

Still concerned.....?

How do you support a child or young person (CYP) where **anxiety persists** or **appears more significant/concerning?**

Introductions



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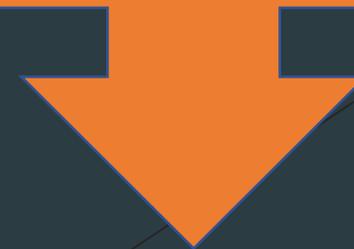
BaNES CAMHS



When do we decide things are more serious?



Let's see what things to look out for that might indicate a young person's anxiety may be something more serious....



Potential signs of anxiety

- Avoidance of things, places or people (school, lessons, other pupils)
- Perfectionism (taking excessive time over homework, frequent checking)
- Excessive clinginess (difficulty separating from parents/other pupil/staff)
- Poor memory and concentration
- Anger, restlessness, irritability

Potential signs of anxiety continued

- Excessive pessimism and negative thinking:
 - Frequently imagining the worst
 - Exaggerating the negatives
- Rigidity and inflexibility
- Reassurance seeking
- Excessive concerns around germs, becoming ill etc
- Excessive handwashing

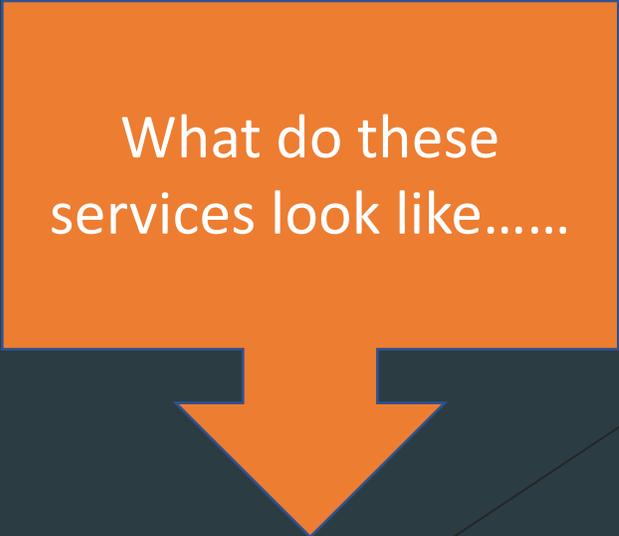
Potential signs of anxiety continued

- Constant worry about future (or past) events
- Physical complaints such as stomach or head aches, fatigue
- Changes to eating habits /patterns
- **Self-harm** (cutting/burning their skin; punching or hitting themselves; poisoning themselves with tablets or toxic chemicals; misusing alcohol or drugs; deliberately starving themselves or binge eating; excessively exercising)

Options for initial support

- Pastoral Support
- Counselling
- School Nurses
- Educational Psychologists (particularly for SEN)

What do these services look like.....



Pastoral Support/
Mental Health Lead

Universal Support

Local Authority Guidance Document – Trauma Informed Approach

Counselling

School Nurse Service

- Supporting whole school approach to identified health needs
- Initial holistic assessment of health needs and priority setting with individual young people
-

Where there is significant concern or identified mental health difficulty

If you have concerns regarding the wellbeing of staff member/s

If you have ongoing concerns regarding an individual young person or group

Inclusion Teams

EPS, BSS, SSENS

- SENCO Support
- Surgery for teaching staff
- Individual CYP consultations
- Staff wellbeing support
- Training

Mental Health Support Teams or CAMHS Hub practitioners

- 1:1 or group work
- CYP and /or parents
- Staff support

CAMHS

(Emerging concerns or existing mental health difficulties)

- CAMHS Pre-referral consultation
- CAMHS online referral pathway

Educational Psychology

Anticipating the challenges for students returning to school, the BaNES Educational Psychology service developed resources to support schools to manage the transition in a positive and psychologically informed way...

LINK TO RESOURCES: E.g. One-minute guide

(Found in the Rainbow Resources)

Bath & North East Somerset Council

Bath and North East Somerset Educational Psychology Service

One Minute Guide – Supporting Educational Settings During and Post the Covid-19 Pandemic

Purpose

The purpose of the One Minute Guide is to provide an overview of useful considerations and resources for educational setting staff when planning and responding to emerging needs during and post the Covid-19 pandemic. The information is grouped under the following headings – key local resource pages, educational setting staff, children and young people, parent / carers, transitions back into educational settings and loss and bereavement.

Key considerations

The Covid-19 pandemic has had, and will continue to have, an impact on all aspects of

Anxiety problems – the importance of intervention

- Early detection and early intervention/support is important (a significant proportion continue to have a problem for several years, into adulthood)
- Associated with significant social and academic problems (making fewer friends, failing to try new things, underachieving at school)
- A risk for other serious mental and emotional problems and poor physical health (later depression, substance misuse etc.)

How can school staff support people with anxiety

- Help them learn to recognize and manage the physical symptoms of anxiety, using simple calming techniques
- Reflect the importance of not avoiding a feared situation
- Problem solve with the young person and offer additional support (check in, liaison with parents/teachers)
- Direct CYP to self-help resources

Support within the school

The screenshot shows a website interface for CAMHS (Child and Adolescent Mental Health Services). It features a blue header with the text 'our CAMHS'. Below this is a green box titled 'Self-help resources' which contains the text: 'These resources consist of explanatory videos, accompanying worksheets and an information booklet that you can download.' A blue button labeled 'Use resources now' is positioned below the text. To the left of the green box, there is a section titled 'News' with the text 'of our website or know! We'd love to now'. To the right of the green box, there is a section titled 'Follow us' with the text 'We're on social media. Yay!' and icons for Facebook, Twitter, and YouTube. At the bottom right of the page, there is a logo for 'NHS Oxford Health NHS Foundation Trust' with the text 'Our CAMHS Services are hosted by:' above it.

How can school staff support people with anxiety continued

- Signposting - Off the Record, Kooth.com, Childline, YoungMinds, Harmless
- Useful apps - mindshift, breathe, headspace, calmharm, Calm, Smiling Mind



How can school staff support people with anxiety continued

- BaNES specific RESOURCES, e.g.:

- ✓ BaNES Educational Psychology Services - One Minute Guide
- ✓ FACE COVID - How To Respond Effectively To The Corona Crisis

Bath & North East Somerset Council

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Search

F.A.C.E. C.O.V.I.D.

0:22 / 5:23

COVID-19

Get the latest information from the NHS about coronavirus. [LEARN MORE](#)

See more resources on Google

Mental Health Support Team

- ▶ A new team embedded in certain primary and secondary schools
- ▶ Focus on whole school approach, embedding wellbeing work into school culture alongside current support through assemblies, remote workshops and training, group work with EMHP's
- ▶ The role of the (EMHP's) is to provide **low intensity interventions** to children, young people (CYP) with '**mild to moderate**' presenting mental health issues. The CYP they will support should pose no high risk to themselves or others

Referrals:

Referrals are held by MH Leads and school nurses within the school and sent to us remotely to screen.

Some referrals will come direct from CAMHS where CYP and families do not meet a CAMHS threshold but might benefit from MHST work.



CAMHS School Hubs/Link

(secondary schools)

Termly

- ▶ Consultation and Advice
- ▶ Point of contact for general queries outside of hubs
- ▶ Liaison between school and CAMHS
- ▶ Training for staff around Mental Health and Wellbeing
- ▶ Mental Health related resources



Still concerned?

How do you know if
a young person
should be referred
to CAMHS?

When to refer...

- If you remain concerned about a young person after they have had first line intervention

AND/OR

- The young person is experiencing persistent difficulties (longer than 3 months); which are consistently and adversely impacting their functioning, ability to participate in day-to-day activities in more than one area.

Referral into CAMHS

- Ring CAMHS for pre-referral consultation
- Online ROUTINE referral
<https://secureforms.oxfordhealth.nhs.uk/camhs/BaNES.aspx>

Who can refer?

Young Person

(self-referral online/telephone)

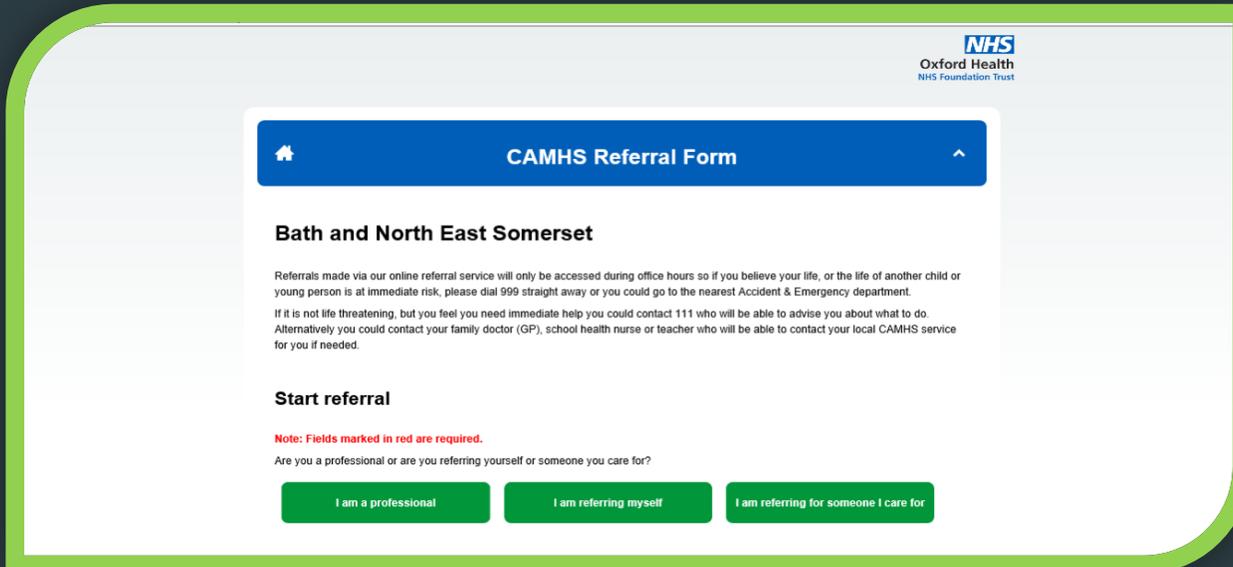
Parents/Carers

(by telephone only)

Professionals

(online)

e.g. school staff, school nurse,
GP, Social Worker, counsellor



The screenshot shows the 'CAMHS Referral Form' for Bath and North East Somerset. At the top right is the NHS Oxford Health NHS Foundation Trust logo. Below the title bar, there is a section for 'Bath and North East Somerset' with a disclaimer: 'Referrals made via our online referral service will only be accessed during office hours so if you believe your life, or the life of another child or young person is at immediate risk, please dial 999 straight away or you could go to the nearest Accident & Emergency department. If it is not life threatening, but you feel you need immediate help you could contact 111 who will be able to advise you about what to do. Alternatively you could contact your family doctor (GP), school health nurse or teacher who will be able to contact your local CAMHS service for you if needed.' Below this is a 'Start referral' section with a note: 'Note: Fields marked in red are required.' and the question 'Are you a professional or are you referring yourself or someone you care for?'. Three green buttons are provided: 'I am a professional', 'I am referring myself', and 'I am referring for someone I care for'.

Where concerns are more immediate

Urgent:

If you are concerned a young person is at risk of serious harm:

Ring CAMHS and speak to the DUTY worker for advice:

01865 903889

(9am - 5pm, Mon - Fri)



FACE COVID - How To Respond Effectively To The Corona Crisis.

In this brief animation, Dr Russ Harris, author of the international best-seller *The Happiness Trap*, illustrates how to use ACT (Acceptance and Commitment Therapy) to deal with the Corona crisis and the fear, anxiety and worry that goes with it.

<https://www.youtube.com/watch?v=BmvNCdpHUYM>

F.A.C.E. C.O.V.I.D.



Naomi.....



Oxford Health
NHS Foundation Trust

Wellbeing for Education

Wellbeing for Education is a government funded programme which aims to ensure that education staff are empowered and supported to make pupils and students' wellbeing and mental health a priority as they return to school.

The programme has been created by the *Anna Freud Centre* and will be delivered by Oxford Health CAMHS staff.

The Wellbeing for Education Training

The training will be rolled out in October 2020 for Primary and Secondary schools/colleges in B&NES and will include topics such as wellbeing, resilience, warning signs, loss and bereavement, anxiety and low mood.

The training will be 3 hours in duration spread over two sessions and will take place after school digitally.

There will be separate days for primary and secondary schools.

For those unable to attend the dates offered there will be recordings of the trainings available.

Support for schools after the training

Following the training there will be opportunities for school staff to meet with the trainers on a **fortnightly basis** until **March** to ask questions, gain more information on specific topics, ask about advice regarding any specific young people you are worried about and generally gain support in thinking about the mental health concerns children are presenting with in your schools.

The dates of these training sessions will be advertised as soon as possible.

Questions?



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