

LINK PROGRAMME 2021/2022

Information guide for wave 2 strategic leads





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1. OVERVIEW OF THE PROGRAMME

Welcome to the Link Programme. We are delighted that we will be working with you and other local leaders in education and mental health during the spring term of 2022 to identify the mental health and wellbeing support needed by children and young people in your area.

We recognise that new challenges have emerged over the last 18 months as a result of the Covid-19 pandemic. In response we have adapted the Link Programme for delivery in the 2021/22 academic year to offer increased flexibility to participating local authorities. You now have access to a range of support which you can tailor to meet the unique challenges and opportunities in your locality.



We will help you identify needs and define a clear set of goals for the programme to improve joint working between education and mental health professionals. Tailored support sessions are available to local schools and FE colleges and mental health professionals and we can help you decide the most appropriate session(s) for your locality. Regular review meetings provide an opportunity to check on progress and identify any barriers and how to overcome them.

This booklet has been written for local strategic leads to give you all the information you need to plan and deliver the programme. In addition, you will have a dedicated, named point of contact for the programme at the Anna Freud Centre who will be able to answer any questions you have and who will arrange regular check ins with you. You can contact us with your questions at any time on linkprogramme@annafreud.org.

For more information on the background to the Link Programme, please refer to the [recruitment toolkit](#). You can find information on the independent evaluation of the programme and practice examples from sites that have previously participated on [our website](#).



2. TIMELINE FOR THE PROGRAMME

As a wave 2 site your consultation meeting and tailored support sessions will be held in the spring term of 2022. The timeline below sets out the key dates and deadlines you will need to be aware of. As the strategic lead for the programme, you play a key role at each stage in communicating aims, recruiting the right stakeholders, contributing to sessions and taking actions forward. Each stage of the programme is discussed in more detail in the following sections along with your responsibilities and those of the Anna Freud Centre.

1 November 2021	School and FE college survey made available
4 October	Deadline to confirm date of consultation meeting
26 November 2021	Deadline for schools and FE colleges to complete survey
w/c 3 January 2022/one week before consultation meeting	Baseline survey sent to local stakeholders, to be completed prior to consultation meeting
3 January to 31 January 2022	Strategic consultation meeting
1 February to 31 March 2022	Tailored support sessions (maximum of three per site)
April 2022	3-month review meeting
June 2022*	6-month review meeting

3. SURVEY OF SCHOOLS AND FE COLLEGES

What: A survey of schools and FE colleges in your locality

When: The survey will be available from no later than 1 November 2021. The deadline for completion is 5pm on 26 November 2021.

Who: All schools and FE colleges in your locality

How: An email containing the link to the survey will be sent to you to forward on to schools and FE colleges

As part of the Link Programme, you have the option to survey some or all of your schools and FE colleges to provide a more comprehensive needs assessment in relation to joint working between education and mental health services. Provided there is a sufficient response rate to anonymise responses (at least 10 completed surveys), the Anna Freud Centre will analyse the results of the survey in advance of the strategic consultation meeting to inform discussions.

The survey will give you an insight into schools and FE colleges perspectives on aspects of collaborative working with mental health professionals. We are using the Expanded School Mental Health Collaboration Instrument (ESMHCI-S) (School Version; Mellin, Taylor, & Weist, 2013). The scale assesses several factors related to collaborative working, including interpersonal processes, buy-in, outreach by community agencies, school environment, and administrative support.

As a previously validated scale with strong reliability, the findings will enable you to better understand what needs to be done to prepare for coordinated and collaborative relationships between education and community mental health.

Previous work has found teachers who reported greater outreach and approach by community mental health professionals on the ESMHCI-S, greater school administrator support and higher quality interpersonal processes also reported more collaboration with community mental health providers.

Completion of the survey is not compulsory. However, we recommend you take this opportunity to gather information about needs and challenges from the unique perspective of education colleagues to inform the discussions and decisions that will take place in the strategic consultation meeting.

What you do:

- Send the survey to schools and FE colleges in your locality and encourage them to complete it

What we do:

- Provide an email with information about the survey and the link to complete it
- Be available to answer any questions about the survey via linkevaluation@annafreud.org
- Analyse the survey and provide a summary of the results to the strategic lead in advance of the consultation meeting



4. STRATEGIC CONSULTATION MEETING

What: An online meeting of up to three hours.

When: Between Monday 3 January and Monday 31 January 2022.

Who: The meeting will be facilitated by two trainers from the Anna Freud Centre and should be attended by senior figures from the local authority, Clinical Commissioning Groups (CCGs), Children and Young People's Mental Health Services (CYPMHS), public health, education psychology network, children's services, voluntary sector organisations and education leaders.

How: The meeting will be held via Zoom and will be set up by the Anna Freud Centre. Attendees will need to register at least one week in advance via a form on our website.

The Anna Freud Centre will convene and facilitate a strategic consultation meeting of key stakeholders representing the local authority, CCG, CYMPHS, public health, education psychology network, children's services, voluntary sector organisations and education leaders. Education leaders should be able to represent multiple settings, for example, senior managers from the education team at the local authority, heads of multi academy trusts or cluster leads. We would expect there to be between 10-20 attendees in total, but this is flexible and will be dependent on key stakeholders within the locality. The meeting will last for three hours and we suggest you allow a minimum of two hours.

The meeting will be structured using the CASCADE framework, which will contribute to an early audit of practice and joint working in the locality. By working through the [CASCADE framework](#), local stakeholders and Anna Freud Centre facilitators will be able to better understand and map challenges as well as strengths.

The CASCADE framework will be completed using an interactive tool on our website. As area lead, you will need to register for this tool at least one week in advance of your consultation meeting and invite attendees to participate.

A member of the Anna Freud Centre team will talk you through how to do this - the process is very simple and should only take a couple of minutes. However, it is important that you register in advance and invite attendees to complete the tool as this will ensure the consultation meeting runs smoothly.

Results of the survey of schools and FE colleges, if used, will also inform these discussions in the meeting. The area(s) of greatest need locally will be identified, and the meeting will result in agreement on three SMART goals for the programme. These goals will be regularly reviewed and monitored using the Goal Based Outcome (GBO) tool.

Following the meeting, you will be able to select up to three tailored support sessions for local education and mental health professionals. We will be able to advise you on the sessions on offer and recommend the ones most suitable for you based on the challenges and goals agreed in the meeting.

What you do:

- Confirm the date and time of your consultation meeting no later than Monday 4th October
- Send an email to local stakeholders inviting them to take part in the meeting and asking them to register in advance
- Register for the CASCADE tool at least one week in advance of your meeting and invite other meeting attendees to the tool
- Complete the baseline survey at least a week before the meeting
- Ensure the relevant stakeholders attend and contribute to the meeting
- Attend a short planning session with a member of staff from the Anna Freud Centre in advance of the meeting
- Contribute to the meeting and, alongside other attendees, agree three goals for the programme
- Complete a short feedback survey about the meeting
- Following the meeting, confirm the tailored support session(s) you would like to run

What we do:

- Suggest a date and time of your consultation meeting no later than Monday 27 September
- Provide an invite template that can be sent to attendees along with a link for them to register for the meeting
- Manage registrations and provide regular updates on who has signed up
- Provide instructions on how to register for the CASCADE tool
- Set up the Zoom meeting and sending joining instructions to registered attendees
- Set up and attend a short planning session with the strategic lead in advance of the meeting
- Provide two qualified and experienced trainers to facilitate the meeting
- Provide guidance on selecting the most relevant tailored support sessions

5.TAILORED SUPPORT SESSIONS

What: Online, interactive workshops of up to three hours

When: Between Tuesday 1 February and Thursday 31 March 2022.

Who: Education and mental health professionals from across the locality

How: Tailored support sessions will be held via Zoom and will be set up by the Anna Freud Centre. Attendees will need to register in advance via a form on our website.

Tailored support sessions are based around the CASCADE framework and will improve joint working between education and mental health professionals. The appendix gives an overview of the content and expected learning outcomes for each session. You will have the option to mix and match content from different areas of the framework to develop sessions that are unique to you.

You can choose up to three tailored support sessions, which can be delivered as:

- Large workshops of up to 50 schools and FE colleges and 20 mental health professionals
- Smaller, facilitated discussions of up to 20 education and mental health professionals
- Online learning modules that can be made available to all education and mental health professionals in the locality or targeted at specific groups.

Whilst you might have an idea of which session(s) you would like to select now, we recommend that you wait until after the consultation meeting to confirm this as your decision should be informed by the challenges identified in the meeting and your goals for the programme.

What you do:

- Confirm the dates and times of the tailored support sessions no later than Monday 4 October 2021
- Send an email to local stakeholders inviting them to take part in the tailored support session(s) and asking them to register in advance
- Ensure the relevant stakeholders attend each session and are briefed on the aims
- Attend a short planning meeting with a member of staff from the Anna Freud Centre in advance of each tailored support session
- Coordinate local area-led sections in each session e.g. arranging for a senior manager from CYPMHS to give a presentation on local referral pathways and thresholds
- Attend and contribute to each tailored support session
- Ensure actions from each session are recorded and taken forward locally
- Complete a short feedback survey immediately after each session

What we do:

- Suggest a date and time of your consultation meeting no later than Monday 27 September
- Provide an invite template that can be sent to attendees along with a link for them to register for each tailored support session
- Manage registrations and provide regular updates on who has signed up
- Set up the Zoom meeting and sending joining instructions to registered attendees
- Set up and attend a short planning session with the strategic lead in advance of each tailored support session
- Provide two qualified and experienced trainers to facilitate each session
- Provide content for all sessions and clearly indicate where local area input is required

6. REVIEW MEETINGS

What: Online meeting of 1.5 hours

When: April 2022 (three- month review) and June/July 2022 (six-month review)

Who: The stakeholders who attend the strategic consultation meeting

How: The review meetings will be held via Zoom and will be set up by the Anna Freud Centre.

The Anna Freud Centre will convene review meetings in April 2022 and March, bringing together the local stakeholders who participated in the strategic consultation meeting to review progress towards goals. Brief feedback from attendees will be sought following these meetings and progress towards goals will be reviewed and documented. These meetings will review what progress has been made, identify where challenges lie, and how they can be overcome.

What you do:

- Confirm the date and time of your review meeting no later than 17 January 2022
- Ensure the stakeholders from the strategic consultation meeting attend each review meeting
- Contribute to a review of goals

What we do:

- Suggest a date and time for your review meeting no later than 7 January 2022
- Set up the Zoom meeting and send joining instructions to attendees
- Provide a member of staff to facilitate the meeting

7.EVALUATION

Evaluation is an important part of all the work we do at the Anna Freud Centre. The Link Programme has been independently evaluated twice and we continually seek feedback from participants to inform changes to the programme. We will continue to evaluate the programme in 2021/22 and you, along with attendees at the consultation meeting and tailored support sessions, are expected to take part in this activity. This will include:



A baseline survey sent to all stakeholders participating in the strategic consultation meeting at least one week in advance of the meeting



A follow-up survey sent to the same stakeholders after completion of the tailored support sessions



A feedback survey completed by all stakeholders at the end of the strategic consultation meeting to capture feedback on helpfulness and satisfaction with the session



A feedback survey completed by all participants at the end of each tailored support session

Appendix: overview of tailored support session content

C Clarity on roles and remit and responsibility of all partners involved in supporting CYP mental health

Gold standard: Full mapping of all sources of support kept up to date and accessible with strong links between all partners.

Examples of tailored content

- Local initiatives that are underway/ planned and how settings can get involved. This includes the identification of third sector and voluntary services
- How to improve communication between schools and mental health services – referral routes and processes for sharing information. Limits to confidentiality. Additional ways that schools and CYPMHS can link in together e.g. training, sharing of resources
- Example case studies to show effective mapping of services
- Information about MHST, EMHPs and senior mental health leads
- Include current landscape of Education and Mental Health

Learning outcomes

- To know how to improve communication and processes between schools and mental health services
- To understand how information between schools and mental health services can be shared and updated
- To develop a plan with practical actions to improve knowledge of local and national initiatives, clarity of roles and responsibilities

A Agreed point of contact and role in schools/colleges and CYP MHS

Gold standard: Agreed and shared points of contact with all partners that are kept up to date if staff change.

Examples of tailored content

- Mapping of services/ outline of local support offer – directory of services.
- Identify local additional services available to schools/ FE colleges to support CYP in relation to children's holistic health and wellbeing
- How schools manage mental health related concerns and processes, e.g., the role of the senior mental health lead in schools and how they relate to the MHST

- Troubleshooting – what is working well and how to improve communication between schools and mental health services – routes and processes for sharing information
- Understanding of referral pathways and threshold
- Identify how local services will be kept up to date and identify any opportunities to link in e.g. forums. Identify key people with the responsibility to oversee this

Learning outcomes

- To understand local processes for sharing information related to CYP mental health and wellbeing
- To highlight knowledge of local processes and routes for support
- Develop a plan with practical actions to ensure shared points of contact with all partners are current and regularly updated

S

Structures to support shared planning and collaborative working

Gold standard: Steering group or partnership agreement or other structure to support sharing planning and collaborative working, embedded well with other relevant groups

Examples of tailored content

- How to establish a steering group/ forum/multi-agency meetings across education and MH. What could this look like locally, what would be the aim of these structures, how often would they meet, who would take which key responsibilities, which services need to be included in this and how will they be kept up to date?
- How to develop, operationalise and embed a whole-school approach to mental health. Which services need to be included as part of this plan?

Learning outcomes

- To know how to develop structures to support shared planning and collaborative working
- Understand how to establish a collaborative working environment which supports shared planning
- Develop a plan with practical actions to create a structured environment which will support shared planning and collaborative working



Common approach to outcome measures to support young people

Goal standard: Routine use of shared outcome measures that are routinely shared

Examples of tailored content

- Sharing of knowledge around outcome measures and best practice examples from both education and mental health settings
- Understand how to use outcome measures in an education setting
- How to select an evidence based common outcome measure for use across the locality
- How to use outcome measures for evaluation, temperature checking and targeted work
- How to measure staff wellbeing

Learning outcomes

- To know and understand what an outcome measure is, how to use them and the difference between health and education outcome measures
- To know how to select and use an appropriate outcome measure for your setting
- Understand how to use and share common outcome measures across the local area
- Develop a plan with practical actions to develop effective monitoring and measuring of outcome measures



Ability to continue to learn and draw on best practice

Gold standard: Widespread sharing of evidence-based practice with all partners that drives initiatives.

Examples of tailored content

- What is evidence-based practice?
- How to measure the success of a whole-school approach to mental health and wellbeing
- Examples of good practice across education and CYPMHS, joint training programmes, newsletters, web forums
- How to set up a community of practice
- How to improve communication between schools and mental health services – routes and processes for sharing information

Learning outcomes

- To know how to create opportunities to share evidence based practice
- Understand how knowledge of evidence-based practice can be used to improve collaborative working and drive change
- Develop practical actions to improve the knowledge and understanding of evidence-based practice locally

D

Development of integrated working to promote better access to support

Gold standard: Widespread integrated working with all partners to improve access with clear and/or rapid path to support

Examples of tailored content

- Outline of the local referral processes and thresholds from a local CYPMHS representative
- To know how to develop internal school pathways to support existing external CYPMHS pathways of support
- How to streamline the referral process by using retracted referral form examples and the 5 Ps model. To understand what models are currently used locally
- How to improve communication between schools and mental health services – routes and processes for sharing information

Learning outcomes

- To know and understand the local referral pathways and how to complete a timely and appropriate referral
- Understand how to improve existing process to ensure access for clear/ or rapid support
- To know how to develop an integrated and targeted approach for referral using a model such as, the 5Ps of formulation, Thrive or a local model
- Develop a plan with practical actions to outline the local referral process and thresholds for support

E

Evidenced-based approach to interventions

Gold standard: Clear training programme for all staff with some joint training alongside interventions

Examples of tailored content

- How to develop and implement a peer support system
- Identify what services are in place to support staff mental health. How to develop a supervision system/ reflective space for school/ college staff
- How to measure the success of a whole-school approach to mental health and wellbeing
- How to implement a pupil (or staff) wellbeing survey
- To identify any gaps in mental health knowledge in staff members and potential training offers that could support this.

Learning outcomes

- To identify a range of different evidence-based interventions in schools, including peer support and staff support
- Understand how evidence based interventions are being implemented in different services and beneficial to CYP
- Develop a clear training programme for all staff to improve shared knowledge and understanding of evidence-based interventions

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