

File 4: Reports and internal briefings on progress towards target

1. Advice and briefing to Ministers

From: [redacted]

Sent: 08 September 2020 17:00

To: Cabinet Secretary for Health and Sport

Cc: Minister for Mental Health ; Deputy First Minister and Cabinet Secretary for Education and Skills ; [redacted]; [redacted]; [redacted]; [redacted]; zzzDL SpAds Health Hub ; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; COVID-19 Mental Health ; Director of Learning; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]

Subject: RE: Mental Health Counsellors in Schools and Community Wellbeing Centres

Hi [redacted]

The advice which we provided on 10 July sets out the current position, and confirms that there has been significant progress towards delivery of this commitment. A small number of authorities have experienced delays due to covid-19 which will mean that their services will be fully available in October, rather than September. I have attached the advice for ease of reference.

[Embedded document appended at end of file – Embedded document A – Advice to Ministers]

I am aware of press coverage in The Herald this morning. The information relating to shortages of counsellors was contained within a submission to the Committee in February, prior to the evidence session which the Committee held at that point. It therefore does not reflect the current picture, or the progress which has been made in implementation. To reassure Ministers, the British Association of Counsellors and Psychotherapists carried out a survey of members last year, which indicated sufficient numbers of counsellors already working in Scotland to meet the commitment, and the BACP provided evidence to committee in February that reflected this.

Officials were speaking to [redacted] this morning, they reported within that conversation that their members were not reporting any concerns about a lack of counsellors in Scotland – however, this is not an official [redacted] position.

Officials can discuss with COSCA further engagement with local authorities to confirm the current position, but the engagement with authorities would take around a week. So I cannot provide the update in the timescale provided.

In the meantime, the teams have prepared an FMQ note which addresses the issues raised in the Herald article today, which has been submitted.

I hope that this is helpful.

[redacted]

[redacted] : Unit Head

Support and Wellbeing Unit : The Scottish Government : Area 2-C North : Victoria Quay :
Edinburgh : EH6 6QQ

Phone [redacted]: Blackberry [redacted]

File 4: Reports and internal briefings on progress towards target

Email: [redacted]@gov.scot

I am working from home. My working hours are 8.30am until 5.30pm Monday-Thursday and 8.30am until 5pm on Friday. If you need to speak with me urgently please call [redacted]

From: [redacted] **On Behalf Of** Cabinet Secretary for Health and Sport

Sent: 08 September 2020 11:56

To: [redacted]; Minister for Mental Health; Cabinet Secretary for Health and Sport

Cc: Minister for Mental Health ; Deputy First Minister and Cabinet Secretary for Education and Skills ; [redacted]; [redacted]; [redacted]; [redacted]; zzzDL SpAds Health Hub ; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; COVID-19 Mental Health ; Director of Learning; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]

Subject: Mental Health Counsellors in Schools and Community Wellbeing Centres

[redacted],

I understand there was a brief discussion following Cabinet this morning where Ministers were looking for the most up to date numbers on Mental Health/School Counsellors and whether we are on course to meet the PFG commitment. I would therefore be extremely grateful if we could have the most up to date position by 5pm this evening however please let me know if that is going to be an issue.

Many thanks,
[redacted]

From: [redacted]

Sent: 10 July 2020 16:14

To: Deputy First Minister and Cabinet Secretary for Education and Skills; Cabinet Secretary for Health and Sport; Minister for Mental Health

Cc: [redacted]; [redacted]; [redacted]; [redacted]; zzzDL SpAds Health Hub ; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; COVID-19 Mental Health ; Director of Learning; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]

Subject: RE: Update for Cabinet Secretary - Mental Health Counsellors in Schools and Community Wellbeing Centres

Dear [redacted], [redacted] and [redacted]

Please find attached a further update on progress and next steps, and draws together recent advice

[Embedded document appended at end of file – Embedded document A – Advice to Ministers]

Thanks

[redacted]

[redacted] : Unit Head

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Support and Wellbeing Unit : The Scottish Government : Area 2-C North : Victoria Quay :
Edinburgh : EH6 6QQ
Phone [redacted]: Blackberry [redacted]
Email: [redacted]@gov.scot

From: [redacted]

Sent: 12 June 2020 15:07

To: Deputy First Minister and Cabinet Secretary for Education and Skills; Cabinet Secretary for Health and Sport; Minister for Mental Health

Cc: [redacted]; [redacted]; [redacted]; [redacted]; zzzDL SpAds Health Hub ; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; COVID-19 Mental Health ; Director of Learning; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]

Subject: RE: Update for Cabinet Secretary - Mental Health Counsellors in Schools and Community Wellbeing Centres

PS/Deputy First Minister and Cabinet Secretary for Education and Skills
PS/Cabinet Secretary for Health and Sport
PS/Minister for Mental Health

Our advice of 1 June indicated a need to engage further with education authorities to confirm “the position on where employed counsellors have been deployed by education authorities”. Officials have engaged with every education authority, supported by colleagues in mental health directorate and COSLA.

Officials have sought to understand:

- The provision currently in place (both prior to and during the covid-19 pandemic) for the support for children and young people’s mental health and wellbeing
- The status of implementation of plans for counselling through schools (due for full implementation in Sept 2020)
- Future plans for the provision of support for children and young people’s mental health and wellbeing
- How children and young people will know about the services that are available to them

Headlines

All education authorities have provision in place to support **children and young people’s mental health and wellbeing** needs currently. Approaches tend to build upon the universal and targeted provisions previously in place prior to lockdown and school closure. Many authorities also indicated significant enhancement to provision via virtual means in addition to regular contact which children and families. There was evidence in all authorities of the partnership working with third sector and other agencies to provide services, Educational Psychology services are playing a key role in providing flexible and responsive support.

Children and young people’s mental health and wellbeing (and that of their families) was recognised by every authority as a priority.

A wide range of approaches including telephone helplines, seasons for growth (bereavement programme) educational psychology support, bespoke support packages and resources, virtual and telephone counselling, advice lines, regular contacts and

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relationship maintenance, family support, links to CAMHS, youth work to draw in pupils who would not regularly attend school due to anxiety, and utilisation of guidance and support staff were utilised.

Approaches to resilience, nurture and trauma-informed approaches, Scottish Mental Health First Aid, LIAM and ASSIST were frequently and consistently mentioned.

Counselling using telephone contact and virtual means was used in almost all areas. One large counselling provider, which has been contracted by some authorities, does not provide virtual or online counselling or wellbeing support as a matter of policy – so some authorities have not been able to use this with their primary school aged population – however this has recently restarted.

On **counselling** through schools all of the education authorities have plans in place, many have accelerated the implementation of their plans in response to covid-19. Almost all of the authorities have counselling services in place, and are currently providing support to children and young people (as noted above one provider does not provide services virtually – however, services have recently restarted). 5 authorities (a collaborative of 3 and 2 individual authorities have indicated that their procurement processes had been delayed as a result of covid-19. The collaborative's procurement, which is for counsellors in addition to those already in place, has been recently restarted and implementation will be in place by end of October 2020 (1 month delay) the other authorities will also have some services in place in August. In one case services will all be in place by September, but for the other procurement will begin for the remainder of their service in August and services will be fully in place by the end of the year, this is caused by a capacity issue – this authority as a vast amount of other health and wellbeing support in place – including listening lines and CBT helplines, so children's needs for support will be met.

On **future plans**, every authority recognised the importance of supporting children and young people's mental health and wellbeing during covid-19 and as part of educational recovery. Several highlighted that mental health and wellbeing was a key strand of their educational recovery plans for which wellbeing will be a focus. There was a clear understanding of current and likely emerging need as a result of lockdown, for which key actions had been identified.

All authorities had clear plans in place for the **communication about services to children and young people**. This included ongoing contact with school staff (whilst schools are closed), telephone and text contact, promotion of services and support towards term end, during school holidays and again as we enter the blended learning model, in recognition that that will potentially cause anxiety.

I hope that this information is helpful.

[redacted]

[redacted]: Unit Head

Support and Wellbeing Unit : The Scottish Government : Area 2-C North : Victoria Quay :
Edinburgh : EH6 6QQ

Phone [redacted]: Blackberry [redacted]

Email: [redacted]@gov.scot

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From: [redacted]

Sent: 01 June 2020 17:11

To: Cabinet Secretary for Health and Sport; Deputy First Minister and Cabinet Secretary for Education and Skills; Minister for Mental Health

Cc: [redacted]; [redacted]; [redacted]; [redacted]; zzzDL SpAds Health Hub ; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; COVID-19 Mental Health ; Director of Learning; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]

Subject: RE: Update for Cabinet Secretary - Mental Health Counsellors in Schools and Community Wellbeing Centres

PS/Deputy First Minister and Cabinet Secretary for Education and Skills
PS/Cabinet Secretary for Health and Sport
PS/Minister for Mental Health

As advised in my submission of 5 May, the Association of Scottish Principal Educational Psychologists (ASPEP) issued a survey to all Principal Educational Psychologists in all 32 local authorities.

[Embedded document appended at end of file – Embedded document B – ASPEP Survey Results]

24 local authorities provided returns – Stirling, Argyll & Bute, Aberdeen, North Lanarkshire, Renfrewshire, Midlothian, Aberdeenshire, Dumfries and Galloway, Perth and Kinross, West Lothian, Edinburgh, East Lothian, East Renfrewshire, Shetland, Highland, Fife, West Dunbartonshire, Angus, Dunbartonshire, Inverclyde, South Ayrshire, Glasgow, Scottish Borders and South Lanarkshire.

The survey sought information across a number of aspects of Educational Psychologist support to children and young people, parents/carers and staff – a full report with the results of the survey is attached for information.

The survey did not include the 4 questions officials had requested, however we are able to use the information provided in the report to provide Ministers with an update on provision of mental health support for children and young people.

1. What services do you have in place to support children and young people's mental health?

Responses to Q1 (ASPEP survey) show that new resources linked to COVID have been developed and that in four authorities a specific telephone support line for children had been established.

Responses to Q5 (ASPEP survey) show that of the 23 responses to this question 100% of Education Psychologists were providing advice and consultation to young people at present. It also showed that 87% of Educational Psychologists have or are developing guidance documents and 69% developing resource / materials to support young people.

Responses to Q9 (ASPEP survey) show that other supports include joint work with partners (social work / CAMHS) and psychological first aid training for staff.

Responses to Q11 (ASPEP survey) show the support that Educational Psychologists are providing through the children and young people hubs that have been established. Predominantly (91%) of Educational Psychologists are providing advice and consultation by phone.

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Response to Q24 (ASPEP survey) show that Educational Psychologists are providing signposting to young people to other organisations for support, as well advice regarding online materials and written information, as well as direct contact via phone / video calls.

2. How many school counsellors are available to support children and young people mental health?

Responses to Q27 (ASPEP survey) show that of the 23 responses 52% (11 LAs) were providing additional supports through school counsellors, 60% (13 LAs) providing additional supports through the third sector, 52% (11 LAs) providing additional supports in collaboration with health

3. What are your future plans to continue to support children and young people's mental health?

Responses to Q6 (ASPEP survey) show that of the 23 responses 95% of Educational Psychologists are providing advice and consultation to support young people's transition back to school, as well as 91% producing guidance to support young people transition back to school

Responses to Q29 (ASPEP survey) show that of the 24 responses all are planning for the transition and recovery period, with 91% planning for vulnerable children

4. What are you doing to ensure children and young people are aware that the support on mental health is available?

Response to Q28 (ASPEP survey) show that of the 23 responses the majority of services were raising awareness through social media and direct contact from LA staff. School newsletters and online campaigns were also being utilised by Educational Psychologists.

Overall the results of the survey from ASPEP are showing that there is a considerable programme of work being undertaken to support children and young people's mental health and wellbeing, as well as that of parents/ carers and staff.

Given that the report did not provide the information sought, officials will urgently engage with education authorities directly to establish the position and will provide information to Ministers in the week beginning 8 June. Which I hope is helpful.

Thanks

[redacted]

[redacted]: Unit Head

Support and Wellbeing Unit : The Scottish Government : Area 2-C North : Victoria Quay :
Edinburgh : EH6 6QQ

Phone [redacted] : Blackberry [redacted]

Email: [redacted]@gov.scot

From: [redacted] **On Behalf Of** Cabinet Secretary for Health and Sport

Sent: 19 May 2020 09:01

To: [redacted]; Cabinet Secretary for Health and Sport; Deputy First Minister and Cabinet Secretary for Education and Skills

Cc: Minister for Public Health, Sport and Wellbeing; Minister for Mental Health ; [redacted];

[redacted]; [redacted]; [redacted]; zzzDL SpAds Health Hub ; [redacted]; [redacted]; [redacted];

File 4: Reports and internal briefings on progress towards target

[redacted]; [redacted]; [redacted]; COVID-19 Mental Health ; Director of Learning; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]

Subject: RE: Update for Cabinet Secretary - Mental Health Counsellors in Schools and Community Wellbeing Centres

[redacted],

The Cabinet Secretary has asked if there has been any update on the work highlighted below and if so, when it will be shared with Ministers. I would be most grateful if you could advise on this point as soon as practically possible.

Thanks,
[redacted]

From: [redacted]

Sent: 14 May 2020 08:22

To: Cabinet Secretary for Health and Sport; Deputy First Minister and Cabinet Secretary for Education and Skills

Cc: Minister for Public Health, Sport and Wellbeing; Minister for Mental Health; [redacted]; [redacted]; [redacted]; [redacted]; zzzDL SpAds Health Hub; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; COVID-19 Mental Health; Director of Learning; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]

Subject: RE: Update for Cabinet Secretary - Mental Health Counsellors in Schools and Community Wellbeing Centres

Hi [redacted]

Many thanks for your email. We're aware through individual correspondence with some authorities that some counsellors are being deployed onto a phone support service, however we don't have a complete picture across all authorities at present. The submission highlighted that colleagues in Education Scotland have asked the Association of Scottish Principal Educational Psychologists (ASPEP) to provide information about the supports being provided in their local authority on current mental health support for children and young people during the COVID-19 pandemic. We are hopeful that this return, when it is received, will inform the position on where employed counsellors have been deployed by education authorities. Should the information we receive from ASPEP require further clarification we will follow this up with a ASPEP, COSLA and the Association of Directors of Education in Scotland.

I hope that this is helpful

[redacted]

[redacted] : Unit Head

Support and Wellbeing Unit : The Scottish Government : Area 2-C North : Victoria Quay :
Edinburgh : EH6 6QQ

Phone [redacted] : Blackberry [redacted]

Email: [redacted]@gov.scot

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From: [redacted] **On Behalf Of** Cabinet Secretary for Health and Sport

Sent: 12 May 2020 14:41

To: [redacted]; Cabinet Secretary for Health and Sport; Deputy First Minister and Cabinet Secretary for Education and Skills

Cc: Minister for Public Health, Sport and Wellbeing; Minister for Mental Health ; [redacted]; [redacted]; [redacted]; zzzDL SpAds Health Hub ; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; COVID-19 Mental Health ; Director of Learning; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]

Subject: RE: Update for Cabinet Secretary - Mental Health Counsellors in Schools and Community Wellbeing Centres

[redacted]

The Cabinet Secretary has asked if we know where the employed counsellors have been deployed to by education authorities and if not could be write to COSLA to ask? I would therefore be grateful for your comments/views on this point.

Many thanks,
[redacted]

From: [redacted]

Sent: 08 May 2020 13:24

To: Cabinet Secretary for Health and Sport; Deputy First Minister and Cabinet Secretary for Education and Skills

Cc: Minister for Public Health, Sport and Wellbeing; Minister for Mental Health ; [redacted]; [redacted]; [redacted]; zzzDL SpAds Health Hub ; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; COVID-19 Mental Health ; Director of Learning; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]

Subject: RE: Update for Cabinet Secretary - Mental Health Counsellors in Schools and Community Wellbeing Centres

Dear [redacted]

Thank you for your email, I apologise for the delay in responding.

The position in relation to funding for this commitment is as follows. The £12 million for Counselling through Schools for 2019-20 was paid out in the last two weeks of March this year. The £16 million for 2020-21 has been included in the local government settlement so local authorities are receiving it in their weekly General Revenue Grant payments.

Education authority returns indicate that a significant number of education authorities have employed counsellors. This has been achieved through the extension of existing service level agreements with 3rd sector organisations and direct employment of counsellors, some of whom were already providing services to schools. For example North Ayrshire has 9 local authority employed counsellors and 5 provided through a contract with a 3rd sector organisation. If it would be helpful officials can provide further detail on this alongside the further update which will be provided by the Association of Principal Educational Psychologists.

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Thanks

[redacted]

[redacted]: Unit Head

Support and Wellbeing Unit : The Scottish Government : Area 2-C North : Victoria Quay :
Edinburgh : EH6 6QQ

Phone [redacted]: Blackberry [redacted]

Email: [redacted]@gov.scot

From: [redacted] **On Behalf Of** Cabinet Secretary for Health and Sport

Sent: 06 May 2020 09:55

To: [redacted]; Deputy First Minister and Cabinet Secretary for Education and Skills; Cabinet Secretary for Health and Sport

Cc: Minister for Public Health, Sport and Wellbeing; Minister for Mental Health ; [redacted]; [redacted]; [redacted]; zzzDL SpAds Health Hub ; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; COVID-19 Mental Health ; Director of Learning; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]

Subject: RE: Update for Cabinet Secretary - Mental Health Counsellors in Schools and Community Wellbeing Centres

[redacted],

The Cabinet Secretary was grateful for this update. On the back of this she has asked the following questions:

- 1) have local authorities received any money for this?
- 2) have any of the local authorities employed counsellors?

I would be grateful for a response to these two questions as soon as practically possible.

Thanks,

[redacted]

File 4: Reports and internal briefings on progress towards target

From: [redacted]

Sent: 08 May 2020 13:23

To: [redacted], Deputy First Minister and Cabinet Secretary for Education and Skills; Cabinet Secretary for Health and Sport

Cc: Minister for Public Health, Sport and Wellbeing; Minister for Mental Health ; [redacted]; [redacted]; [redacted]; zzzDL SpAds Health Hub ; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; COVID-19 Mental Health ; Director of Learning; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]

Subject: RE: Update for Cabinet Secretary - Mental Health Counsellors in Schools and Community Wellbeing Centres

Dear [redacted]

Thank you for your email, I apologise for the delay in responding. We will ensure that you are sighted on the information from ASPEP on this.

The information on the 366 comes from the plans that we had returned, and do relate to the position earlier in the year. I am anticipating that the information from ASPEP will give an understanding of progress since those plans were submitted. In terms of covid-19 impact, a number of the authorities were already underway in terms of procurement, so I wouldn't expect the numbers to decrease. The ASPEP paper will help us to understand the picture at present and to focus our engagement with authorities, to ensure authorities plans are achievable by September 2020.

[redacted – out of scope] There has been no formal instruction to authorities to pause this work, however-I am aware that those working on this commitment are the same people are responding to my asks in relation to educational hubs, free school meals and additional support for learning in response to covid-19. We have placed significant demands on authorities in these areas. It is recognised that this work will be key in supporting young people as we seek to recover from covid-19.

I hope that this is helpful

Thanks

[redacted] : Unit Head

Support and Wellbeing Unit : The Scottish Government : Area 2-C North : Victoria Quay :
Edinburgh : EH6 6QQ

Phone [redacted] : Blackberry [redacted]

Email: [redacted]@gov.scot

From: [redacted]

Sent: 06 May 2020 07:21

To: [redacted]; Deputy First Minister and Cabinet Secretary for Education and Skills; Cabinet Secretary for Health and Sport

Cc: Minister for Public Health, Sport and Wellbeing; Minister for Mental Health ; [redacted]; [redacted]; [redacted]; zzzDL SpAds Health Hub ; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; COVID-19 Mental Health ; Director of Learning; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]

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Subject: RE: Update for Cabinet Secretary - Mental Health Counsellors in Schools and Community Wellbeing Centres

Hi [redacted],

Good to see the survey being done by the Association of Scottish Principal Educational Psychologists (ASPEP) to provide information about the supports being provided in their local authority on current mental health support for children and young people during the COVID-19 pandemic. It will be good to hear more about what they find

If I may ask a quick question. Is this assessment that we will have 366 counsellors by September in schools based on analysis done earlier in the year? Para 7 states that we reviewed plans in February, and followed up with questions in early March. In which case it may not capture the impact of decisions made in relation to Covid 19?

I ask because on a separate chain (minutes for a CPSMG meeting) I recall that Cab Sec CLG noted that school counselling support work had been paused ? So wanted to check.

All the best,
[redacted]

First Minister's Forecasting Unit (Deputy Head FMPDU)
Scottish Government
BB: [redacted]

I am working a jobshare with [redacted] at the moment. My current pattern is: Monday, Wednesday, Friday afternoon 1-6pm. Tuesday and Thursday morning 8-1pm

All e-mails and attachments sent by a Ministerial Private Office to any other official on behalf of a Minister relating to a decision, request or comment made by a Minister, or a note of a Ministerial meeting, must be filed appropriately by the recipient. Private Offices do not keep official records of such e-mails or attachments.

From: [redacted]

Sent: 05 May 2020 15:50

To: Deputy First Minister and Cabinet Secretary for Education and Skills; Cabinet Secretary for Health and Sport

Cc: Minister for Public Health, Sport and Wellbeing; Minister for Mental Health ; [redacted]; [redacted]; [redacted]; [redacted]; zzzDL SpAds Health Hub; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; COVID-19 Mental Health ; Director of Learning; [redacted]; [redacted]; [redacted]; [redacted]; [redacted];

Subject: RE: Update for Cabinet Secretary - Mental Health Counsellors in Schools and Community Wellbeing Centres

Dear [redacted], and [redacted]

As requested by Ms Freeman, please find attached an update on counselling through schools, from [redacted] and I.

[Embedded document C – Update on local authority plans]

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Thanks

[redacted]

[redacted]: Unit Head

Support and Wellbeing Unit : The Scottish Government : Area 2-C North : Victoria Quay :
Edinburgh : EH6 6QQ

Phone [redacted] : Blackberry [redacted]

Email: [redacted]@gov.scot

From: [redacted] **On Behalf Of** Cabinet Secretary for Health and Sport

Sent: 03 May 2020 18:06

To: COVID-19 Mental Health

Cc: Cabinet Secretary for Health and Sport; Minister for Mental Health; Minister for Public Health, Sport and Wellbeing; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; DL SpAds Health Hub; [redacted]

Subject: Update for Cabinet Secretary - Mental Health Counsellors in Schools and Community Wellbeing Centres

Covid-19 Mental Health,

The Cabinet Secretary would be grateful for an update on the work counsellors/nurses in schools and also current work of community wellbeing centres at the moment. The Cabinet Secretary would appreciate an update on this by COP Tuesday 5th May.

Thanks,

[redacted]

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2. Paper provided to the Covid-19 Education Recovery Group on Support for children and young people's mental health and wellbeing

Introduction

Children and young people's mental health and wellbeing has consistently been identified as at risk of being negatively impacted by school closure, both during closures and/or in the arrangements for return. The following paper outlines the current approaches to supporting children and young people's mental health and recommends next steps.

Impact of COVID-19 on children and young people's mental health and wellbeing

Children and young people report concerns about the virus, its impact and potential impact on family members, finances and health and wellbeing, separation, loss and bereavement experienced during the pandemic, impact on their learning and friendships, and for senior phase pupils concerns about exams and qualifications and their future. For many pupils the arrangements for return to school create understandable anxiety. For some, who may experience domestic abuse or other child protection concerns, the impact to them may not become known for some time, as they may not disclose concerns immediately.

This was recognised and planned for as part of the arrangements for return to school in August 2020, and there has been a continued focus on support for children and young people's mental health and wellbeing throughout. In the current circumstances, it is recognised that there is much already in place, to draw from.

Our approach

Our work on supporting children and young people's mental health and wellbeing is set within a context of much wider focus and support for children and young people's mental health within communities and in relation to specific concerns. The Scottish Government Mental Health Division have distributed £11.25m to local authorities to support their response to the pandemic's impact on children and young people's mental health and wellbeing. Provision is flexible to local need but includes art based therapies targeting those not engaged in school and/or finding it hard to leave home, a hybrid online/offline youth work based approach, and digital services.

In addition to the fund to counteract the immediate impact of the pandemic, funding has also been provided to develop Children and Young People's Mental Health and Wellbeing Community Supports and Services. This funding is intended to provide new and enhance community-based services for 5-24 year olds, their families and carers focused on distress and supporting positive mental health and wellbeing. Initial funding of £3.75m has been distributed to local authorities for services delivered between January and March 2021, with an additional £15m to be made available in 2021/22 subject to services being in place and parliamentary approval of SG budgets. As with the Pandemic Response, partners are being encouraged to respond to local need and to work across local partnerships. Examples of new and enhanced services include: closer partnership working with CAMHS to better manage the waiting list experience and indeed to redirect children who would be better supported elsewhere, art and music based self-regulation therapies in primary school and additional support for young carers.

In providing support to children and young people through schools we have sought to retain a relational approach, recognising their already established relationships with school staff.

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Therefore, we have focussed on ensuring that those working in schools have the advice, information and support that they need in order to signpost and link into sources of advice and support for children, young people and their families. This is aligned with approaches used in education authorities and the Getting it Right for Every Child approach. We have also focussed on the delivery of counselling support through schools and are bringing forward a whole-school approach and free access to professional learning for school staff which will be available in Spring 2021.

Scottish Government and Education Scotland have worked jointly to ensure that advice and guidance including sources of quality support from external organisations is available. This has been delivered through the [Health and Wellbeing Wakelet](#) which includes materials specific to [mental health and wellbeing](#). This includes the [Mind yer time](#) and [Aye Feel](#) resources which provide sources of support and information for children and young people.

The Wakelet includes guidance prepared jointly and published to support the return to school in August on [Positive mental wellbeing - resources to support children and young people](#). This resource was developed by the Mental Health in Schools working group. This group has been tasked with undertaking the work on CERG's behalf to consider whether any additional resources or support is required during remote learning and this is ongoing. It is likely that we will seek to update the Wakelet and to promote it to families using Parentclub, Education Scotland's Parentzone and national parenting organisations.

Scottish Government officials have continued to engage with education authorities in relation to the provision of counselling through schools, which is a specific programme for Government commitment. However, during summer months, we engaged with authorities on the linked support being provided to families, this provided a wide range of information on the strategies and approaches used by authorities which included a wide range of approaches such as telephone helplines, seasons for growth (bereavement programme) educational psychology support, bespoke support packages and resources, virtual and telephone counselling, advice lines, regular contacts and relationship maintenance, family support, links to CAMHS, youth work to draw in pupils who would not regularly attend school due to anxiety, and utilisation of guidance and support staff. Approaches to resilience, nurture and trauma-informed approaches, Scottish Mental Health First Aid, LIAM and ASSIST were also frequently and consistently mentioned.

More recently we have confirmed that counselling support services are in place in schools across Scotland. In preparation for the development of this paper, and to understand the way in which provisions are currently being made available whilst the majority of pupils are learning at home we have engaged with authorities again. Almost all authorities have responded and clearly confirm that support for mental health and wellbeing continues to remain a focus. There is significant support in place through universal, targeted and community approaches, including support for school staff. This includes tailored supports and opportunities for the engagement of children and young people. Authorities are using a wide range of their own staff to make provision including strategic support from educational psychologists, links to children's and health services, and 3rd sector provisions, in addition to community-based approaches and support to families.

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Authorities consistently confirmed that they have prioritised support for children and young people who are considered vulnerable and have arrangements to ensure contact is maintained. Several have highlighted that they are using surveys to understand children and young people's wellbeing needs at the current time. It has been confirmed that the provision of counselling has been adapted to continue in the current circumstances, using telephone and online approaches and that wider supports, as outlined above are also being used, this is consistent with the picture during the summer last year.

Next steps

- We will continue to monitor and identify opportunities to highlight resources and support to schools and communities.
- We will undertake the work requested by CERG and will update and refresh the resources identified earlier in the year
- We will highlight the resources available through Parentclub and national parent organisations
- Education Scotland will continue to highlight and promote support to schools on health and wellbeing including mental health and wellbeing in support of the relational approach.

Support and Wellbeing Unit
Learning Directorate
Jan 2021

File 4: Reports and internal briefings on progress towards target

Embedded document A – Advice to Ministers

From: [redacted] and [redacted]
Learning & Mental Health Directorates
8 July 2020

Deputy First Minister and Cabinet Secretary for Education and Skills
Cabinet Secretary for Health and Social Care
Minister for Mental Health

SUPPORT FOR MENTAL HEALTH AND WELLBEING IN SCHOOLS

Purpose

1. To provide an update on the provision for mental health and wellbeing in schools, including the access to counselling through schools commitment and to propose next steps in relation to monitoring and evaluation of services.

Priority

2. Routine

Background

3. Programme for Government 2018 included the commitment to the provision of access to counselling through schools, to be in place by September 2020. Authorities were asked to provide updates to officials by the end of 2019. Officials have reviewed authorities plans, have followed up any concerns, and have engaged with each authority in light of the COVID-19 pandemic, to establish any impact to delivery. Our advice to you of 12 June indicated that almost all of the authorities have counselling services in place, and all authorities are currently providing support to children and young people. Authorities have indicated that they are prioritising mental health and wellbeing as part of the return to school, recognising the impact that COVID-19 will have had on children and young people's mental health and wellbeing. Annex A provides further advice on the PfG commitments, including access to counselling and the work underway to support children and young people's mental health in the preparation for the return to school.

Recommendation

4. That Ministers note this advice.

[redacted] and [redacted]
Learning and Mental Health Directorates
[redacted] 8 July 2020

File 4: Reports and internal briefings on progress towards target

Copy List:	For Action	For Comments	For Information		
			Portfolio Interest	Constit Interest	General Awareness
	«text»	«text»	«text»	«text»	«text»

Director of Learning
 Director of Mental Health
 [redacted]
 [redacted]

SUPPORT FOR MENTAL HEALTH AND WELLBEING IN SCHOOLS

1. It is recognised that schools offer an opportunity to provide services and support to children and young people for their mental health, as part of a wider strategy of support for children and young people's mental health and wellbeing in communities, early years, and further and higher education.
2. There has been significant progress towards the delivery of our Programme for Government commitments on mental health and wellbeing in schools, including access to counselling through schools. Mental health and wellbeing is being prioritised by education authorities during the COVID-19 pandemic and in their plans for school return.

Programme for Government Commitments 2018

3. There are three Programme for Government commitments relating to children and young people's mental health and wellbeing in schools. In summary they are:
 - To prepare resources and support for school staff to support children and young people's mental health and wellbeing,
 - The provision of access to counselling through schools,
 - To develop training for school staff in mental health and wellbeing (building from Scottish Mental Health First Aid Training).

Resources and support

4. Officials recognise the need for support for children and young people's mental health and wellbeing as a consequence of the COVID-19 pandemic, and the role that schools will play in the provision of this support. We have therefore published early, the resource developed with Education Scotland, *Positive mental wellbeing - resources to support children and young people*. This resource has now been published on Education Scotland's National Improvement Hub and provides school staff and the wider public to a 'one stop shop' for resources to support children and young people's mental wellbeing. The resource provides a comprehensive package of information, resources and organisations which are freely available to support primary and secondary school staff to support mental wellbeing. In addition, Education Scotland have also published a series of online resources, 'Wakelets', which include signposting to support for children and young people's mental wellbeing, as part of the response to supporting mental health and wellbeing during the pandemic. This also means that the delivery of the first part of the PfG commitment is complete.

Access to Counselling through schools

5. Our advice of 12 June indicated that almost all authorities have counselling services in place. At that time 5 authorities indicated that they would be delayed in provision of counselling. Since 12 June, 1 authority has indicated that their plans have altered and that they will now have a service in place by the end of August, the 2nd individual authority has indicated that their procurement is delayed, but that they too will have services in place during September. This means that the collaborative of 3 authorities, whose procurement of services was delayed due to COVID-19, will be the last to have their full services in place, in October. This is a one month delay in terms of the delivery of the commitment. All of these authorities, as part of a cross-authority mental health and wellbeing strategy, do have an existing universal support for pupils in place at present, including access to counsellors in some. Officials will continue to monitor progress as we get nearer to September.

File 4: Reports and internal briefings on progress towards target

6. In announcing the delivery of this commitment in due course, there will be a need to highlight that all schools will have access to counselling services rather than focussing on the number of counsellors. As a consequence of the percentage of funding allocated to rurality, there will no longer be one counsellor per school, but every school will have access to counselling services. In some cases this will be a full-time counsellor, but in other smaller schools, this will be a part time resource. The use of pupil numbers within the financial model is a balancing factor, which means that schools should be neither over nor under resourced for this provision.

Next steps

7. Officials now need to begin to consider, and to work to put in place, arrangements for the evaluation of the provision of services, to understand the difference being made to children and young people's mental health and wellbeing outcomes. As part of reporting on their plans for implementation all Education authorities were asked to provide details on how they would measure outcomes, all have indicated that they will collect both quantitative and qualitative information about their services. Officials will work on developing proposals on a national framework of reporting on services and outcomes. We will seek to link together this work with work on reporting on community services, to align reporting methods, and will provide further advice to ministers in due course.

Development of new online training for school staff

8. In our work on mental health and wellbeing in schools, officials have prioritised the above two commitments in response to the COVID-19 pandemic. Working with members of the Mental Health in Schools Working Group we have progressed the development of the new online resource training and have agreed the areas that should be covered in the online training resource. However, due to the need for us to work in partnership with other organisations in the Working Group, there has been a slight delay to progress of this work due to COVID-19. However, we are now progressing a specification to tender for an organisation to develop the content for the training and are still confident of having a new online training resource available for school staff by the end of the year. In the meantime, the published resource highlighted in paragraph 4 provides school staff with signposting to existing training and learning opportunities and this will be highlighted through Education Scotland comms to local authorities and schools when they return in August.

Preparations for the return to school

How young people are feeling

9. The lockdown lowdown survey of children and young people's views on lockdown reported that children and young people were concerned about their wellbeing. Almost two fifths of respondents "(39%)" stated that they felt *Moderately or Extremely concerned* about their own mental wellbeing. When asked about the mental wellbeing of others, 46% stated that they felt *Moderately or Extremely concerned* about the wellbeing of others. "The Children's Parliament, *How are You Doing?*" Survey indicates that in May, 33% of 8 to 11 year olds agree/strongly agree with the statement that they have a lot to worry about and for 12 to 14 year old this increases to 44%. The report also indicates that 92% of children had someone in their family that they could talk to about their worries.

10. Recognising these concerns and the role of schools as a universal service for children and young people officials have:

- Highlighted the importance of focussing on mental health and wellbeing, and wellbeing of pupils in their return to school. This is stated within the continuity of learning guidance which was prepared for return to school. The guidance also signposted to sources of support for schools and education authorities. This includes the resources document highlighted at paragraph 4, and the mental health and wellbeing Wakelet prepared by Education Scotland. The continuity in learning guidance will be

File 4: Reports and internal briefings on progress towards target

updated to take account of the new arrangements for returning to school, but the content on mental health and wellbeing will remain the same. We will link to this updated guidance in the new re-opening schools guidance.

- Engaged with education authorities to establish the support in place for young people during lockdown and there is recognition of the need to enhance mental health and wellbeing support when schools return. This was the case, and the advice we provided to you on 12 June, summarised that provision.
- Recently Engaged with the Anna Freud National Centre for Children and Families on their programme of work to support Whole School Approaches to support mental health and wellbeing across Scotland, Wales and Northern Ireland. They have confirmed that will be publishing an online resource in September to support primary schools in Scotland to facilitate whole school approaches to mental health and wellbeing. The resource is aligned to Curriculum for Excellence and has been informed by consultation with the teaching union, EIS, NHS Education Scotland, SAMH, Mental Health Foundation and primary school teachers. The resource will complement the SG/ES resource highlighted in paragraph 4 and will also signpost to a range of resources currently available through Scottish organisations.

Conclusion

11. Officials hope that this advice provides reassurance in relation to the Programme for Government commitments, and the actions taken to support young people's wellbeing as they return to school.

File 4: Reports and internal briefings on progress towards target

Embedded document B – ASPEP Survey

12. ASPEP Survey – Scottish EP Services’ work during COVID-19

May 2020

13. Total Respondents = 26

13.1 Background

The ASPEP Executive recently received a number of enquiries about the work of EP services nationally during the COVID-19 pandemic. As a result, a survey was generated to gather information across our services to help inform our partners and colleagues of the work that is being undertaken. The survey was distributed to Principal Educational Psychologist’s (PEPs) in all of the 32 councils within Scotland. There were 26 responses however due to insufficient data only 24 responses were viable.

List of EP Services who completed the survey
Stirling
Argyll and Bute
Aberdeen City
North Lanarkshire
Renfrewshire
Midlothian
Aberdeenshire
Dumfries and Galloway
Perth and Kinross
West Lothian
City of Edinburgh
East Lothian
East Renfrewshire
Shetland Islands
Highland
Fife
West Dunbartonshire
Angus
Dundee
Inverclyde
South Ayrshire
Glasgow
Scottish Borders
South Lanarkshire

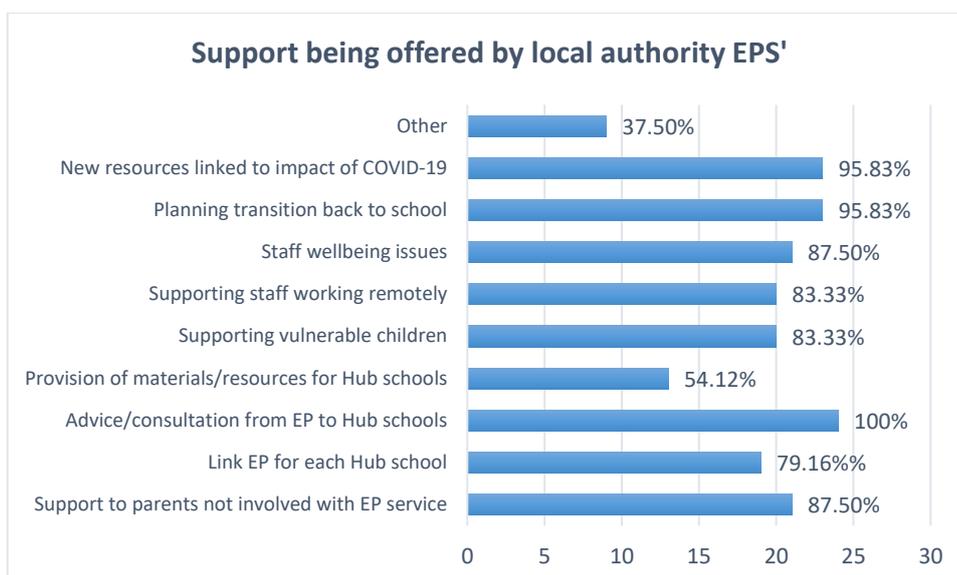
13.2 Section one: Core Service Offers

13.2.1

13.2.2 Question one – 24 responses

Respondents were asked to outline Educational Psychology Services’ (EPS) support provided during the current lockdown, which is different or in addition to what they usually offer.

File 4: Reports and internal briefings on progress towards target



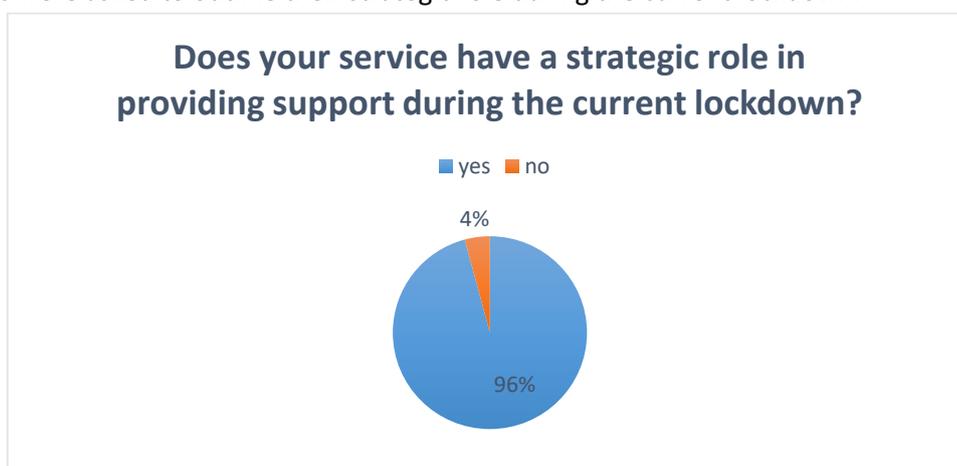
Many of the responses may be relevant to a large number of EP services, for example, reviewing and updating critical incident guidance, but may not have included this in their answers, depending on whether this is also part of their usual service.

All services are providing advice and consultation to Hubs. The majority of services have been:

- Developing new resources linked to COVID,
- Planning transition back to schools,
- Supporting staff working remotely and staff wellbeing,
- Supporting vulnerable children and parent/carers.
- Four EP services had set up a specific telephone support line; some specifically for children, some for parents and carers and some general help lines.
- Two EP services specified working alongside a multi-disciplinary team, whether it be liaising with social work or attending TACS, to support ongoing discussions.
- Two EP services outlined regular email support, for a range of stakeholders.
- Reviewing covid-19 specific child protection materials, reviewing online resources, updating critical incident guidance and providing CLPL for staff was outlined by one EP service.

13.2.3 Question two – 24 responses

Respondents were asked to outline their strategic role during the current lockdown.

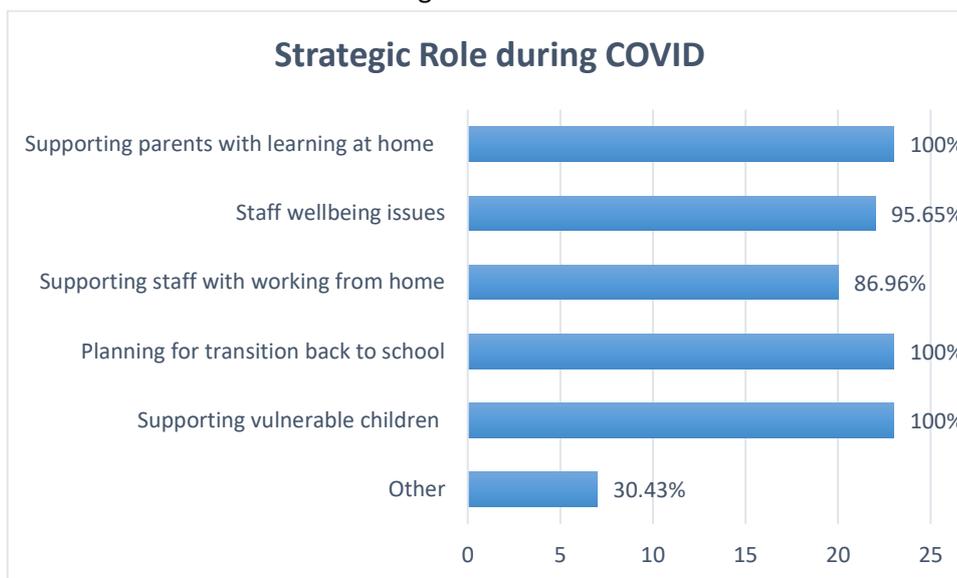


File 4: Reports and internal briefings on progress towards target

All but one EP service stated that they had a strategic role in providing support during the current lockdown.

Question three – 23 responses

Respondents were asked to outline their strategic roles.



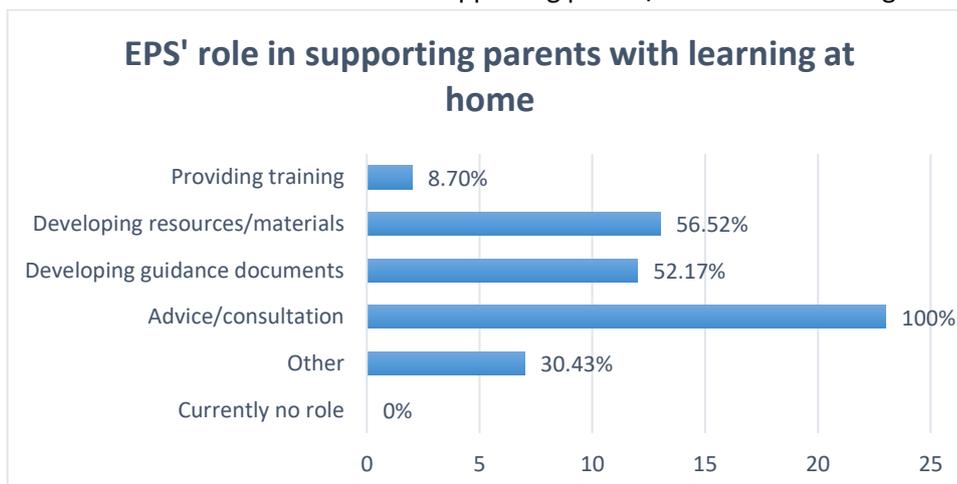
All EP Services who answered this question highlighted that they had a strategic role:

- In supporting parent/carers with learning at home,
- Planning for the transition back to school,
- Supporting vulnerable children.

Seven of the 23 respondents provided more detail on 'other' responses, which are outlined in question nine.

13.2.4 Question four – 23 responses

Respondents were asked to outline their role in supporting parent/carers with learning at home.



All services are providing some form of advice/consultation as a means of supporting parent/carers with learning at home.

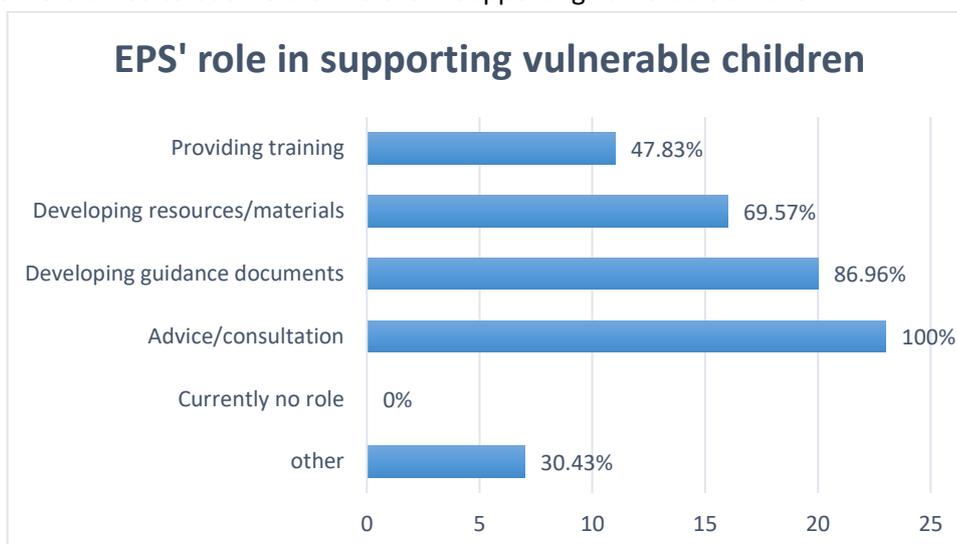
- Approximately half of services have/are developing resources/materials and guidance.
- A small number of services are providing training to support parents with learning at home.
- At least four services are offering some form of phone line support for parents about home learning.

File 4: Reports and internal briefings on progress towards target

- Support through Team around the Child (TAC) meetings and online resources was mentioned as support for parent/carers.

13.2.5 Question five – 23 responses

Respondents were asked to outline their role in supporting vulnerable children.

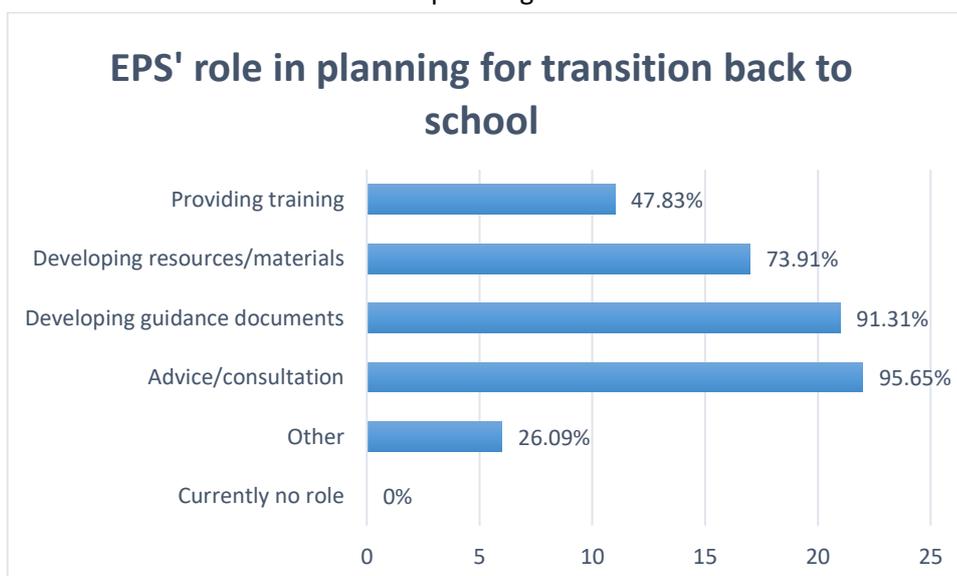


All services are providing some form of advice/consultation as a means of supporting vulnerable children.

- The majority of services have/are developing resources/materials and guidance documents,
- Almost half of the services are providing training.
- Four services stated they had direct contact with children through video calling or phone.
- Support through e-modules for staff, working alongside partners, taking a strategic approach to placing vulnerable children in hubs and devising a database of a list of vulnerable children were other examples of support provided.

13.2.6 Question six – 23 responses

Respondents were asked to outline their role in planning for transition back to school.



The majority of services are providing some form of advice/consultation on transition planning and developing guidance and resources/materials to support transition.

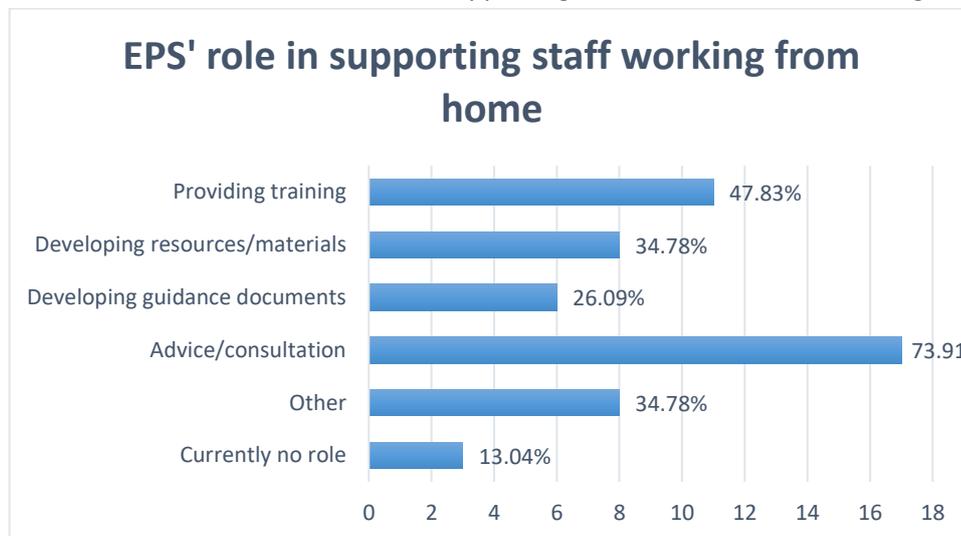
- Almost half of services are providing training on transition planning.

File 4: Reports and internal briefings on progress towards target

- Wellbeing is at the heart of processes and planning on transitions.
- A number are planning to develop resources/guidance; one service is developing an e-module; one is using resources from the RIC (one council); one is part a member of the recovery governance board and one is using the Education Services Recovery plan.

13.2.7 Question seven – 23 responses

Respondents were asked to outline their role on supporting LA staff with remote working.

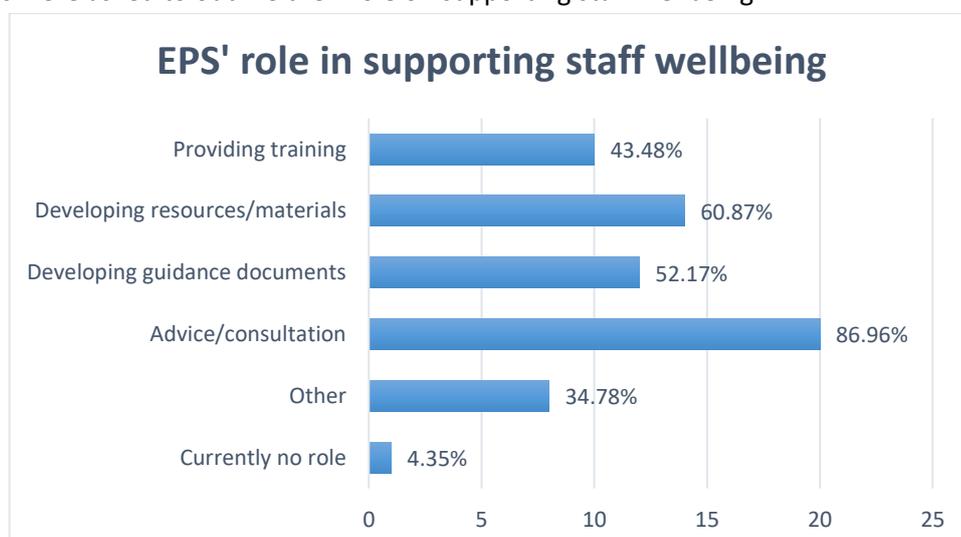


The majority of services are providing some form of advice/consultation to staff; only three services outlined that they currently had no specific role in supporting LA staff from working from home.

- Almost half are providing training to staff and a third are developing resources/materials and guidance.
- Two services were providing regular contact with staff; one has provided e-module training; one service provides a helpline for staff; one has developed 'virtual nurture' guidance and one has planned self-care training with staff.

13.2.8 Question eight – 23 response

Respondents were asked to outline their role on supporting staff wellbeing.



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The majority of services are providing some form of advice/consultation, developing resources/materials and guidance on staff wellbeing; only one service said that they currently had no role in supporting staff wellbeing.

- Almost half are providing training to staff such as mindfulness and positive psychology.
- One service distributes weekly wellbeing resources to staff and one provides confidential telephone support.

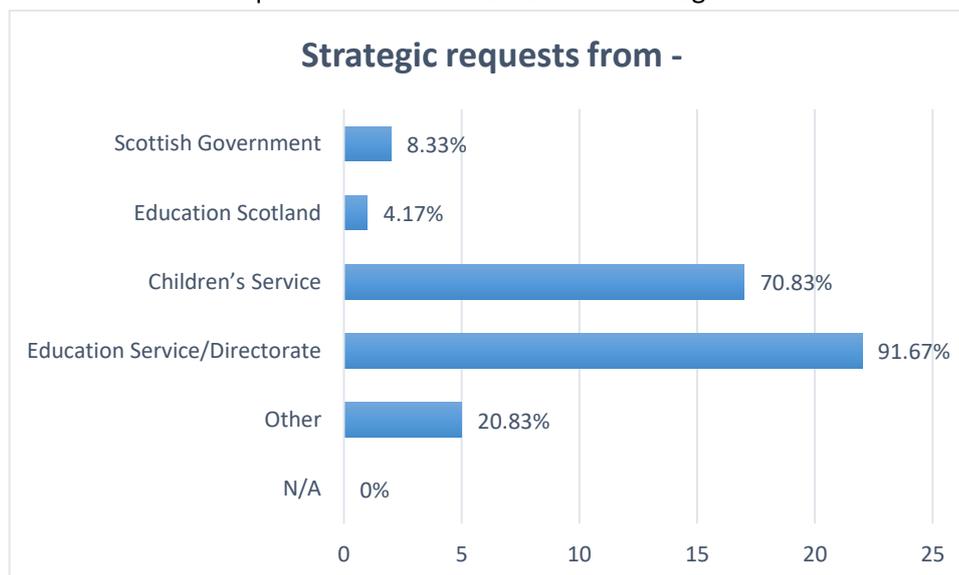
13.2.9 Question nine – 7 responses

Respondents were asked if they could add any other supports that they are offering at this time. These included

- developing a recovery plan.
- the development or updating of documents such as critical incidents guidance, LA transition policy, bereavement, change and loss, and general guidance for the LA on meeting the needs of vulnerable children and families.
- working alongside other partners e.g. social work and CAHMS, as well as maintaining links with the armed forces to help inform practice.
- Other work included psychological first aid training for staff; regular contact with children and parents/carers; weekly social work forums to monitor needs of vulnerable children and young people; online resources e.g. blogs.

13.2.10 Question ten – 24 responses

Respondents were asked who requested their involvement at a strategic level.



The Education Service/Directorate and their Children's Services had requested support from the majority of services.

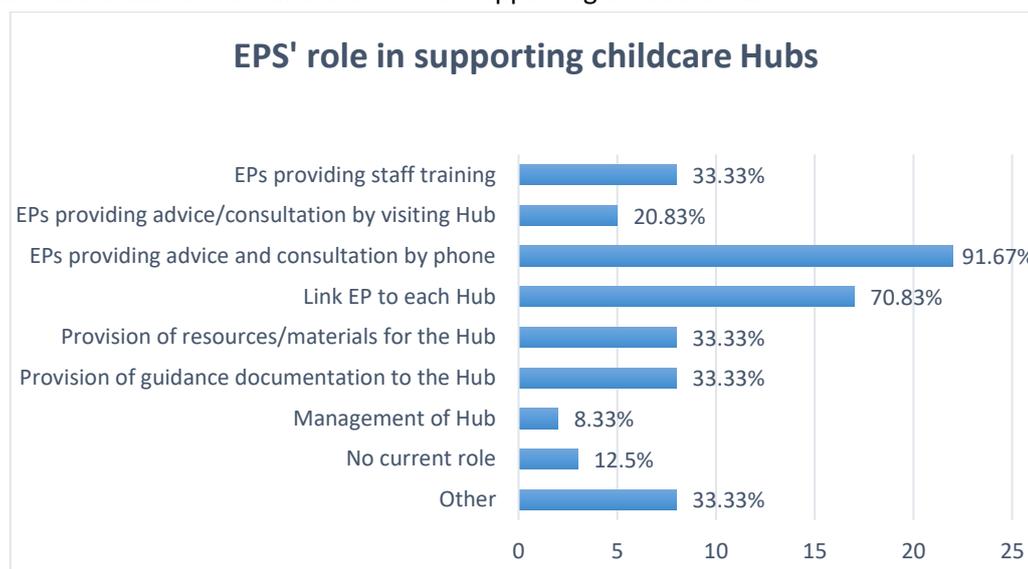
- Only two services said they had been providing support to the Scottish Government (one regarding the GIRFC portal) and one to Education Scotland.
- Partnership working was central to services strategic work such as being part of an emergency planning group; a community mental health strategy group; the Health and Social Care Partnership and ADES - CYP and ASN Network.

13.3 Section two – Hub Work

13.3.1 Question eleven – 24 responses

File 4: Reports and internal briefings on progress towards target

Respondents were asked to outline their role in supporting childcare Hubs.



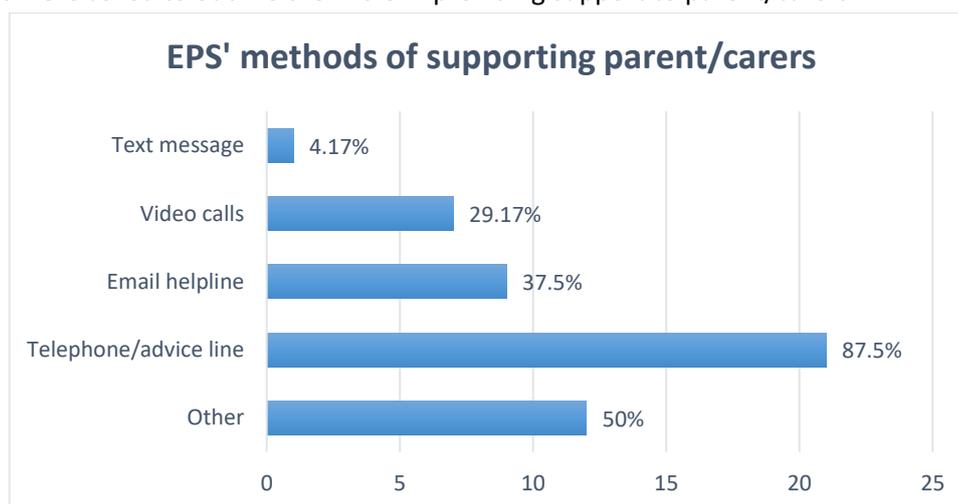
The majority of services said they were providing advice and consultations by phone (e.g. to staff and partners), with many providing a link EP; only three services said they had no current role with Hubs.

- A third stated they were providing staff training, resources, materials and guidance.
- Just over one fifth of services were visiting the hubs to provide advice.
- A small number of Principal Educational Psychologists were managing a hub school.

13.4 Section three – Parents and Carers

13.4.1 Question twelve – 24 responses

Respondents were asked to outline their role in providing support to parent/carers.



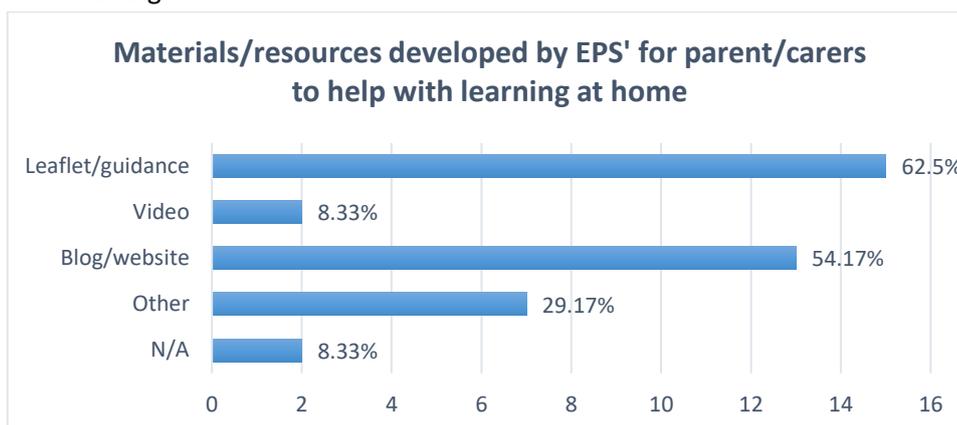
All respondents outlined at least one way in which their service was engaging with parent/carers.

- The majority of services have a telephone/advice line set up for parents/carers to use. A smaller percentage also offered an email helpline and video calls.
- Only one service was using text messaging as a means of supporting parents/carers.
- Half of respondents were additionally supporting parents/carers in other ways e.g. multi-agency meetings such as TACs; social media such as twitter; regular engagement with current casework; developing guidance for phone contact.

13.4.2 Question thirteen – 23 responses

File 4: Reports and internal briefings on progress towards target

Respondents were asked what materials or resources their service had developed specifically for parent/carers on learning at home.

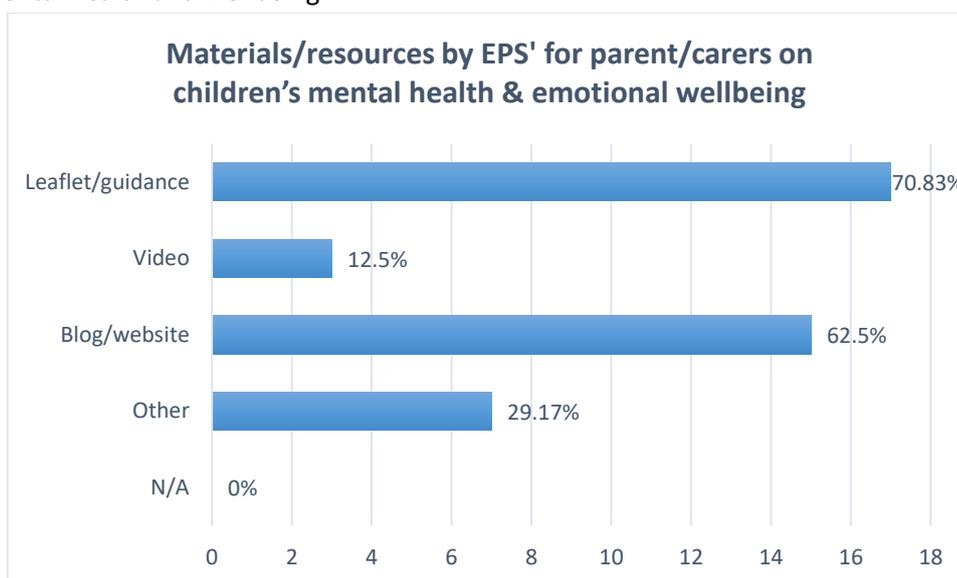


Over half of the services advised they had distributed leaflets/guidance and created a blog/website to help support with learning at home.

- A small number of services are using video as a means of supporting home learning.
- Seven services reported they were supporting parents/carers with learning at home through supports such as a helpline; phone calls; SWAY presentations or PowerPoints and twitter campaigns.

13.4.3 Question fourteen – 24 responses

Respondents were asked what materials or resources their service had developed for parent/carers on children's mental health and wellbeing.



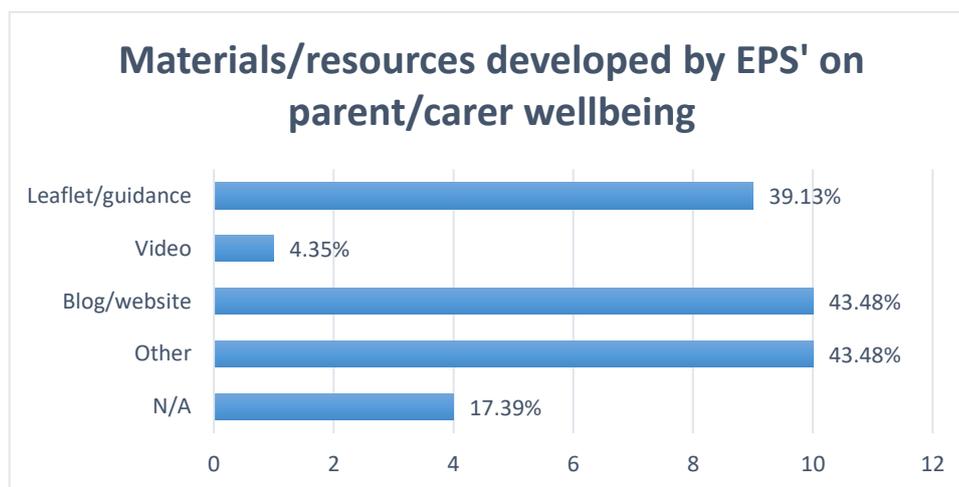
All services are providing some form of support for parents/carers on children's mental health and emotional wellbeing.

- The most common response was support via a leaflet/guidance, followed by the use of a blog/website.
- A small number of services said they were using video to support parents/carers with their children's mental health and emotional wellbeing.
- A range of other supports were being used by a third of services e.g. helpline; phone calls; SWAY presentations; PowerPoint training; social media.

File 4: Reports and internal briefings on progress towards target

13.4.4 Question fifteen – 23 responses

Respondents were asked what materials or resources their service had developed on parent/carer wellbeing.

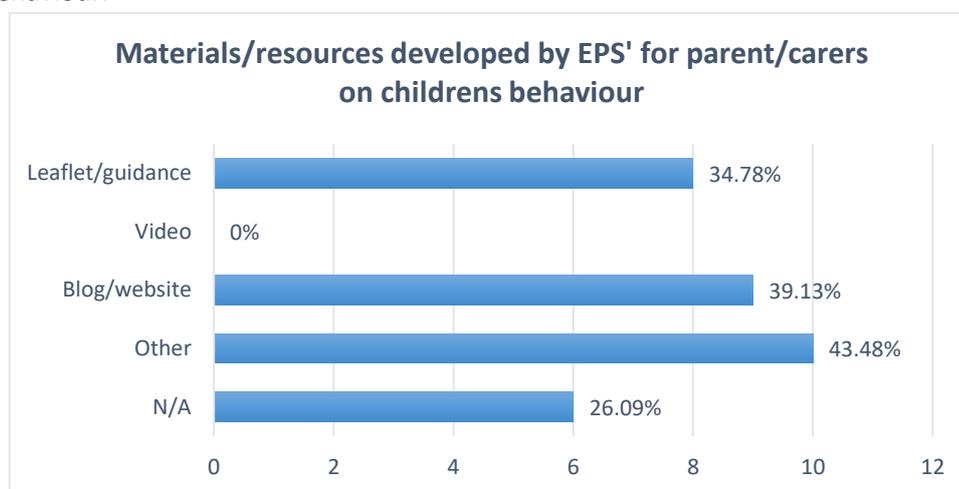


Just under half of services are using a blog/website or leaflets/guidance to support parent/carer wellbeing.

- Only one service is using video as a means of supporting parental wellbeing.
- Just under half of services were supporting parental wellbeing through a range of means such as social media; a helpline; phone calls; signposting parents to relevant support; SWAY presentations.

13.4.5 Question sixteen – 23 responses

Respondents were asked what materials or resources their service had developed for parent/carers on children's behaviour.



Around three quarters of services had resources or materials specifically developed for parent/carers on children's behaviour, specifically relating to the current situation.

- Over a third are providing parental support via their blog/website and leaflets/guidance.
- One service developed a video in relation to regulation.

File 4: Reports and internal briefings on progress towards target

- Almost half provided support through a range of means such as social media, SWAY presentation, helpline, phone calls with parents and Powerpoint with audio guidance describing structure of day and education components.

13.4.6 Question seventeen – 10 responses

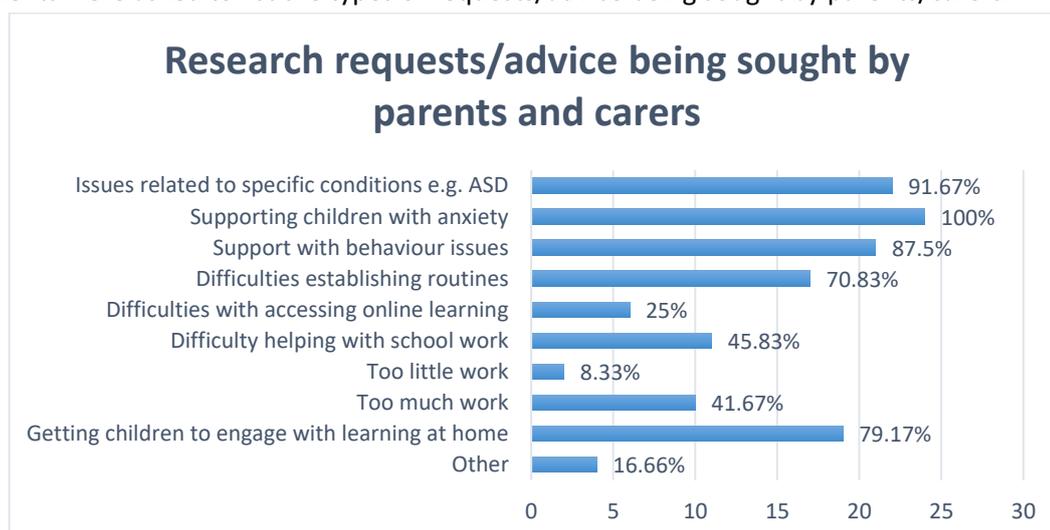
Respondents were asked to outline any other materials or resources their service had developed specifically for parent/carers:

Identified Themes
Bereavement
Resilience
SHANARRI indicators
Return to school
Anxiety support
Resources for struggling parents
Play relationships
Active children
Routine/regulation

- Other supports offered were joint work with CAHMS to provide training and resources; video on regulation; SHANARRI indicators; return to school.

13.4.7 Question eighteen – 24 responses

Respondents were asked to list the types of requests/advice being sought by parents/carers.



The most common themes were:

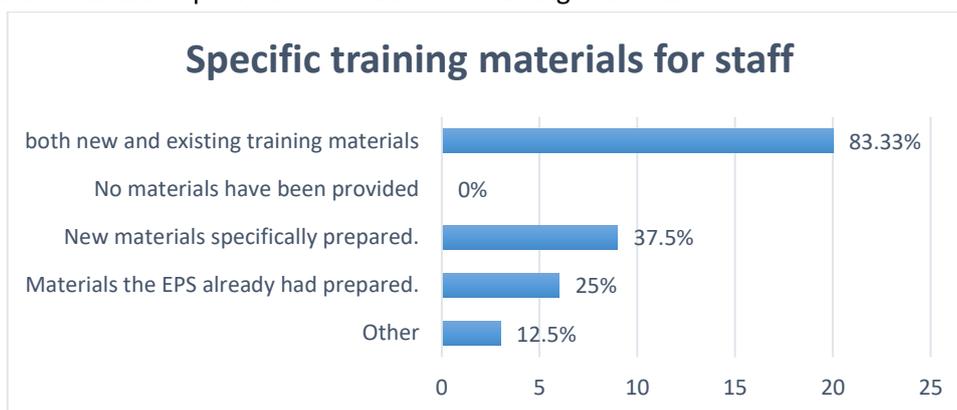
- ASD, behaviour, engagement with learning at home and difficulties establishing routine.
- Just under half of services said they had parents seeking support with schoolwork and too much schoolwork.
- A quarter of services said parents/cares were seeking advice about online learning.
- A small number said parents sought advice about their child having too little homework; dysregulated behaviours; transitioning back to school.

13.5 Section 4 – Staff

13.5.1 Question nineteen – 24 responses

File 4: Reports and internal briefings on progress towards target

Respondents were asked to provide information on training materials for staff.



All 24 services are currently providing some form of training materials to assist staff.

- The majority of services are using a combination of both new and existing materials, with over a third having developed new materials specifically related to the COVID situation.

13.5.2 Question twenty – 24 responses

Respondents were asked who had requested the training materials.



The majority of services stated they had identified a need for new training materials.

- Half of the services said schools had requested specific training materials.
- Almost half said that a strategic officer had requested specific training materials.

13.5.3 Question twenty-one – 23 responses

Respondents were asked about the theme or content of training materials.

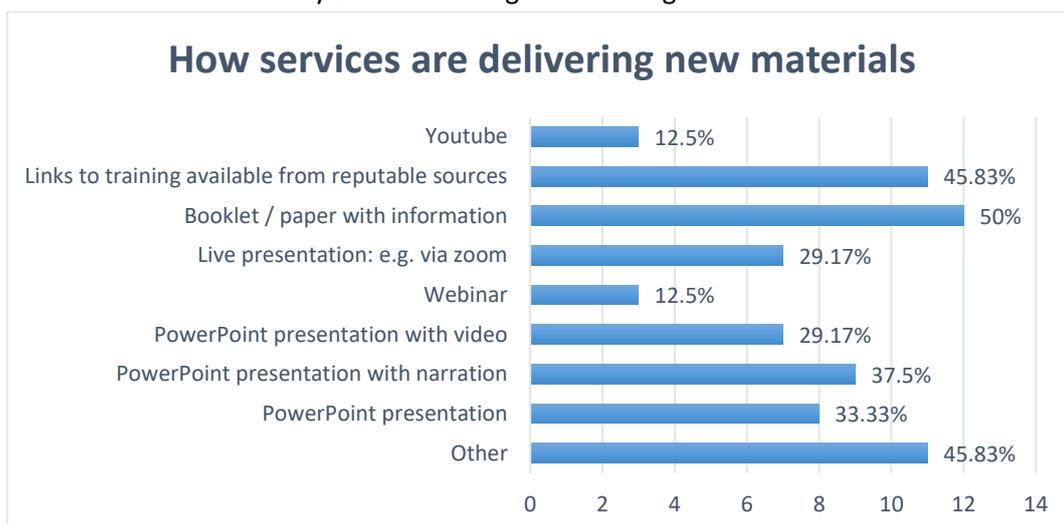
Identified Themes	Number of Services
Loss and bereavement	9
Nurture and wellbeing	9
Mental health and wellbeing	9
Transitions and Recovery	8
Staff Wellbeing	5
Trauma Informed Practice	5

Other themes: Play; critical incidents; self-regulation; Compassionate Connected Classrooms; inclusive practice; CIRCLE; managing anxiety; child development; promoting positive relationships; supporting hubs; planning around ASD; advice on balance at home and CBT approaches.

13.5.4 Question Twenty-Two – 24 responses

File 4: Reports and internal briefings on progress towards target

Respondents were asked how they were delivering new training materials.



At least half of services are providing staff training using booklets/handouts.

- Nearly half of services identify and promote links to existing training available from reputable sources.
- Other methods of delivery: PowerPoint presentations with narration; video; webinars; YouTube; SWAY; Microsoft Teams; Zoom.
- Three services stated they were currently developing a webinar.

13.5.5 Question Twenty-Three – 17 responses

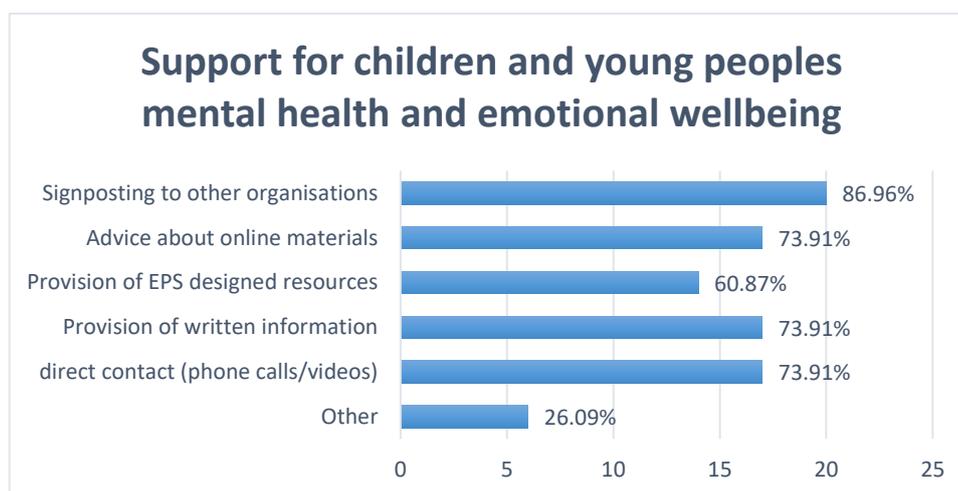
Respondents were asked if their training facilitated participant discussion.

- All services were using digital technology to facilitate discussions. The most commonly used platform was Microsoft Teams.
- Other platforms were Skype, Zoom, Google Meets, Web-Ex Meets and online video links.
- A small number mentioned ICT difficulties, including not being able to use Zoom due to security issues.

13.6 Section 5 – Mental Health and Emotional Wellbeing support

13.6.1 Question Twenty-four – 23 responses

Respondents were asked what their role was in supporting the mental health of children and young people.



The majority of services stated that they were:

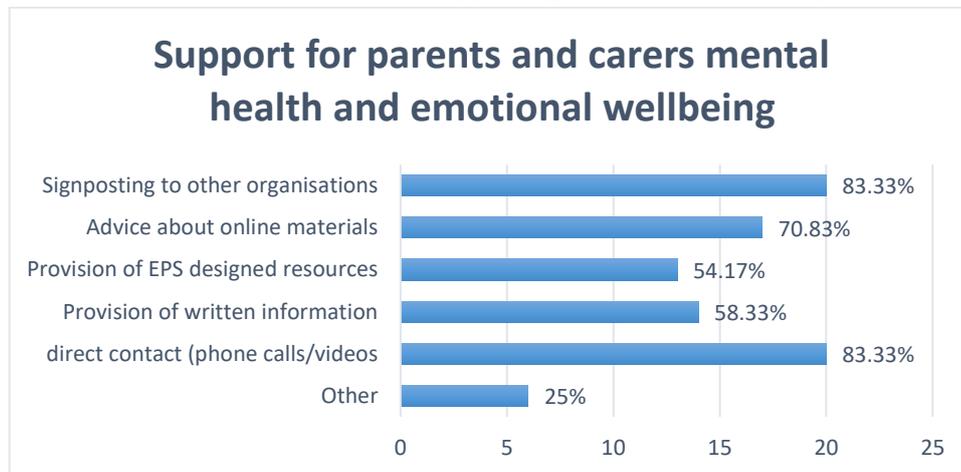
File 4: Reports and internal briefings on progress towards target

- signposting children and young people to other organisations,
- providing advice about online materials,
- providing written information,
- having direct contact with children and young people via phone/video calls
- providing resources designed by Educational Psychology.

In additional collaborative support, such as working with CAMHS was also identified.

13.6.2 Question Twenty-Five – 24 responses

Respondents were asked what their role was in supporting the mental health of parents and carers.



The majority of services are:

- Signposting parents and carers to other organisation,
- Having direct contact via phone/video calls,
- Providing advice about online materials,
- Over half the services were providing written information and resources designed by them,
- Other methods of support: designated phone line for parents and carers. One service advised that they had enquiries from parents and signposted them to relevant NHS support, where appropriate.

13.6.3 Question Twenty-Six – 24 responses

Respondents were asked what their role was in supporting staff mental health and wellbeing.



The majority of services are signposting staff to other organisations and having direct phone/video calls with staff.

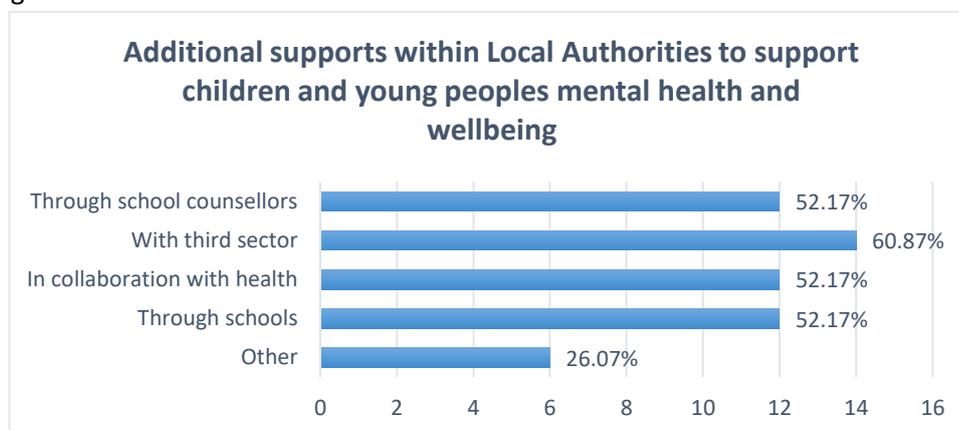
- Advice about online materials and provision of written information was being offered by over half the services.

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- Over a third of services had developed their own resources.
- Other methods of support: visiting hubs to provide support; contributing to corporate written materials; using Twitter; considering a staff phone line. As with the previous question, one service outlined that they were signposting staff to NHS services.

13.6.4 Question Twenty-Seven – 23 responses

Respondents were asked to list local authority supports for children and young people’s mental health and wellbeing.

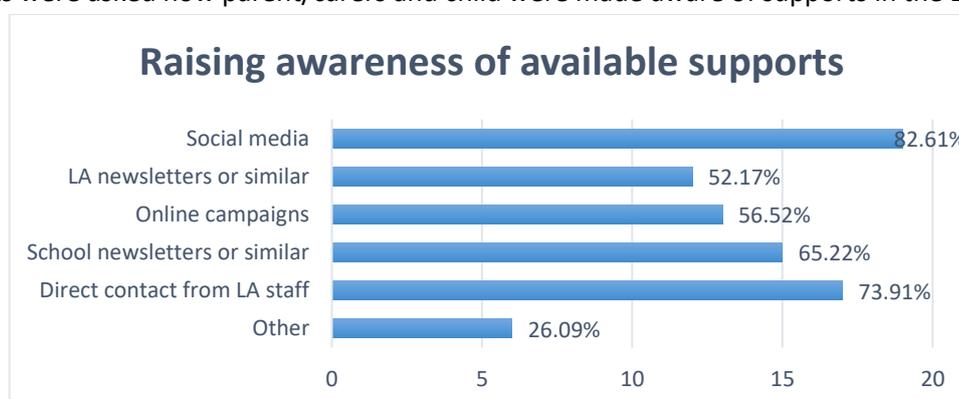


- Over half of services said their local authority was supporting children and young people’s mental health and emotional wellbeing through the third sector, school counsellors, collaboration with health and through schools.
- Over a quarter of services detailed all of the above.
- One service mentioned their local Improvement Collaborative’s work on gathering information to support local authorities with children and young people’s mental health and emotional wellbeing.

13.7 Section Six - Communication

13.7.1 Question Twenty-Eight – 23 responses

Respondents were asked how parent/carers and child were made aware of supports in the LA.



The majority of services reported that social media and direct contact from local authority staff were the main means of raising awareness.

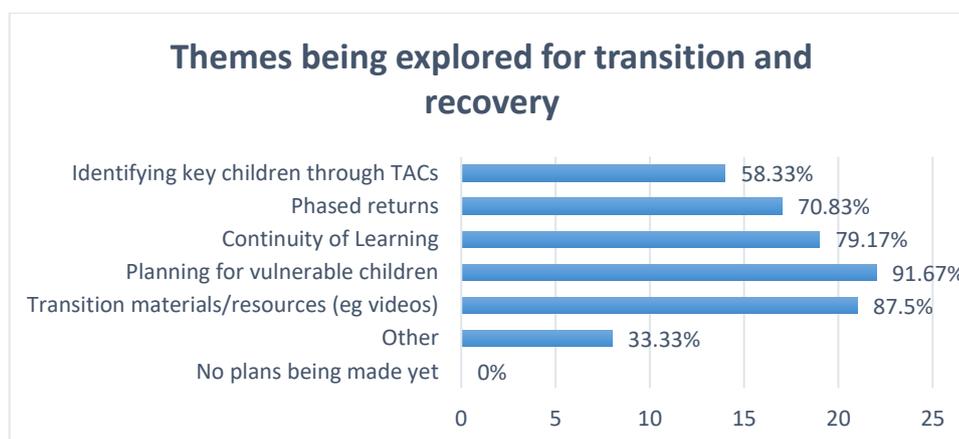
Many LAs are also using school or LA newsletters and updates, with over half using online campaigns.

Over a quarter of services provided other answers such as using GLOW and advocacy services.

13.7.2 Question Twenty-Nine – 24

Respondents were asked to list the themes they were working on for the transition and recovery phase.

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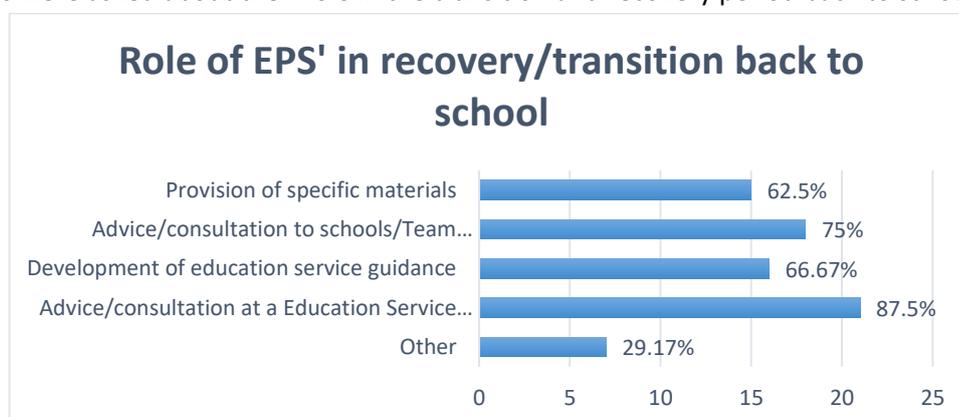


All services are planning for the transition and recovery period. The most common theme identified was planning for vulnerable children, closely followed by transition materials/resources, continuity of learning and phased returns.

- Identifying key children through TACs was outlined by just over half the services
- Additional themes included consideration of wellbeing issues; wider education recovery; support for staff; principles of transition and recovery.

13.7.3 Question Thirty – 24 responses

Respondents were asked about their role in the transition and recovery period back to school.



The majority of services are offering:

- Advice/consultation at an education service level and consultation to schools/TACs,
- Have developed education service guidance and specific materials,
- One service was leading a vulnerable children and young people work stream.

13.7.4 Question Thirty-One – 19 responses

Respondents were asked to identify any gaps in planning for recovery/transition. Eleven respondents said they have not yet identified any gaps, but are in the process of completing a needs analysis. Others mentioned that the gaps were more in relation to the need for Scottish Government guidance information and the unavoidable uncertainty about future plans.

Identified Gaps/Concerns
Updating existing resources eg on nurture, loss, resilience
Staff taking up new posts – how best to support them
Uncertainty about timescales and parameters

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Unknown nature of recovery/transition eg will parent/carers want children to return
Wider research base – to include recovery curriculum

13.7.5 Question Thirty-Two – 18 responses

Respondents were asked if they could identify any other roles/activities their service could provide in supporting recovery and transition.

Identified Themes
Training
Research – longitudinal studies, dissemination of current research
Other e.g. advice on trauma related approaches, development of MH strategies; revising service delivery; developing face to face contact with children; virtual Team around the Child meetings

13.7.6 Question Thirty-Three – 21 responses

Respondents were asked to identify any barriers to providing support. Of the 21 responses, 9 stated they had not identified any barriers. The remaining responses are split into themes in the table below:

Identified Themes
Staffing capacity eg vacancies, resizing of service, EP capacity
Lack of clarity surrounding transition/recovery phase
Difficulties with remote working eg ICT problems
Social distancing concerns when working in office eg hot desking
Lack of clarity on EPS role eg input on MH but not on curricular aspects

13.7.7 Question Thirty-Four – 20 responses

Respondents were asked if they felt there were any actions that ASPEP could take to support or address the concerns/barriers. Of the 20 responses, 5 answered 'no'. The remaining 15 responses are outlined in the table below:

Identified Themes
Facilitate discussions/collaboration between local authorities ie ASPEP has been helpful in facilitating this and continued support is appreciated
Draft guidance - to ensure continuity of service between LAs
Other eg continued collation of the work of EPS' nationally has been helpful; continued links with Scottish Government regarding the work of EPS'; continued links with CoSLA, ADES and NSSGEP

13.8 Section seven – Final Comments

13.8.1 Question Thirty-Five – 16 responses

Respondents were asked to outline any good practice they have been part of or have seen during the current pandemic.

Identified Themes of Good Practice
Using technology to continue service delivery incl. telephone consultations, FaceTime, Google Meets, sharing of videos and posters

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EPS' websites/blogs – good source of information e.g. Healthier Minds and Bumps2Bairns were specifically mentioned
Helpline service has been beneficial
Creation of 'tool kits' eg reconnection/welcome, resilience, reflection and recovery
Joint working with other teams
Online training for CLPL
Other eg rotating buddies to motivate staff; virtual nurture work; using technology to communicate with other psychologists.

In Summary:

EP services have contributed significantly during COVID-19, providing advice and consultation and developing a range of materials and guidance for staff, parent/carers and children/young people. They have continued to provide a strategic role as well as service continuity on core functions such as consultation, intervention, training and research for schools, families and children through creative ICT approaches.

EP services are now in the process of advising colleagues on the recovery phase along with the development of materials and guidance. There are queries about how services will develop their role going forward if remote working and social distancing continues over a period of time.

It is clear that there is ongoing support from services for ASPEP to continue to have a central role in supporting services nationally. For example, with regards to the continuity of service delivery; the core functions that can be delivered; consistency in practice and guidance; maintaining a visible profile nationally working with ADES and the Scottish Government.

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Embedded document C – Update on local authority plans

From: [redacted] / [redacted]

Support and Wellbeing and Children and Young Peoples Mental Health Delivery Units

5 May 2020

Deputy First Minister and Cabinet Secretary for Education and Skills
Cabinet Secretary For Health and Sport
Minister for Mental Health

ACCESS TO COUNSELLING THROUGH SCHOOLS: LOCAL AUTHORITY PLANS

Purpose

1. To provide an update on
 - Local Authority plans to deliver counselling in schools; and
 - A commission to local authorities, via the Association of Scottish Principal Educational Psychologists, on current provision during COVID-19.

Priority

2. Routine.

Background

3. The Programme for Government 2018-19 included the following commitment in order to provide schools with better support to deal with wellbeing concerns and to direct children to counselling services:
 - To make sure that children and young people have the support they need at the earliest possible stage we will invest over £60m in additional school counselling services across Scotland. This will create around 350 counsellors in school education across Scotland ensuring that every secondary school has counselling services
4. Ministers will be aware that it was initially intended that there would be provided 1 counsellor per school, but this was altered as a consequence of the introduction of a baseline which prioritised rural schools. As a result the commitment has been reframed as providing access to counsellors through schools, so all schools will have access to school counselling, but may not have a counsellor attached to their school. This allows for balance to prevent overprovision in some areas, and under provision in others.
5. Since then we have worked collaboratively with local authorities to agree a suite of aims and principles to underpin the commitment and agree a funding distribution model in August 2019; agree a process for local authority plan reporting and ongoing monitoring in September 2019.
6. As part of the agreement with local authorities to deliver the counsellors in schools commitment, Ministers requested that authorities' submit plans for the delivery of the schools counselling service by the end of 2019.

Update on Local Authority Plans

7. Local Authorities provided plans during December 2019 and January 2020. Officials began to review these plans in February 2020 and followed up any outstanding points with the authorities in late February/early March.
8. To date, 30 Local Authorities have provided plans and clarified outstanding points with officials. This has provided assurance on local authority plans for children and young people's mental health support

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through a school counselling service. Annex A provides a summary table of the returns. The returns received are showing that overall local authorities have plans in place to have 366 school counsellors in place by September 2020.

9. The plans received are showing a mix of approaches, with local authorities ensuring that the needs of children and young people within their region are being met, whilst ensuring that the commitment to have a counselling service in schools available is met. As well as ensuring that secondary schools, and some primary and special schools, have access to a counsellor, local authorities are also utilising the funding to put in place wider mental health and wellbeing supports.

10. A number of local authorities are also utilising the funding to continue existing provision, thereby ensuring a continuum of care for children and young people already accessing the service. The majority of these existing services were being funded through the Attainment Challenge funding or Pupil Equity Funding, this will then enable those funding streams to be re-directed to other valuable and effective supports for children and young people in schools.

11. Four local authority plans – Midlothian, East Lothian, East Dunbartonshire and North Lanarkshire – have not included detail on number of counsellors to be appointed.

12. For Midlothian and East Lothian, they have advised that they are undertaking a joint approach to establish a joint authority counselling service. In March they were in the process of appointing a co-ordinator to commission procurement and establish a service, so they weren't in a position to report on planned numbers of counsellors. Since submission of their plan officials have pressed them for detail and will continue to engage with them on progress and planned delivery of their service.

13. East Dunbartonshire have confirmed that they will be using a third sector provider to provide a counselling service in school, officials contacted them in early March to ascertain how many counsellors they were planning on being in place. Officials will continue to engage with them to identify planned provision.

14. North Lanarkshire have confirmed that existing providers of counselling will continue to provide a service by September 2020. In relation to numbers of counsellors, the authority were awaiting reports from schools in their region that would provide an indication of demand. Officials will continue to engage with the authority to identify planned provision.

15. Two Local Authority plans are still outstanding – Highland and Orkney – officials have been engaging with these authorities throughout February and early March to press them to provide a plan urgently. Prior to the onset of the current COVID-19 pandemic both authorities had provided assurance that they would submit a plan in mid-March. However, due to the need for Local Authorities to focus on providing immediate support to address COVID-19, both authorities have not yet provided a plan. Officials are continuing to engage with these authorities on submission of their plans.

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Provision during COVID-19

16. Education Scotland has approached the Association of Scottish Principal Educational Psychologists (ASPEP) to provide information about the supports being provided in their local authority on current mental health support for children and young people during the COVID-19 pandemic. The following questions were asked of ASPEP:

- What services do LAs have in place to support children and young people's mental health?
- How many school counsellors are available to support children and young people mental health?
- What are LAs future plans to continue to support children and young people's mental health?
- What are LAs doing to ensure children and young people are aware that the support on mental health is available?

17. Officials anticipate receiving this information shortly and we will forward this on as soon as it is available.

18. There is a need to ensure that counselling through schools is available as part of the support to children and young people's mental health as a result of COVID-19, and as part of support for vulnerable children as part of educational recovery. Officials will use this as an opportunity to reinvigorate planning and implementation towards that end.

Conclusion

19. We would be grateful if Ministers would:

- note the update on local authority plans for providing a school counselling service in secondary schools by September 2020; and
- note the action undertaken by ASPEP to ascertain the current provision during the COVID-19 pandemic.

[redacted] / [redacted]

Support and Wellbeing and Children and Young Peoples Mental Health Delivery Units

5 May 2020

File 4: Reports and internal briefings on progress towards target

Copy List:	For Action	For Comments	For Information		
			Portfolio Interest	Constit Interest	General Awareness
Minister for Children and Young People			X		
Minister of Public Health, Sport and Wellbeing			X		
Minister for Further Education, Higher Education and Science			X		

[redacted] (Director, Learning) [redacted] (Director, Mental Health) [redacted] (Deputy Director, Mental Health) [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted]
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Summary of Local Authority Plans for Counsellors in Schools

Local Authority	Number of Secondary Schools	Plan for Implementation				
		Service Delivery Model	Number of Counsellors planned in September 2020	Addressing Risk	Communication Plan	Measuring Outcomes
Aberdeen City Council	11	Third Sector provider	13	Discussing with neighbouring authorities possibility of joint commissioning for a training provider; Outlining continuum of care; linking with School Nursing team; Continue to provide MH First Aid training	Existing Forums; Authority and School Websites; Leaflets; Pupil App; Links to health services	Number of Children; level of attendance; level of re-referral; length of intervention; pre and post counselling questionnaire with cyp
Aberdeenshire Council	17	Employed by LA / Supervision, training and management will be outsourced	13	Commissioning third sector provider to train in-house counsellors; counsellor post will cover holidays; Resource will be utilised across	Established a working group to design material for all key stakeholders – CYP, parents	Impact reporting will be externally commissioned

File 4: Reports and internal briefing on progress towards target

Local Authority	Number of Secondary Schools	Plan for Implementation				
		Service Delivery Model	Number of Counsellors planned in September 2020	Addressing Risk	Communication Plan	Measuring Outcomes
				school clusters		
Angus Council	8	19/20 - piloted approach using third sector in one secondary 2020/21 – all secondary part of Tayside procurement exercise	8	Mixed model should increase availability and access; counselling will ensure continuum of care; Training package for staff developed with Abertay University; Counselling available in health centres during non-term time	Consulted Headteachers; Planning with Tayside Educational Psychology Services to reflect in Tayside MH Strategy for CYP; Angus Mental Health and Wellbeing Network	Being determined and part of procurement exercise
Argyll and Bute Council	10	LA Employed	7	Plan to recruit qualified counsellors in local areas to deliver services where required; Contracted Full Time not term time; linked to CAMHS for supervision	Headteacher advisory group; publicity material for parents and cyp; developing in partnership with Health and Social Care; Governance through Multi-Agency	Length of engagement with cyp; number of cyp provided with a service; analysis of reasons for referral; feedback from parents / carers and school staff;

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Local Authority	Number of Secondary Schools	Plan for Implementation				
		Service Delivery Model	Number of Counsellors planned in September 2020	Addressing Risk	Communication Plan	Measuring Outcomes
				and CPD; training to ensure sufficiency across all areas.	Strategic Planning Group	
City of Edinburgh Council	23	LA Employed	23	Allocation of counsellors to schools will be based on population model; counsellors available in non-term time; provide counselling training for pupil support officers, supported by Ed Psychs and CAMHS;	Consulted with schools directly on model; interviews with cyp; discussion with CAMHS; developing a communication template for schools adaptation	Educational Psychologist services, in partnership with LA Co-ordinator will identify measures for supervision, tracking and monitoring
Clackmannanshire Council	3	Third Sector	4	continuing existing provision funded through Attainment Challenge – extending to non-term time; enable continuity of existing provision	Establishing multi-agency project board who will design an engagement strategy; establishing a 'Tell us Once' forum – requests for MH	Work with a University partner to measure impact including standardised measures for comparison and process measures for monitoring and adaption as process evolves

File 4: Reports and internal briefing on progress towards target

Local Authority	Number of Secondary Schools	Plan for Implementation				
		Service Delivery Model	Number of Counsellors planned in September 2020	Addressing Risk	Communication Plan	Measuring Outcomes
				and redirection of Attainment funding	support triaged; Will include Ed Psychs, CAMHS, GPs, third sector, school nursing, social work	
Comhairle nan Eilean Siar	4	Third sector provider	12	Continuation of existing provision in every secondary school; 24 hour helpline service in place; training of additional CLD and Social Work staff in counselling skills	Newspapers, Social Media, Group call updates, referral systems are used to communicate widely in the community, to staff in schools, support services, Third Sector and statutory agencies	Service impact is being evaluated in terms of impact on service users, school system and family in terms of <ul style="list-style-type: none"> • Length of time to Discharge • Engagement and Inclusion • Self-reporting behaviour • Inclusion attendance.
Dumfries and Galloway Council	16	Employed by LA	12	Online resource being developed to support	Develop an online resource for cyp; School Management	360 degree evaluation with cyp, school link staff and practitioners;

File 4: Reports and internal briefing on progress towards target

Local Authority	Number of Secondary Schools	Plan for Implementation				
		Service Delivery Model	Number of Counsellors planned in September 2020	Addressing Risk	Communication Plan	Measuring Outcomes
				CYP during non-term time; utilising staff resource within authority to work with CYP; building on existing service that dovetails with existing services, policies	nt Teams; Student forums; Information leaflets for parents/ carers and cyp; multi-agency group established	Embed pre and post evaluation measures; Weekly tracking of wellbeing; Collation of themes arising through counselling; bi-annual reviews with schools
Dundee City Council	8	19/20 - piloted approach using third sector in five secondary schools 2020/21 – all secondary part of Tayside procurement exercise	8	Partnership with Abertay University to provide trained counsellors; Current counselling continues during non-term time and delivered in community centres; continue early intervention through SAC funded Health and Wellbeing workers	LA steering group, reps from public health, Tayside MH Strategy Group, Ed Psychs, Education Officers, Headteachers; Wider comms in 2020	Counselling service has evaluation built in, triangulated with school staff reports

File 4: Reports and internal briefing on progress towards target

Local Authority	Number of Secondary Schools	Plan for Implementation				
		Service Delivery Model	Number of Counsellors planned in September 2020	Addressing Risk	Communication Plan	Measuring Outcomes
East Ayrshire Council	8	Procured full time counselling service to cover the authority / some schools continuing with existing counsellors hired via PEF	Issuing schools with a ring-fenced budget to pay for services when CYP require it	Undertaken a one-year pilot in a secondary school; not appointing specific counsellors to allow flexibility of offer and meet needs of CYP; will guarantee access all year round; established a governance group; non-term time covered	Full scale launch of programme with all headteachers and partner agencies; Information graphics produced for schools in terms of triage and availability of wider supports; LA PR team to reach parents; Creation of MH Ambassadors	Data from CAMHS on referrals and waiting times; Survey Headteachers and key staff; Pupil session numbers; Qualitative and Quantitative data on key factors for signposting cyp to counselling; Using standard scales and tools e.g. SDQ to ascertain individual effects on pupils and families.
East Dunbartonshire Council	8	Using third sector providers in 2019/20		Awaiting response to follow up email of 4 March – impacted by COVID-19		
East Lothian Council	6	Collaborating with Midlothian		Prioritising appointing a project manager who would procure service – third sector provider - recruitment in March		Evaluation strategy to be developed by Principal Educational Psychologists
East Renfrewshire Council	7	Third Sector provider	7	Established relationship with third sector provider; expanding	CYP delivered posters in schools; Specific event	CORE assessment forms to measure cyp journey; Oversight

File 4: Reports and internal briefing on progress towards target

Local Authority	Number of Secondary Schools	Plan for Implementation				
		Service Delivery Model	Number of Counsellors planned in September 2020	Addressing Risk	Communication Plan	Measuring Outcomes
				service to cover non-term time;		provided by Youth Counselling Hub, a multi-agency forum that screens referrals, monitors trends and responds to issues
Falkirk Council	8	Mix of existing third sector provider and LA employed	9	Increasing provision with existing providers; available in non-term time	Information and leaflets in all schools, outreach services and online; link to existing MH collaborative	Outcomes measured by service provider, will include SHANARRI outcomes using qualitative and quantitative data; children's progress monitored
Fife Council	18	Mix of LA Employed and Third Sector provider	18	Establishing three support services – 1:1 and group counselling / counselling for peer:peer, befriending, coaching and mentoring models; drop in listening service in School Health Zones	Awareness raising with parents, partner organisations, school leaders. Young people engagement through social media, visual signposting and advice through partner organisations	Agree measures with service providers; review services annually

File 4: Reports and internal briefing on progress towards target

Local Authority	Number of Secondary Schools	Plan for Implementation				
		Service Delivery Model	Number of Counsellors planned in September 2020	Addressing Risk	Communication Plan	Measuring Outcomes
Glasgow City Council	30	Devolved to schools	79	Building on existing relationships with third sector and other agencies; enable CYP to access service in non-term time; additional support provided by Ed Psychs	Communication done by individual schools	Education Psychologists will be measuring and evaluating impact
Highland Council	29		No Plan received – 5 March HCC advised still in process of planning distribution			
Inverclyde Council	6	Third Sector Service	6	Key stakeholders supporting all commissioning aspects of the service; will align with existing services; available in non-term time	Early engagement with Headteacher forum; Involvement of CYP; Whole system approach involving GPs, school nurses, community link workers and CAMHS	Outcome measures include – open cases, referrals, evaluation of intervention measures; CYP feedback;
Midlothian Council	6	Collaborating with East Lothian		Prioritising appointing a project manager who would procure service – third sector provider – recruitment in March		Evaluation strategy to be developed by Principal Educational Psychologists
Moray Council	8	LA Employed	7	Building on existing	Disseminate information	Outcomes included in Child

File 4: Reports and internal briefing on progress towards target

Local Authority	Number of Secondary Schools	Plan for Implementation				
		Service Delivery Model	Number of Counsellors planned in September 2020	Addressing Risk	Communication Plan	Measuring Outcomes
		and Third Sector		services enabling risks to be identified and addressed; working with Moray college on qualified counsellors; access in non-term time; developing guidance for CYP on access to service	via established range of mediums	Plans; Robust pre and post counselling evaluations undertaken; Outcome monitoring of client progress; Quality improvement will be undertaken to ensure needs of CYP are being met
North Ayrshire Council	9	LA Employed	9	Continuing existing services and adapting as required; process in place to ensure needs of CYP being met; Headteachers developing skills of staff to support CYP; support to CYP available in non-term time	Embedding existing service within an authority so service already widely known and understood;	Monitoring impact of the service collected via CORE and SDQ which are completed by all CYP using the service

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Local Authority	Number of Secondary Schools	Plan for Implementation				
		Service Delivery Model	Number of Counsellors planned in September 2020	Addressing Risk	Communication Plan	Measuring Outcomes
North Lanarkshire Council	23	Provision of service from 7 providers	Numbers of counsellors dependent upon school data from 2019/20	Existing framework has enabled providers to meet demand	Resource devolved to schools who are communicating directly with stakeholders	Headteacher provides a return outlining the name of the provider, the number of children engaging with the service, breakdown of age and reasons for referral; providers are required to submit an evaluation which will include number and frequency of sessions offered to pupils, uptake of sessions, pupil details e.g. (age of pupils, primary/secondary split, gender) and impact of counselling interventions.
Orkney Islands Council	5		No plan received – was going to provide on 11 March but COVID-19 response impacted			
Perth and Kinross Council	10	19/20 - piloted approach using third sector in two secondary schools 2020/21 – all	10	Third sector provider – Place 2 Be to recruit and put in place safe systems for counselling; using information from pilot in	Communication plan as part of the Tayside wide procurement	Baseline assessments; monitoring outcomes through Child’s Plan; Qualitative feedback

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Local Authority	Number of Secondary Schools	Plan for Implementation				
		Service Delivery Model	Number of Counsellors planned in September 2020	Addressing Risk	Communication Plan	Measuring Outcomes
		secondary part of Tayside procurement exercise		rural school to inform effective approach		
Renfrewshire Council	11	Third sector	47	Specification to deliver service aligned with SG aims and principles; enabling outreach during term and non-term time	Developing a Communications strategy; promoted via leaflets, newsletters, classes, social media, websites, GPs and NHS partners	gathering quarterly qualitative and quantitative data for each school.
Scottish Borders Council	9	Third Sector	9	Manager secured to set up service across LA; existing provider to train/up-skill existing services; support available in non-term-time	Communications plan being developed, will take into account rurality of the area and include parents, pupils. Strong links to the Scottish Borders Mental Health Task Force Working Group	Outcome focused referral service; using wellbeing indicators to measure impact of the service

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Local Authority	Number of Secondary Schools	Plan for Implementation				
		Service Delivery Model	Number of Counsellors planned in September 2020	Addressing Risk	Communication Plan	Measuring Outcomes
Shetland Islands Council	7	Local Authority Employed	4	Appointing counsellors through existing sub-contracting arrangements; enabling provision in non-term-time; equitable service to cover rural locations	Communications with staff, parents and pupils, NHS services	Pre and post counselling evaluations; Data measured as part of wider Emotional Wellbeing and Resilience project
South Ayrshire Council	8	Local Authority Employed / Third Sector provider and Other Agency	15	Existing provision continuing to support continuum of care; appointing team leader to support schools and service provider and ensure needs of CYP are met; Headteachers developing skills of staff; will continue during non-term time	communicate to the wider school community and partners in a number of different ways. Including information leaflets, drop in sessions, mental health weeks and parent/carer information events; establishing a senior leaders group	Outcome measures being developed by Principal Educational Psychologist; Additionally through school improvement and self-evaluation processes already in place

File 4: Reports and internal briefing on progress towards target

Local Authority	Number of Secondary Schools	Plan for Implementation				
		Service Delivery Model	Number of Counsellors planned in September 2020	Addressing Risk	Communication Plan	Measuring Outcomes
South Lanarkshire Council	17	Third Sector provider and other agency	23	Centrally based lead officer to co-ordinate and support implementation; continuing existing provision to ensure continuum of care; support available in non-term time	Reference Group established; Mental Health Governance (multi-agency) group established	<p>Information will be collected on:</p> <ul style="list-style-type: none"> • Number of children and young people seen • Number of sessions offered/delivered • Impact of service including pre and post-test measures • Trends of referral – age, gender, reason etc. <p>SLC will also collect information on:</p> <ul style="list-style-type: none"> • Pupils views of counselling input • School qualitative observations of progress • Attainment and attendance data • Annual supervision report

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Local Authority	Number of Secondary Schools	Plan for Implementation				
		Service Delivery Model	Number of Counsellors planned in September 2020	Addressing Risk	Communication Plan	Measuring Outcomes
						<ul style="list-style-type: none"> • Young person's feedback • School Link officer view • Review of service agreement / delivery
Stirling Council	7	LA Employed / Third Sector	7	Reviewing training of LA staff for long term sustainability; support for CYP available in non-term time; LA Co-ordinator in place to ensure needs of CYP will be met	Developing guidance for school staff and senior management; leaflets, posters, social media to parents, carers and pupils; existing forums – Mental Health steering group and Children's Service's Strategic Group	Pre and post counselling evaluation questionnaires; Self-reporting by pupils, parents/carers and staff; CAMHS data will be monitored to evidence impact of school counselling
West Dunbartonshire Council	5	LA Employed / Third Sector / Other Agency	5.2 (FTE)	Building upon existing provision; support available for CYP in non-term time; procuring digital service to	Communicating to pupils via assemblies; wider comms through social media, website;	Counselling services will report on number of sessions provided , number

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Local Authority	Number of Secondary Schools	Plan for Implementation				
		Service Delivery Model	Number of Counsellors planned in September 2020	Addressing Risk	Communication Plan	Measuring Outcomes
				ensure YP can access supports	existing forums	used, average number of sessions per person, follow up actions and waiting list figures; Pupil and staff focus groups and questionnaires will inform interventions which are successful and less so; Reach of counselling supports will be measured by all providers; according to age and gender

File 4: Reports and internal briefing on progress towards target

Local Authority	Number of Secondary Schools	Plan for Implementation				
		Service Delivery Model	Number of Counsellors planned in September 2020	Addressing Risk	Communication Plan	Measuring Outcomes
West Lothian Council	11	Third Sector	11	Ensuring equitable service across all schools through procurement process; support available to CYP in non-term time	All Headteachers consulted on plans; wider strategy with CYP and families to outline support and how to access; share details of service with multi-agency partners	Providers to issue report on uptake of service and impact each term; self-evaluation in schools; draw on national evaluation frameworks