

# Wider children's workforce mental health training programme



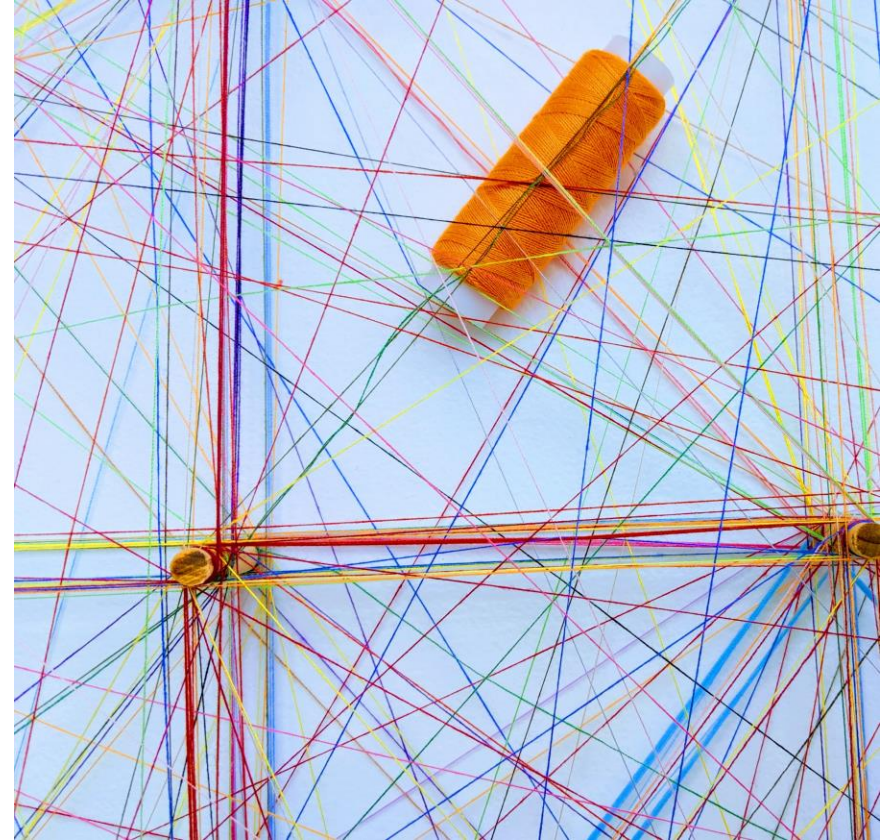
Commissioned by



England

# An overview

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AF/NCB/CWT
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unexpected request
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# Background to the project: the need

There is an urgent need to respond to the rise in **mental health need** amongst children and young people and for a more **preventative, whole systems approach** to be implemented nationally. There is currently **no mandatory mental health training** for the **7.6 million members of staff** in the wider children's workforce. When we spoke to Children's Service Leads they asked -

***We train everyone who comes into contact with children in safeguarding – why aren't we training everyone to understand emotional and mental health?***



# Our response

- A new mental health training for the wider children's workforce
- The training will help all workers who come into contact with children receive the same basic training in mental health
- The training will provide simple, practical tools for staff to feel more confident in:
  - **Understanding development and emotional wellbeing in children and identifying early signs of mental health need**
  - **Having helping conversations with children, young people and families around emotional wellbeing**
  - **How to offer helpful signposting and how and when to refer for more specialist help**
- Co-production is at the centre of this work, and we've been working closely with parents and carers, children and young people, pilot site senior leaders and the wider workforce to co-design the training

# Who are we aiming to support?

Any professional or volunteer working with children, young people, parents and carers

Those not already served by national mental health training programmes (e.g. explicitly not aimed at schools )





# Our partnership



The partners have established trust and credibility across children's services ecologies, combined with sufficient infrastructure, reach and experience to deliver national workforce training programmes.

For the pilot, 23 trainers will deliver 69 sessions.

# The pilot sites

Following the AF contact with Children's Service Leads, two areas actively asked for help to train their wider workforce.

As well as a commitment to support a pilot programme and commitment to the iThrive framework, they offered diverse contexts:

- Urban/ rural
- Deprived/ affluent
- Cultural mix



**Norfolk**  
County Council



**Portsmouth**  
CITY COUNCIL



**SOUTHAMPTON**  
CITY COUNCIL

**Phase 1:****Codesign and coproduction**

November-February

Coproduction &amp; frontline co-design of priorities/needs

Training design and trainer team

Evaluation design

**Phase 2:****Pilot testing**

March-September

Finalise training content and prepare trainers for delivery

Deliver online training

Gather evaluation feedback

**Phases 3-4:****Evaluation and planning for roll out**

October-February

Publish evaluation report

Plans for onward development in Phase 2 (subject to funding) inc., self-led eLearning module

**Phase 5:****Training launch**

From March 2024

National training launch

Finalise eLearning modules

Pilot the modules in two areas before a wider roll-out



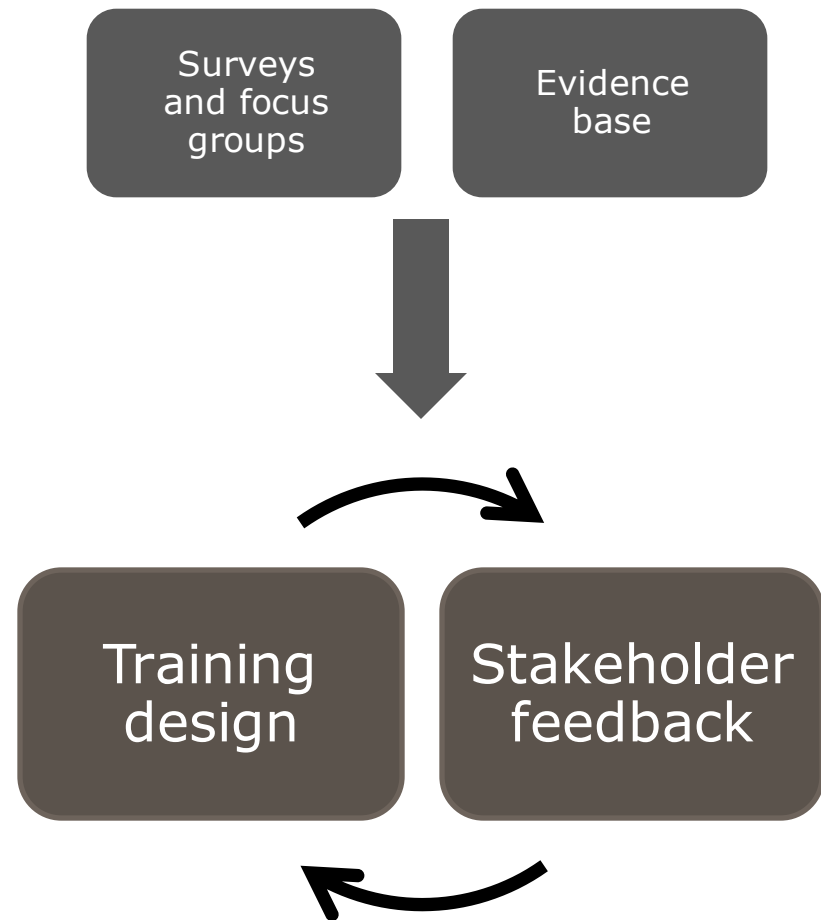
# Co-production

Training developed through an iterative process of participation and feedback

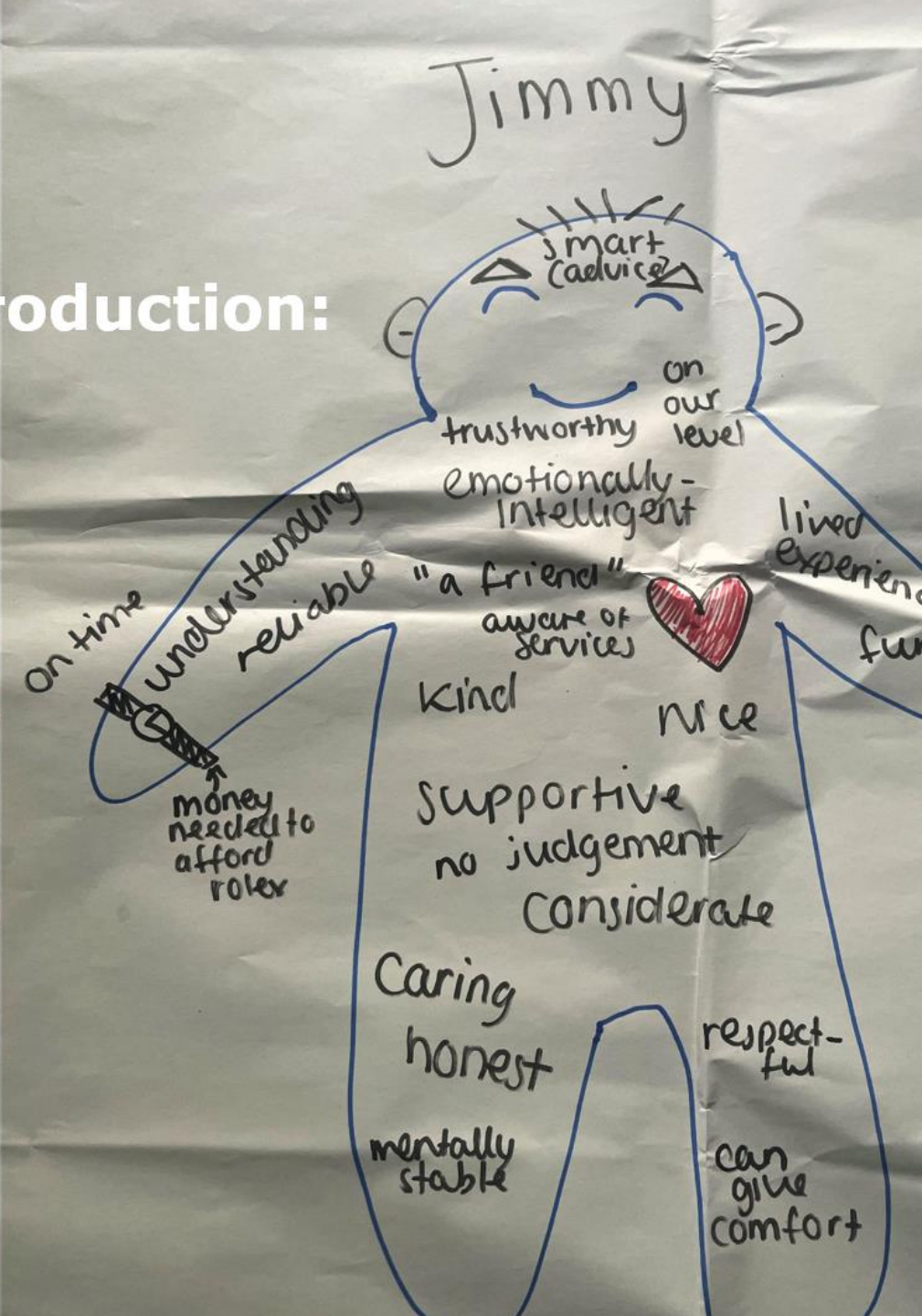
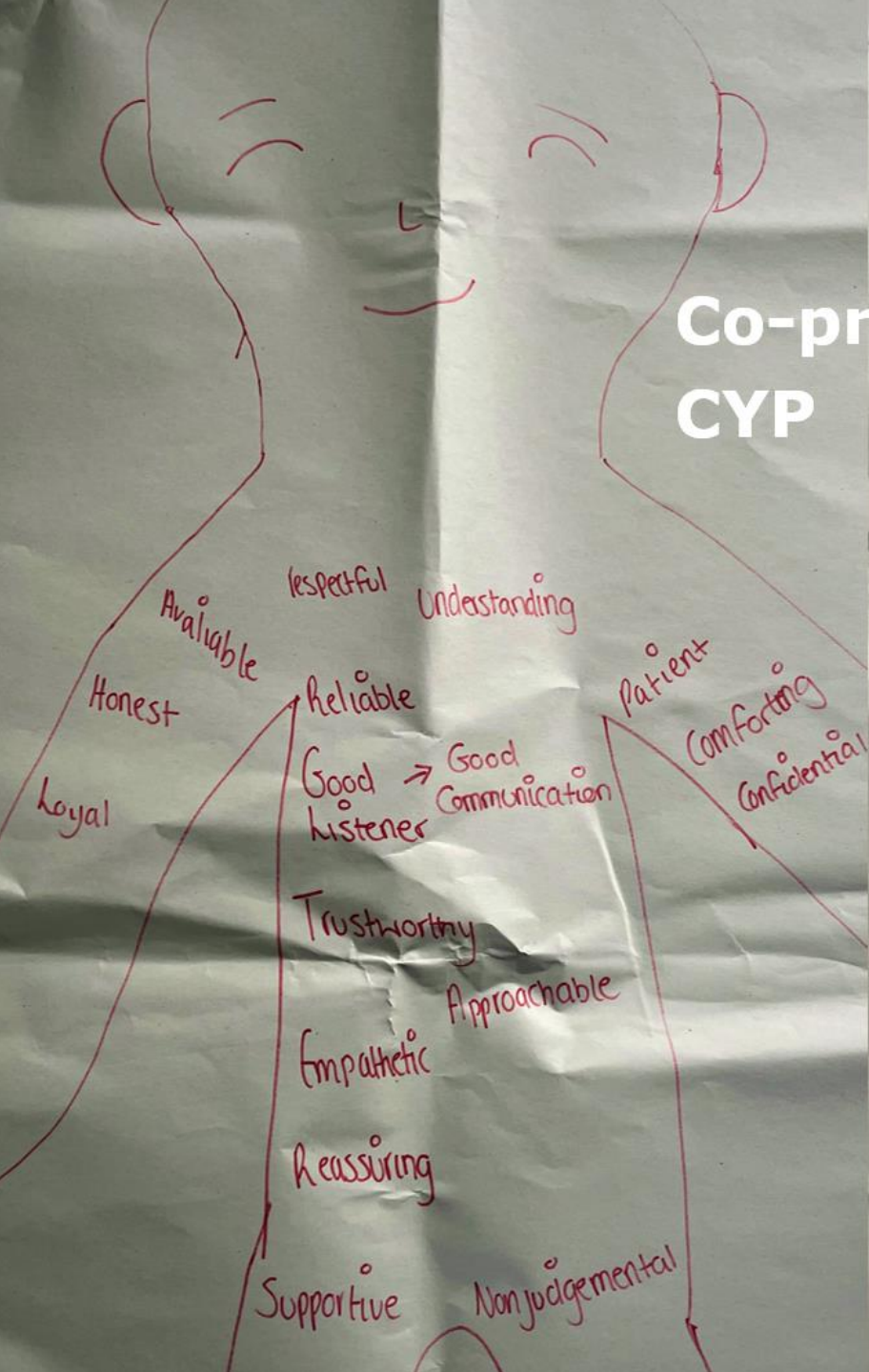
Multiple stakeholders involved surveys and workshops to learn about:

- Children, young people and families' experience of the workforce
- Workforce training needs and priorities for the training
- Worker confidence in key knowledge/ skills

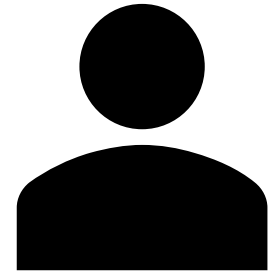
All training resources have been reviewed by EBE and professionals



# Co-production: CYP



# Co-production: parents



## 6. How did you find getting the help you needed?

<span style="color: blue;">●</span> Very easy	2
<span style="color: orange;">●</span> Somewhat easy	4
<span style="color: green;">●</span> Moderate	4
<span style="color: red;">●</span> Somewhat difficult	10
<span style="color: purple;">●</span> Very difficult	10



“I’ve had ‘do you want to talk to someone else instead?’ implying ‘I don’t know what I’m doing...you need to talk to a professional’.

It was the relationship with the person I was speaking to what was important, not what they knew/didn’t know.”



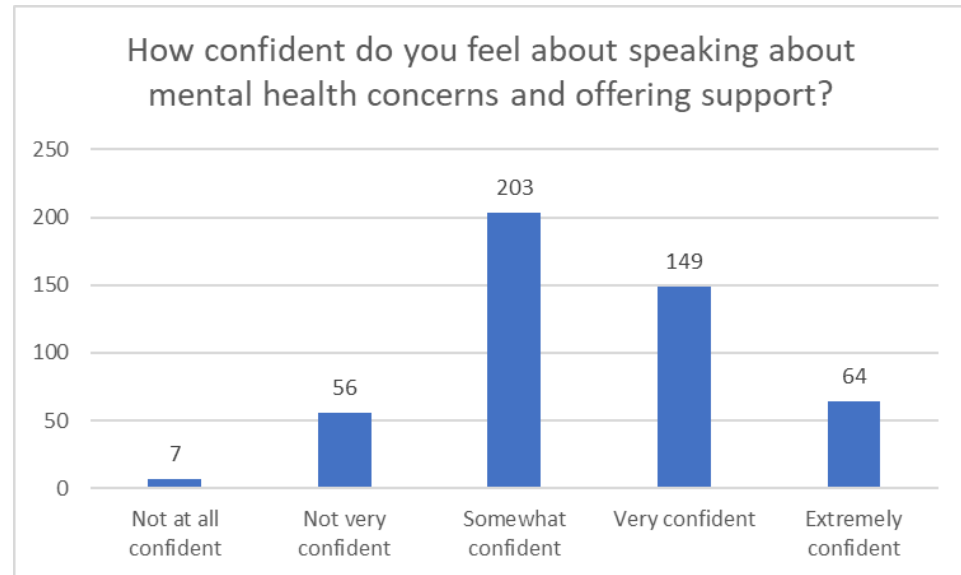
I'm worried about...

- "It's just a phase"
- "She'll grow out of it"
- "I've seen worse"
- "I don't think that's mental health"
- "You're being over-anxious"
- "You're being over-protective"
- "It'll all be ok"



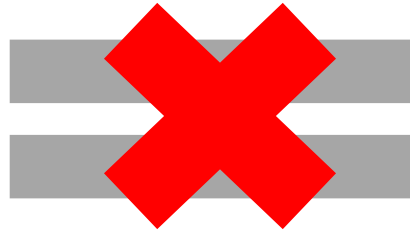
# Co-production: the workforce

- 478 responses to staff survey across pilot sites
- Quite high confidence in relation to talking about mental wellbeing with CYPF – doesn't tally with the experience of
- Main areas of concern: waiting lists (and how to support whilst waiting), insufficient support for CYPF, hopelessness



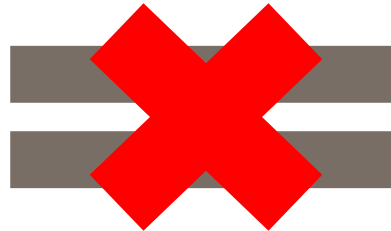
# Addressing the mismatch

"Knowing"  
what's helpful



Doing what's  
helpful

Thinking I am  
being helpful



Being  
experienced  
by others as  
helpful



# Addressing the mismatch (contd)

Why the mismatch?

1. We are aware of what is helpful and have the skills, but the context we are working in - and the impact of stress on our minds - changes our behaviour
2. With good intentions, we jump to quick fixes or advice, when CYPF are looking for listening, validation and kindness (or vice versa)

The training attends not only to **knowledge and skills**, but to remaining **attuned to what the person is asking for in the moment** and to paying attention to **what is going on in our minds** that might impact upon our helping behaviour

# The training: 3 x 2hr workshops

## Workshop 1

**Supporting positive mental health and identifying early signs of mental health challenges**

## Workshop 2

**Qualities and skills for helping conversations for children, young people and families**

## Workshop 3

**Accessing more help for child, young person or family**

# Key messages that underpin the training

- Mental health is everyone's business - we can all play a part in positively influencing children and young people's emotional and mental wellbeing
- Children and young people's emotional wellbeing can be understood and addressed by paying attention to relationships and context
- Parents and carers play a key role in supporting children and young people with their mental health
- We must meaningfully promote child, young person, parent and carer participation in our work and respect their rights
- Help needs to be adapted to each person and their unique circumstances
- We must pay attention to equity, diversity and inclusion in how we help
- Services are doing their best to respond in a context of high demand and increasing societal pressures



# Evaluation framework

## Pre- and post-training questionnaires:

- Progress against objectives relating to values, knowledge, skills and EDI
- EDI data
- Sector and role
- Training satisfaction
- Pre and post data matched so will be able to compare relationship of role/sector to outcome

## Focus groups



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# What are we learning?

- Trainers have told us materials well constructed, challenge will be the variety of staff in the virtual room both in terms of job role and expertise
- Some areas may welcome Train the Trainer model
- Mission creep - already requests for more information balanced against overload and diminishing returns  
*Mitigation – follow up signposting eg MindEd, Every Mind Matters*
- Local personalisation will require active input from new sites
- Administration has been time consuming for sites – going forwards centralise?

# Unexpected request for access – please may we seek your advice?

The training was commissioned to support the wider workforce

There is already a range of excellent programmes aimed at education colleagues

Nevertheless, one pilot site has asked to extend the invitation to colleagues based in education

In the interests of being supportive to the wishes of the pilot sites we have agreed that they may send the offer to education settings, however going forward we need to discuss with you if this is appropriate or if we should redirect



# Next steps

Complete evaluation report and assess implications

Adaptations to training content and delivery methods based on pilot learning

National roll-out & feasibility testing of alternative methods (e.g. train the trainer, peer training for YP and parents/carers)