School aged years 5-19

High Impact Area 1: Resilience and emotional wellbeing
About Public Health England

Public Health England exists to protect and improve the nation’s health and wellbeing, and reduce health inequalities. It does this through world-class science, knowledge and intelligence, advocacy, partnerships and the delivery of specialist public health services. PHE is an operationally autonomous executive agency of the Department of Health.

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One in four people in the UK will experience a mental health problem each year (Mind, 2016). It is thought that approximately half of all lifetime mental disorders start by the mid-teens (Barnardos, 2009). In addition, 2 million young people aged between 5 and 18 in England and Wales have a parent suffering from a mental illness (The Kidstime Foundation).

There is very strong evidence that investment in promoting the emotional wellbeing and mental health of parents and children notably in the pre-school years and throughout the school aged years, can avoid health and social problems later in life. Future in Mind reinforced the need to build resilience, promote good mental health, promote prevention, early identification and co-ordinated support. Emotional well-being, good mental health and resilience are crucial to a host of social care and economic benefits – as well as supporting physical health, positive relationships, education and work and reducing the risks associated with substance misuse.

Unlocking the benefits of better health and wellbeing for all requires a sustained, systematic and concentrated effort (Confident Communities, Brighter Futures, HM Government, 2010).
The role of school nurses

Poor mental health is both a contribution to and a consequence of wider health inequalities. School Nurses, with partner agencies have a crucial role in positive mental health promotion within a family context and in creating confident communities and brighter futures for all, ensuring emotional health and wellbeing is promoted and seamless services are provided. All children have access to the universal Healthy Child Programme 5-19, which is predominantly delivered via school nursing teams. School nursing teams are well placed to identify children and young people who may require additional support such as LGBT and gender issues or who would benefit from signposting, co-working with or referrals to more specialist services such as CAMHS.

Marmot (2010) reinforces the need for a life course approach to tackling inequalities, to build resilience and wellbeing of children and young people across the social gradient. Support needs to be in place before birth and subsequent stages throughout the life of the child to ensure positive outcomes. Healthy Lives, Healthy People (2010), outlined the need to build self-esteem, confidence and resilience.

School nurses have a clear easily understood national framework on which local services can build. The school nursing 4-5-6 model sets out the four levels of service with increased reach from community action to complex needs, five universal health reviews for all children and the six high impact areas where school nurses have the greatest impact on child and family health and wellbeing.

This can be achieved by:

- Recognising the importance of good relationships with family, friends and others is paramount in building resilience
- Recognising that parental wellbeing can affect the child’s emotional health and wellbeing and resilience
- Ensuring early identification of need and provision of evidence based family centred support
- Focussing on early intervention and early help – both in early years and at trigger points during school-aged years
- Identifying and consideration of strengths versus risk when working with families.
- Actively supporting children and young people across – providing a joint and holistic approach to support the child and family

School nurses provide a crucial interface between children, young people and families, communities and schools. School nurses have defined skills to support holistic assessment of the pupils’ health and wellbeing needs. They provide health promotion, prevention and early intervention approaches to support individual and population health needs.
The School nursing service is valued and trusted by children and young people (BYC, 2011). School nurses use a strengths based, holistic approach and work in partnership with children, young people and parents to provide individualised care which is more likely to promote behaviour change and sustain progress of health outcomes.

Access to services needs to be timely and responsive to individual and family needs. School nursing teams need to work collaboratively with other health professionals, including GPs and wider stakeholders, for example schools, youth services and social care when supporting children to become more resilient and improve their emotional wellbeing. It is important to ensure services are delivered in locations and at times that are appropriate to their needs – this may include use of validated assessment tools at home visits or community locations other than schools.

Measures of success/outcome

(Including Public Health Outcomes Framework or future Child Health Outcomes Framework measure/placeholer, interim proxy measure, measure of access and family experience)

School nurses and wider stakeholders need to demonstrate impact and evidence of improved outcomes.

This can be achieved by using the local measures:

**Access:**
- number of children with emotional health and wellbeing issues who have access to the school nursing service
- number of children and young people accessing a school nurse
- number of children and young people who show improved mental health following interventions by school nurse
- number of referrals to specialist services
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Effective delivery:

- local CAMHS/multi-agency pathways in place. Measurable improvements in children and young people’s emotional wellbeing

Outcomes:

- Patient Reported Outcome Measures [PROM] e.g. Children and young people report that they are more able to cope, are less anxious, have strategies to use and know how to access help
- 1.03 Pupil absence indicator
- 1.04 First time entrant to youth justice system
- 1.05 16-18 year olds not in education employment or training
- 2.08 Emotional wellbeing of looked after children

Troubled families outcomes data:

- all school age children in every family for whom significant and sustained progress is claimed must be receiving a suitable education. This should include ensuring all school age children attend at least 90% of possible sessions on average across three consecutive school terms. This measure has been set to be equivalent to the Department for Education’s measure of persistent absence

User experience:

- feedback from children, young people and families via the NHS Friends and Family Test, You’re Welcome accreditation and local service surveys

Other measures can be developed locally and could include local pathways and partnership approaches to supporting vulnerable children and young people, for example use of validated assessment tools, referrals to young carers groups, engagement of previously non-compliant vulnerable children and young people with services e.g. school counselling services.

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Connection with other policy areas and interfaces

(How does it fit/support wider 5-19 work)

The high impact area documents have been developed to support delivery of the Healthy Child Programme and 5-19 agenda, and also to highlight the link with a number of other interconnecting policy areas e.g. early intervention, health inequalities, troubled families, vulnerable children and social/criminal justice. The importance of effective outcomes relies on strong partnership working between all health partners (primary and secondary), local authority partners including early years partners, and third sector (voluntary) partners.

- Early intervention
- Mental health (Future in Mind)
- Focus on multi-agency, place-based working
- Troubled Families Agenda
- Vulnerable Child priorities
- Chief Medical Officer’s Annual Report
- You’re Welcome Quality Criteria

How will we get there?

System levers

- Public Health Outcomes Framework indicator reported and benchmarked by Public Health England and local authority
- Revised Commissioning guidance (PHE) service specification 0-19 and High Impact Areas and delivery of the Healthy Child Programme Information sharing agreements in place across all agencies
- Integrated commissioning of services
- Partnerships working with schools to support integrated planning, delivery, monitoring and review
- Information sharing from Joint Strategic Needs Assessment (JSNA) (including health data and information about families and communities) to identify and respond to joint priorities

Improvement

- Improved accessibility for vulnerable groups
- Integrated IT systems and information sharing across agencies
- Development and use of integrated multi-agency pathways
- Systematic collection of user experience e.g. NHS Friends and Family Test and You’re Welcome to inform action
- Increased use of evidence-based interventions and links to other early years performance indicators
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- Improved partnership working e.g. schools, GPs, children and young people
- Consistent information for children, young people, parents and carers
- Place measure completed
- Early identification of strengths and risk
- Improved engagement of children and young people

**Professional/Partnership Mobilisation**

- Multi-agency training and supervision to identify strengths and risk factors and early signs of health and wellbeing issues
- Multi-agency training in approach for discussion with children and young people
- Multi-agency training in evidence based early intervention and safeguarding practices
- Effective delivery of universal prevention and early intervention programmes
- Improved understanding of data within the Joint Strategic Needs Assessment and at the local Health and Health and Wellbeing Board

- Integrated working of school nursing services with existing Local Authority arrangements to provide a holistic/joined up and improved service for young children, parents and families. This includes effective joint working with specialist substance misuse services
- Identification of skills and competence to inform integrated working, workforce development and skill mix
- Increased integration and working with schools to offer range of services/activities to promote health and wellbeing
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Associated Guidance and Tools
(including pathways)

General
Getting it right for children, young people and families: Maximising the contribution of the school nursing team: Vision and call to action, Department of Health, 2012
An RCN toolkit for school nurses: Developing your practice to support children and young people in educational settings, Royal College of Nursing, 2014
Safeguarding children and young people – every nurse’s responsibility: RCN guidance for nursing staff, Royal College of Nursing, 2014
Strengths and Difficulties Questionnaire, accessed April 2016
Wave Trust, accessed April 2016
Incredible Years, accessed April 2016
Rise Above, accessed May 2016

Lifestyle

Mental Health
Future in mind: Promoting, protecting and improving our children and young people’s mental health and wellbeing, Department of Health, 2015
Young Minds, accessed April 2016
Step 2 (CAMHS), Hertfordshire Community NHS Trust, accessed April 2016
The Brain Box, accessed April 2016
Mental health and behaviour in schools: Departmental advice for school staff, Department for Education, 2016
Solihull approach, accessed April 2016
No Health Without Mental Health, HM Government, 2011
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Time to Change, accessed April 2016
Delivering race equality in mental health care: an action plan for reform inside and outside services and the Government’s response to the independent inquiry into the death of David Bennett, Department of Health, 2005
Tackling the health and mental health effects of domestic and sexual violence and abuse, Department of Health, Home Office, National Institute of Mental Health in England and Care Services Improvement Partnership, 2006
Confident Communities, Brighter Futures: A framework for developing well-being, HM Government, 2010
Mental Health First Aid England, Youth, accessed April 2016
Mental health, resilience and inequalities, World Health Organisation Europe, 2009
Five ways to wellbeing: New applications, new ways of thinking, National Mental Health Development Unit and New Economics Foundation, 2011
Preventing suicide in England: One Year on: First report on the cross government outcomes strategy to save lives, Department of Health, 2014


NICE Guidance
Self harm: The short term physical and psychological management and secondary prevention of self-harm in primary and secondary care, NICE, 2004
Depression in children and young people: identification and management in primary, community and secondary care, NICE, 2005
Social anxiety disorder: recognition, assessment and treatment of social anxiety disorder, NICE, 2013
Attention deficit hyperactivity disorder: Diagnosis and management of ADHD in children, young people and adults, NICE, 2008
Social and emotional wellbeing: early years, NICE, 2012
Health and wellbeing of looked-after children and young people, NICE, 2013