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## **Best Practice Review and Evaluation of Whole School Approach within Mental Health Support Teams (MHSTs)**

November 2020

### **Introduction**

This document describes the rationale for undertaking a best practice review and evaluation into the Whole School Approach (WSA) element of MHSTs. It identifies a gap in current national monitoring and evaluation measures, which tend to be weighted towards clinical outcomes. It also recognises that while there is evidence of the impact of WSAs on emotional health and wellbeing, little is known at this stage about how local teams are developing the WSA element of MHSTs and what impact this might be having. The review will have as one of its outcomes the development of impact measures. This will be important in providing evidence of the effectiveness of the MHST model overall as well as adding to the overarching evidence relating to whole school interventions.

The best practice review will be led by the Kent Surrey and Sussex Academic Health Science Network (AHSN) but undertaken in partnership with the Applied Research Collaboration for Kent Surrey and Sussex. Funding for the review has been received from local areas across the South East and East of England.

### **Background**

The development of MHSTs in schools is a core component of the Government's 2017 Green Paper "Transforming Children and Young People's Mental Health Provision". The model is based on three core components:

1. Delivering evidence-based interventions in schools for mild to moderate mental health issues.
2. Supporting the senior mental health lead in each education setting to introduce or develop their whole school or college approach.
3. Giving timely advice to school and college staff, and liaising with external specialist services, to help children and young people to get the right support and stay in education.

There is a national aspiration that 20-25% of schools will be covered by a MHST.

### **Early developments**

The first year of MHST operation focuses on training and set-up, with a "Go-Live" date around 12 months later. During 2020 delays relating to Covid-19 have been experienced but teams are adapting well and continuing to function.

- 25 areas were selected as Trailblazers and 59 teams developed during academic year 2018/19. There were 4 Trailblazer areas in the South-East and 2 in the Eastern region.

- Wave 1 began in September 2019 and Wave 2 in January 2020. 57 local areas have been developing a total of 123 teams. 18 teams are in the South-East (2 of which were Trailblazer sites). 15 teams are in Eastern region.
- Waves 3 and 4 are currently recruiting and staff have begun training from November 2020. A further 14 teams in the South-East and 13 teams in Eastern region are developing Wave 3 and 4 MHSTs.

<b>Overview: MHST Teams South-East and East of England</b>				
<b>Trailblazer Sites</b>	<b>Wave 1</b>	<b>Wave 2</b>	<b>Wave 3</b>	<b>Wave 4</b>
<b>South-East</b>				
North Kent - Swale CCG and DGS CCG(2)	East Sussex (3)	Portsmouth (2)	Surrey Heartlands and Heath (3)	Southampton (2)
Berkshire West CCG (2)	Berkshire West CCG (1)	West Kent (1)	Medway (2)	Portsmouth (1)
Oxfordshire CCG (2)	Oxfordshire CCG (2)	East Kent (1)	Thanet (2)	East Berkshire (2)
Buckinghamshire CCG (2)	West Sussex (2)	Hampshire (2)		IOW (2)
	Brighton and Hove (1)	Southampton City (2)		
	East Berkshire (1)			
<b>East</b>				
Herts Valley CCG (1) East & North Herts CCG (1)	West Essex CCG (1) STP wide (Herts & West Essex) Special Schools MHST (1)			Herts Valley CCG (1) East & North Herts CCG (1)
	Bedfordshire CCG (1) Luton CCG (1) Milton Keynes (1)			Bedfordshire CCG (1)
	Southend CCG (1) Thurrock CCG (1) Colleges MHST - sitting across two CCGs but taking an			Mid Essex CCG (2) Basildon & Brentwood CCG (1)

	STP-wide approach (1)			
		Cambridgeshire & Peterborough CCG (2)		Cambridgeshire & Peterborough CCG (2)
		Norfolk & Waveney CCG (2)		Norfolk & Waveney CCG (2)
		Ipswich & East Suffolk CCG (1) West Suffolk CCG (1) North East Essex CCG (1)		Ipswich & East Suffolk CCG (1) West Suffolk (1) North East Essex CCG – Colleges MHST (1)

## Monitoring and Evaluation of MHSTs

- National quarterly reporting takes place of all MHSTs to monitor the extent to which local programmes are providing 500 clinical interventions and reaching 7/8000 children and young people with whole school approaches per MHST. Outcomes of clinical work are also measured and monitored using routine outcome measures. Local programmes provide a breakdown of the proportion of time and the range of whole school activities that have been delivered and supported.
- Quarterly reporting is used both as a monitoring and performance management tool.
- A national early evaluation of the 25 Trailblazers was commissioned and is being undertaken by the University of Birmingham, due to complete is July 2021. The evaluation is organised into 3 workstreams:
  1. Understanding the starting points and progress made
  2. In-depth research in 6 case study trailblazer areas
  3. Assessing the feasibility and considering options for the design of a longer-term impact evaluation.

## Aim:

To undertake a best practice review and evaluation to identify the added value and impact of mental health support teams (MHSTs) on the whole school approach (WSA) across the South East and East of England.

## Objectives:

- To undertake a best practice desk review of WSA work to support emotional health and wellbeing.
- To understand how WSA is being developed and rolled out as part of MHSTs across the South-East and East of England.
- To understand what measures are being used to measure impact of WSA work with MHSTs across the South-East and East of England.

- To evaluate the early impact of WSA work delivered as part of MHSTs.
- To make recommendations for future implementation, development and monitoring of WSA work within MHSTs.

## Scope

This will be a phased best practice learning review and evaluation which will focus on Trailblazers, and those MHSTs within Wave 1 and 2 across two regions (South East and East of England).

The best practice review and evaluation will take place between November 2020 and September 2021 in two distinct but related phases.

Phase 1 will include:

- A literature review of best practice WSA work to support emotional health and wellbeing.
- Collation of information about how MHST whole school approach work is developing across the South-East and East of England (this may include a survey, focus groups and a desk review).
- Collation of information as to how the impact of this early work is being measured.

Phase 2 will include:

- The evaluation of the whole school approach across MHSTs.
- The delivery of practice learning groups to disseminate learning across the South-East and East of England.
- The completion of a project report with recommendations for future WSA work within MHSTs.

The concept of this review and evaluation has been identified through conversations with system leaders including commissioners, MHST Programme Leads, academics and schools. The best practice review will achieve economies of scale in undertaking a piece of work that will have value for all areas. There is considerable appetite to deliver this programme, to benefit from the learning and practical deliverables and ensure scalability across a wider geographical area. The aim is not to duplicate the programmes of work/research being undertaken elsewhere across the system, but to help inform and work in partnership (eg National Evaluation Programme, Public Health England, DFE).

## The key deliverables and timescales

### Phase 1: (mid-November 2020 – end Feb 2021)

<b>Project Manager</b>	<b>University of Sussex</b>
Identify collective definition of whole school approach	Support the delivery and provide research governance/guidance for focus groups with key stakeholders including schools
Literature review of research into whole school approach (supported by KSS AHSN)	Define what is needed by system leaders to be of most benefit to the wider system and MHST across south of England. This will include future recommendations for based on literature review and case studies and agreed metrics/outcomes to measure impact of WSA within MHST and practice learning groups.

Identify WSA case studies/models	Deliver final report and share with system leaders, stakeholders and MHSTs
Identify the interdependencies relating to MHSTs and WSA in schools. For example, National Evaluation Team/University of Birmingham, Anna Freud, Public Health England	
Deliver focus groups with key stakeholders including schools (supported by University of Sussex)	
Collect information about how the impact of WSA work in MHS is being collected and collated.	
Co-ordinate and facilitate a 2 steering groups	

## Phase 2: (Beginning of March 2021 –end of September 2021)

Project Manager	University of Sussex
Co-ordinate and facilitate 2 steering groups	Undertake an evaluation into the impact of whole school approach in MHSTs (University of Sussex)
Oversee project and support evaluation and practice review and evaluation	Deliver practice learning groups (supported by University of Sussex)
Deliver final report in partnership with University of Sussex	Deliver final report

## Governance

Programme oversight will be provided through Kent Surrey and Sussex AHSN in collaboration with the Kent Surrey and Sussex ARC. School mental health is an ARC KSS priority within the Starting Well: CYP Mental Health Theme.

A multi-agency steering group co-ordinated by the Project Manager will be set up. This will have local, regional and national representation. The group will be responsible for providing advice to the review and oversight of the evaluation as it develops. Meetings will take place monthly

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