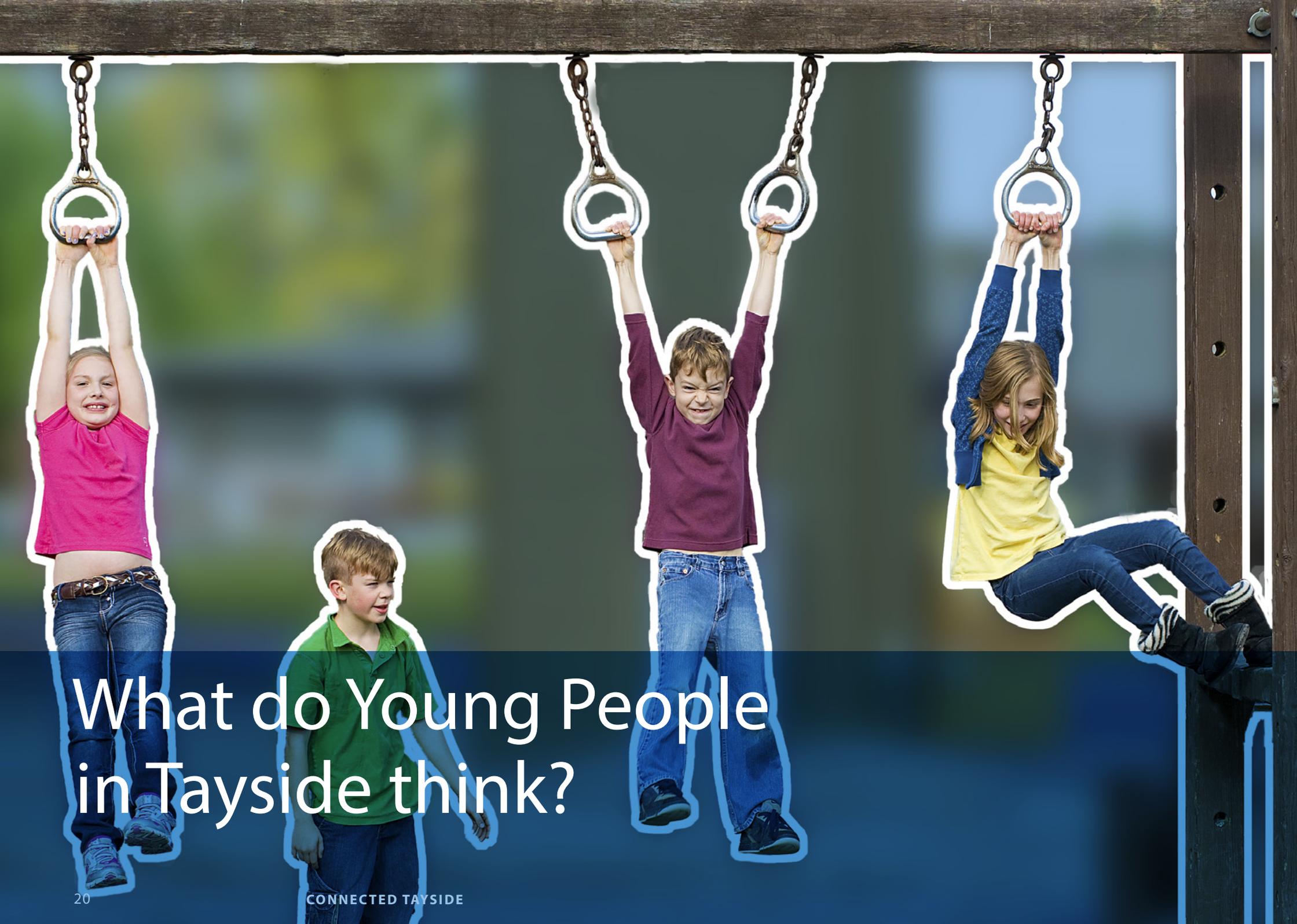
## Digital World

There is a recognition of the digital world that young people live in and how this can support and/or have a positive or negative impact on their mental and emotional wellbeing. Through the implementation of this strategy it is important that children and young people are supported to make positive choices and encouraged to access safe, reputable digital resources and services.

## The Third Sector

The Third Sector plays an important role in supporting people, providing services, developing research, and policy. The role the Third Sector plays within communities to link action with local strategic planning, and national policy development and legislation is crucial. The strategy will help build capacity in local areas for effective partnerships between Third Sector bodies and public authorities. It will aid continuing development of recovery-oriented services.





# What do Young People in Tayside think?

## Children and young people are at the heart of this strategy and have played a key role in developing the focus and direction of the work.

A group of pupils from secondary schools across Tayside participated in workshops to share their views on a range of issues in relation to Mental and Emotional Wellbeing including: current issues, the support in place, barriers to this support, and what we can do differently to make things better.

The feedback from these sessions has informed our strategy. Ongoing consultation with children and young people across Tayside continues to inform strategy and implementation.



**“Self-help is important - talk to friends; learn strategies in PSE.”**

**“Having someone to trust will make it easier to open up.”**

**“It can sometimes be difficult to find a space you can speak to people in private when you don’t want other people to know. It can be obvious you need help if people see you speaking to a Guidance teacher.”**

**“The charter means a lot to me. It means appropriate help and reactions to mental health crisis.”**

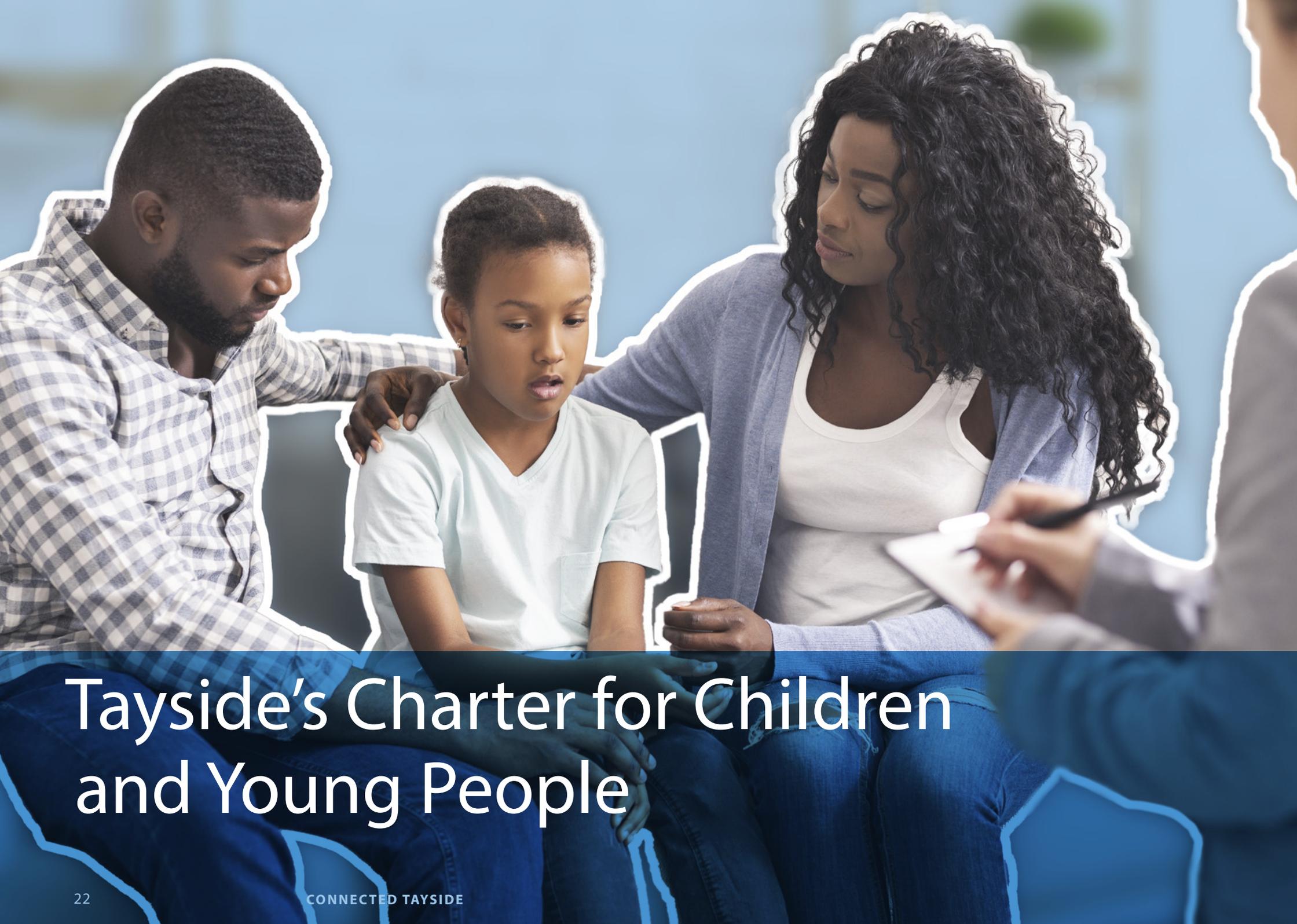
**“Good relationships with your family are important but it can be hard if they have things going on and you don’t want to add to their stress and make them worry.”**

**“I wouldn’t have to be embarrassed about having problems with my mental health. You will be able to ask for help when you need it.”**

**“More LGBT information for parents would be good.”**

**“Have more Mental Health First Aiders in school to talk to would help and make it less obvious you were asking for support.”**





# Tayside's Charter for Children and Young People





# Evaluation and Review

The following reflective questions should be used by all stakeholders to evaluate and review how they implement this strategy across their organisation in conjunction with the evaluation framework set out in Appendix 1:

How will you consult on the strategy?

How will you involve all stakeholders, including children and young people?

How are you going to implement this strategy?

How will you share the strategy across your organisation?

What difference will implementing the strategy make in your setting/context?

How will you evidence progress against the outcome measures?

To successfully put this strategy into action we require to take collective responsibility for thinking creatively about how we need to act and work differently to improve the mental and physical health, wellbeing and resilience of children and young people through early advice, support and education.

Implementation of this strategy can be supported by the '[Emotional Health and Wellbeing for Children and Young People – A toolkit for staff](#)'. This toolkit is a valuable and accessible resource for all universal staff in supporting children and young people's emotional health and wellbeing. It aims to raise awareness of emotional health and wellbeing and the importance of prioritising early intervention, highlighting the role all staff can play in promoting this with the children and young people they work with.



# Appendix

## I need trusting and positive relationships to promote my emotional health and wellbeing and develop my resilience



What will be better?	How will we know?	Examples of Evidence and Data
Children and young people have good emotional health and wellbeing and are resilient	Increased number of children and young people reporting improved sense of autonomy, agency and resilience	Glasgow Motivation and Wellbeing profile (or similar) Self-Perceived Quality of Life or Belongingness Scales For further examples of measurement tools see Child Outcome Research Consortium ( <a href="http://CORC.uk.net">CORC.uk.net</a> )
	Evidence improvement by using How Good Is Our Suite of Resources 4 - QI 3.1 challenge questions	School self-evaluations Local Authority evaluations
Children and young people have a positive relationship with, and can trust at least one adult	Children and young people report a positive relationship with at least one trusted adult	Health and Wellbeing Census
	Staff feel that relationships with children and young people are positive and improving	Practitioner survey and feedback

### Actions Required

**Promote respectful relationships through the Health and Wellbeing curriculum, relationships and anti-bullying policies, whole school interventions, for example, nurture, relational and restorative approaches, rights based learning etc.**

**Promote prevention and early intervention through universal curricular approaches, universal and targeted health services, community activities and partnership working**

**Promote positive mental health and strategies to cope with mental health issues**

### Lead Service/partner Example: My Town youth group

Activity/Input	Timescale	Progress	Evidence/Outcome
Example: To engage with the Emotional Wellbeing Toolkit	Aug 21->	All staff/volunteers attend Tayside CLPL for Toolkit Dialogue about how Toolkit can most effectively be used in our setting – informing planning for next steps	Staff/volunteers feel confident using the Toolkit with children and young people Staff/volunteers familiar with Notice-Ask-Know (NAK) and use it in conversations with children and young people Staff/volunteers report using NAK

# I want there to be reduced stigma about mental health issues so that I can ask for help when I need it



What will be better?	How will we know?	Examples of Evidence and Data
Children and young people can talk about emotional wellbeing and mental health with their peers and with adults	Improvement in Children and Young People 'comfort' levels in discussing Emotional Health and Wellbeing (EHWB)	Health and Wellbeing Census Qualitative feedback from Children and Young People support service providers Qualitative feedback from school staff – practitioner survey Qualitative feedback from young people through pupil voice opportunities
	Improvement in Children and Young People 'comfort' levels in asking for help when they are concerned about their EHWB	
Children can talk about their own emotional and mental health and wellbeing issues without fear of stigma	Increase in conversations about EHWB	School self-evaluations Local Authority evaluations
	Evidence improvement by using How Good Is Our Suite of Resources 4 - QI 3.1 challenge questions	
	Staff report reduction in stigma around Mental Health	Practitioner Survey
	Increased use of supporting services	Children and Young People services participation data

## Actions Required

**Through the Health and Wellbeing curriculum specifically promote an openness to the discussion of emotional health and wellbeing and raise awareness of the mental health continuum**

**Promote a wider understanding of the range of responses to challenges and adversities**

## Lead Service/partner Example: My Town High School/Public Health Team

Activity/Input	Timescale	Progress	Evidence/Outcome
Example: Implement 'Tay Thrive' resource from Public Health in school	Aug 21->	All young people engage with the programme Tay Thrive All young people create an individual mental health toolkit with a range of individual support strategies	Young People use their mental health toolkit with confidence drawing upon strategies when required Young People are more willing to discuss mental wellbeing with staff and partners Normalise responses to mood fluctuations

# I need to know where to go for help and support when I need it most



What will be better?	How will we know?	Examples of Evidence and Data
Children and Young People have easy and quick access to information and a range of supports and services	Children and Young People know where to go for information and support	Health and Wellbeing Census
Children and Young People access supporting services at an earlier stage and get the support they need (preventing the need for more targeted interventions)	Children and Young People have the confidence to seek this support Services report increased access to support for Children and Young People at earlier stages	Health and Wellbeing Census Children and Young People services participation data

## Actions Required

**Raise awareness of supports and services available for children and young people across Tayside**

**Provide up-to-date and accessible signposting to these supports and services**

## Lead Service/partner Example: My Town online support service for children and young people

Activity/Input	Timescale	Progress	Evidence/Outcome
Example: Raise awareness of Cool2Talk	Aug 21->	Cool2Talk provide resources and input for educational settings/youth groups to raise awareness of services and how to access them Increased presence on social media platforms to engage directly with young people Partner with other local support services to work together	Young people have an increased awareness of the service-survey Increased traffic on website Increase in direct questions and enquiries on website

# I want a safe space to talk and be listened to without judgement



What will be better?	How will we know?	Examples of Evidence and Data
Practitioners understand and are confident in responding to children and young people's emotional health and wellbeing issues	<p>Practitioners engage with Emotional Health and Wellbeing for children and young people: A toolkit for all staff</p> <p>Practitioners develop a greater awareness of Trauma informed practice</p> <p>Practitioners report increased understanding and confidence in responding to Emotional Health and Wellbeing issues</p>	<p>Data and follow up surveys from staff development opportunities</p> <p>Practitioner survey</p>
Children and young people can access a safe space to talk	<p>Children and young people report ability to access confidential space</p> <p>Children and young people will report feeling listened to and understood</p>	<p>Health and Wellbeing Census</p> <p>Counselling in Educational settings reporting data</p> <p>Children and young people services data</p>

## Actions Required

**Ensure school, community and clinical settings are welcoming, friendly and trauma sensitive environments**

**Establish protocols for children and young people to access safe spaces and/or someone they can talk to**

## Lead Service/partner Example: My Town Community Group

Activity/Input	Timescale	Progress	Evidence/Outcome
Example: Staff access the NHS Education for Scotland National trauma training programme and resources	Aug 21->	<p>Trauma training needs identified with reference to the Trauma Framework</p> <p>Environmental audits and improvements carried out through trauma sensitive lens</p>	<p>Staff surveyed report being more trauma aware and responsive</p> <p>Children and young people utilise designated confidential safe spaces</p> <p>Service evaluations evidence that children and young people report feeling listened to</p>

# I want my teachers to understand mental health issues and know how to help me when I need it



What will be better?	How will we know?	Examples of Evidence and Data
Children and young people feel supported by their educational setting and wider community learning and development services	Practitioner engage with Emotional Health and Wellbeing for Children and Young People - A toolkit for staff Improvement in Children and Young People's satisfaction with the support they receive	Health and Wellbeing Census Surveys with range of groups
All practitioners are aware of the Emotional Health and Wellbeing pathways to support in Tayside	Awareness of pathways evidenced and increasing	Practitioner Survey
Children and young people access the right service at the right time	Increased awareness of staged intervention approach Services feedback that Children and Young People are increasingly referred appropriately and timeously	Child and Adolescent Mental Health Service (CAMHS) report on referrals Counselling in Educational settings provider feedback on referrals Other relevant services feedback on referrals

## Actions Required

- Promote better knowledge and understanding of mental health issues and increase staff confidence and consistency in responding appropriately**
- Provide professional learning for all practitioners in recognising mental health issues in young people through Abertay University**
- Promote understanding of pathways to support through the Emotional Health and Wellbeing Toolkit**
- Increase awareness of staged intervention approach**
- Provide guidance on appropriate referrals when specialist services needed**

## Lead Service/partner Example: My Town Community Group

Activity/Input	Timescale	Progress	Evidence/Outcome
Example: Staff undergo training on mental health toolkit and services available. Mental Health a Focus on School Improvement and COVID recovery plan	Aug 21->	All staff aware of procedures in school for raising concerns/referrals Awareness raising in assemblies and classrooms to reduce stigma and highlight supports on offer Key personnel identified within school as contacts for more detailed service/information Counselling in educational settings embedded as part of the offer	Posters throughout school Regular awareness raising sessions lessons not just PSE/assemblies Contact easily accessible in school Counselling feedback and evaluation Engagement with other providers for support

# I want there to be more Mental Health First Aiders and Counsellors in educational settings to talk to



What will be better?	How will we know?	Examples of Evidence and Data
All children and young people can access Mental Health First Aid when they need it	<p>Increased numbers of trained Mental Health First Aiders</p> <p>Increased numbers of Mental Health First Aid Trainers across Tayside</p>	<p>Data from trainers</p> <p>Data from Local Authorities</p> <p>Data from partner services</p> <p>Health and Wellbeing Census</p>
Counselling is available (for children 10 years and older) in educational settings across Tayside	<p>Counselling available in all educational settings</p> <p>Positive outcomes evidenced for Children and Young People engaging in counselling</p>	<p>Counselling in Educational settings data</p> <p>Counselling in Educational settings provider data</p>

## Actions Required

**Improve the range of supports available in educational settings**

**Increase access to Counselling services in educational settings**

**Provide further training in Mental Health First Aid for teachers and pupils**

**Provide more 'train the trainer' programmes in Mental Health First Aid**

## Lead Service/partner Example: My Town Community Group

Activity/Input	Timescale	Progress	Evidence/Outcome
Example: Access to/delivery of mental health first aid training	Aug 21->	<p>Training dates agreed (staged approach)</p> <p>Mental health first aiders identified</p>	<p>Number of mental health first aid training places offered/accepted/completed</p> <p>Number of young people accessing mental health first aid</p>

## I want better local information for my parents/carers so that they know how best to help and support me



What will be better?	How will we know?	Examples of Evidence and Data
Parents and carers will have a greater awareness of the mental health continuum and support strategies	<p>Increase in parent/carer confidence to support children and young people</p> <p>Increase in children and young people's confidence to access support from parents</p>	<p>Parent Survey</p> <p>Health and Wellbeing Census</p>
Parents and carers can easily access information and universal or targeted supports for their child	<p>Parents and carers feedback on available information and supports</p> <p>Increase in access to support</p>	<p>Parent Survey</p> <p>Service Providers self-evaluation data</p> <p>Child and Adolescent Mental Health Service (CAMHS) website traffic</p>

### Actions Required

**Raise parents and carers awareness about mental health in children and young people**

**Provide accessible information to parents/carers on universal and targeted supports available across Tayside**

### Lead Service/partner Example: My Town High School

Activity/Input	Timescale	Progress	Evidence/Outcome
Example: Review materials and social media/website available for parents/carers. Hold an online session for parents/carers, engaging with local services, Educational Psychologist to give guidance on how to support children and young people	Aug 21->	<p>Materials updated and posted on social media and issued to parent group</p> <p>Seminar held, x number of parents attending, x services attending, topics discussed</p>	Through parent survey, an increase in parents reporting that they are more aware of support available and how to engage in these services

# I want you to recognise my differences and actively reduce any barriers I may face to accessing services and support



What will be better?	How will we know?	Examples of Evidence and Data
All children and young people will feel represented	Increase in engagement from under-represented groups Any barriers to accessing support will be identified and addressed	Feedback from support organisations e.g. Young carers, LGBT Youth Scotland etc... Feedback from young people
Services and staff will have access to professional development to develop a greater understanding of groups with specific barriers and needs	Engagement with professional learning materials Services and staff will understand that there are additional barriers and vulnerabilities of children and young people in specific groups Barriers to access identified and support put in place to reduce barriers	Greater number of staff engaging with professional learning materials and with support organisations Greater number of children and young people accessing services

## Actions Required

**Consult with a wide range of children and young people with a specific focus on under-represented**

**Reduce barriers to access**

**Ensure any support offered is easily accessible and visible for all**

## Lead Service/partner Example: My Town cluster educational settings and partner organisations

Activity/Input	Timescale	Progress	Evidence/Outcome
Example: School cluster work together to develop a consistent approach to reduce barriers to accessing support	Aug 21->	Third Sector organisation provides support to local educational settings to share understanding of increased vulnerabilities of their service users, barriers to accessing support and suggestions of how to reduce barriers	Data of professional learning undertaken by staff Changes to policies and practice Vulnerable groups accessing more support Feedback from children and young people to evidence how they feel any changes have impacted them

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