

Transforming Children & Young People's Mental Health

Your guide to hosting an Education Mental Health Practitioner trainee

**For placement and prospective placement schools and
colleges in the Mental Health Support Teams programme**

February 2023

Contents

Introduction

Slides 3 - 5

EMHPs and Placement education settings

Slides 6 - 13

Roles within settings

Slides 14 - 16

Support for an EMHP trainee

Slides 17 - 18

Three functions of an MHST

Slides 19 - 23

Checklist of actions

Slides 24 - 26

Annex and FAQs

Slides 27 – 32

Accessing Support

Slides 33 - 47

To note:

We encourage you to please read through this support pack in it's entirety to provide you with a **comprehensive guide to the requirements** of hosting an Education Mental Health Practitioner trainee.

To accompany the pack, we have created additional support materials including a **bitesize audio summary** of the pack contents and a **top tips resource** featuring reflections from fellow placement settings and EMHPs.

An introduction to MHSTs

Thank you for signing up to work with a Mental Health Support Team (MHST) and taking an important step to promote and support wellbeing and mental health within your organisation.

Mental Health Support Teams are designed to support the promotion of good mental health and wellbeing and provide expertise to meet the **mild to moderate mental health needs** of children and young people in education settings. Made up of senior clinicians, higher-level therapists and the Education Mental Health Practitioners (EMHPs), the team will work collaboratively with you to strengthen your existing school/college mental health provision and links to local support services, delivering **evidence-based support, care and interventions**.

By hosting and supporting an EMHP during their training year you will receive early access to the MHST, helping to **embed the service into your education setting**.

The MHST will support you to **identify and assess the needs** of your school community whilst you host an EMHP during the trainee placement year. This will allow you to **co-produce, shape and review the MHST service** regularly to effectively support the mental health and wellbeing of your pupils once it is fully operational.

The purpose of this support pack

This pack has been created to provide information to support your school/college to **host a training placement** for EMHPs.

This information will be most useful for education staff leading the in-school delivery of the MHST service and whole school or college approach, such as members of SLT, the senior mental health lead and/or school or college coordinator (see [slide 14](#) for further information).

You will learn how you can support the development of trainees in this new role that has been introduced specifically for the MHST programme. This includes information on **the role of an EMHP**, the **roles needed in school** to support them, advice on how you can **work together and plan a good induction for your trainee**, as well as signposting to **further tips and resources** to support the mental health and wellbeing of your school community.

What are the benefits of being a placement setting?

- ✓ Opportunities to **offer targeted support sooner** to pupils or students who present with **mild to moderate** mental health issues in your school or college, helping them to remain in education and enable an **early intervention approach**.
- ✓ The opportunity to help **shape a new/developing mental health workforce** operating across health and education to support children & young people, their parents/carers and school staff nationwide.
- ✓ The ability to create and foster an **appropriate learning environment** and opportunities for the trainee EMHP to develop their understanding of the **school and college context**.
- ✓ Support for your senior mental health lead to **develop a whole school or college approach** to mental health and wellbeing earlier, including assistance **promoting positive mental health** and **support for teachers** to deal or respond to mental health issues more effectively.
- ✓ The promotion of **closer partnerships** with your community's NHS Mental Health Services, other local emotional wellbeing offers, and Higher Education Institutions (HEIs) that will be training the EMHPs
- ✓ Raised awareness and the profile of mental health and wellbeing across the school community.

Top Tip: Eligible state-funded schools and colleges can access a [DfE-funded grant of £1,200 to train a senior mental health lead](#). This will support your setting with your introduction into the MHST service and working with your trainee EMHP, as well as developing and implementing your strategic whole school or college approach to mental health and wellbeing.

What does a good placement experience look like?

Regular communication with the school community regarding the trainee EMHP role, remit and training requirements

A rigorous induction for the EMHP trainee. This should include a premises orientation, **allocation of intervention spaces and introductions** to key staff and existing support for pupils (incl. mental health and health and safety procedures)

EMHP trainees are taught, understand and agree with the **school's safeguarding pathways and procedures** (incl. use of the school's safeguarding systems)

Opportunities for the EMHP trainee to **support the senior mental health lead to develop the whole school or college approach** to mental health and wellbeing

Opportunities for the trainee to deliver a range of **evidence-based group and individual interventions** to children and young people with mild-moderate mental health needs and/or their parents and carers, tailored to the needs of each setting

Opportunities for the trainee EMHP to **conduct an assessment** of a child or young person's mental health needs

Education settings understand the types of pupils the trainee needs to work with, and **agree referral pathways** within the school/ college setting (incl. whether self-referrals by CYP or families are possible)



What is a placement school or college?

A placement school or college provides **practical experiences** for an EMHP(s) trainee over a year. Placements are a vital element of EMHP training, enabling individuals to learn about life in education settings and gain the necessary experience to complete their course prior to becoming fully qualified.

Placement settings should identify opportunities for EMHP(s) to deliver a range of **evidence-based group and individual interventions** for children and young people with mild to moderate mental health needs. These will meet the requirements of the EMHP's Higher Education Institution (HEI or university) course.



Placement settings work in partnership with the MHST and university / training providers to **induct the trainee** into the school / college community, orientating the new trainee EMHP into various education environments.

Placement schools or colleges work with the EMHP and their university/ training provider to identify a **wide range of learning opportunities** and experiences within the placement school, and to support the EMHP to meet their development needs and encourage retention.

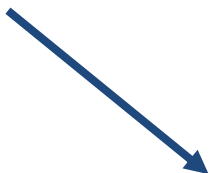
To note:

The **number of EMHP trainees** a school or college hosts and the **time they spend in each setting** is dependent on a range of factors, including: school or college capacity, local need, the set-up of the individual MHST, university timetables and the number of placement education settings.

Over the course of the 12 month training period, EMHPs and their linked MHSTs gradually become fully operational.

EMHPs play a critical role in delivering support within settings

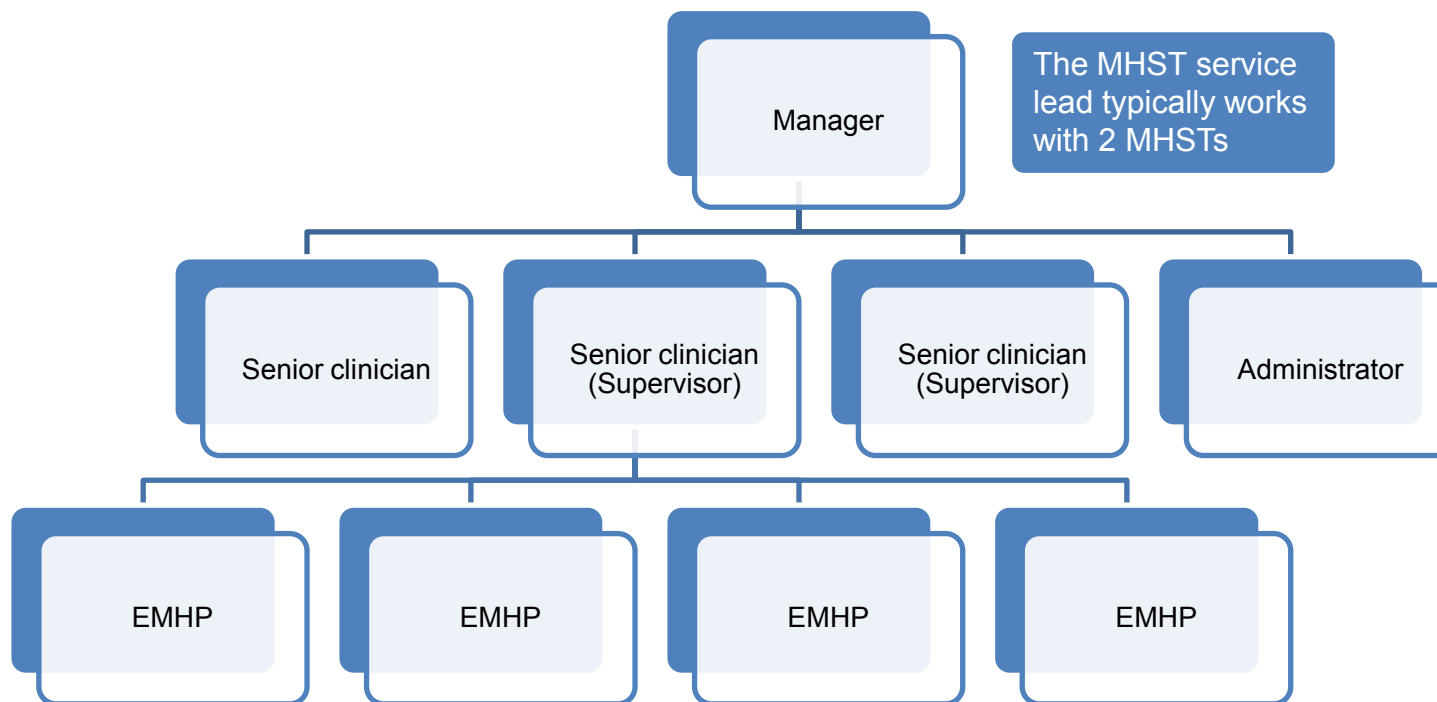
- ✓ EMHPs are a **new addition** to the Children and Young People's workforce and will be a key part of the workforce of Mental Health Support Teams.
- ✓ Entry requirements for the course include the ability to work at degree level, or have an equivalent level of relevant experience, **with a proven record of previous learning or formal study in child development, wellbeing or mental health.**
- ✓ Training involves weekly **teaching sessions, weekly supervision and practice placements** in schools and colleges. During their training year, EMHPs will be required to complete **appropriate placements** across a number of education settings in their local area to ensure they are equipped and experienced to work with **different types of schools and colleges and children and young people** who present with a range of mild-moderate mental health needs.
- ✓ Their university **training course lasts approximately one year**. During this period, EMHPs will be supported by their supervisors to **conduct a range of activities** in placement schools to achieve their necessary competences and complete their training in a timely manner. **Placement education settings crucially provide EMHP trainees access to pupils with a range of needs to meet their course requirements.**
- ✓ Due to the nature of the EMHP role, there is a degree of turnover in the workforce. For this reason, qualified EMHPs may sometimes need to be replaced with trainees.



EMHP Top Tip: Make sure your senior mental health lead/MHST coordinator has regular conversations with your trainee to understand what types of pupils they'll need to work with and when, and ensure you provide them with appropriate intervention space to allow them to carry out their course requirements.

What is the EMHPs role within the Mental Health Support Team?

There are generally four EMHPs in each team, with the remainder of the team consisting of senior clinicians (some of whom are EMHP supervisors), a manager and administrative support.



A typical MHST structure (team structures will vary locally)

To note:

Trainees will engage with pupils with less complex mental health concerns and manage smaller caseloads compared to their qualified counterparts. They are trained to become more autonomous and take on greater caseloads as their learning develops and training requirements increase.

EMHPs are trained to work across all 3 core MHST functions

EMHPs are trained to deliver and assess **outcome focused, evidence-based interventions** within education settings to children and young people with **mild-to-moderate** mental health problems (such as anxiety, depression and low mood), and their families, parents, and carers – with a particular focus on providing support to diverse groups and those facing inequalities and disadvantage. This training, which will be **accredited** by the British Psychological Society (BPS) from January 2022, will allow all qualified EMHPs to be eligible for professional registration.

They will support your setting's senior mental health lead to introduce or develop your **whole school/college approach**, give **timely advice** to education setting staff and work closely with your staff to **identify and manage** issues relating to mental health.

EMHPs will also liaise with your setting, MHST supervisors and external specialists to agree **referrals and signposting** to appropriate services for more severe mental health issues. They are trained to set up relationships with children and young people that allows them to act as a link to a wider support system, helping to keep them safe.

EMHP training is **education-setting focused** to support with their embedding and understanding of the school context. A further overview of course content is available via the [Future NHS Collaboration Platform](#). To note, during training, EMHP assessments in modules 2 and 3 will involve video recording an intervention with a young person, which will need to be shared with the HEI training provider (*please see [slide 29](#) for further information on data sharing agreements*).

EMHPs will not immediately begin to see pupils and student when they start their placement – this period is to support their learning rather than provide a service. You can usually expect them to begin this aspect of their role within the first three months of their placement.

Top Tip: To support with their induction, schools and colleges may want to consider a mentoring/buddying role to help the trainee to get to know and understand how your education setting works, and how your school relates to other education settings.

What is the role of the MHST senior clinicians (supervisors)?

Each MHST will include senior mental health clinicians who are experienced mental health professionals, many with experience of delivering and supervising mental health approaches in education settings.

A senior member of school staff (who may be named the [senior mental health lead](#) or MHST co-ordinator) will be responsible for liaising with the senior clinician about implementing the MHST into the school setting. Please see [slide 14](#) of this pack for more details.

Responsibilities:

- Establishing the relationship with your setting, and providing consultations and advice on more complex cases.
- Supervising the Educational Mental Health Practitioner trainees' practice of low intensity cognitive behavioural interventions and provide advice on the whole school/college approach to mental health and wellbeing. They will have existing knowledge and competencies in both areas.
- Likely have their own small case load (likely interventions for moderate cases), conduct assessments for more complex cases and lead consultation meetings with settings, amongst other responsibilities.
- Responsibility for signing off the trainees' learning objectives and competencies. They will receive specific training to equip them in their role as an EMHP supervisor.
- Having at least two years experience of working therapeutically within a children and young peoples' mental health setting. Ideally, they will also have experience of delivering and supervising mental health approaches in education settings and experience of supervising Cognitive Behavioural Therapy (CBT) informed interventions as well as practice related to schools and colleges.

What is the role of senior EMHPs?

The MHST workforce has recently been expanded to include the new role of the **senior EMHP** (also known as a **senior wellbeing practitioner**), to be staffed by qualified EMHPs or CWPs with two or more years post-qualification experience.

The senior EMHP role has been created to **increase the capacity of the MHST service** by **expanding the EMHP clinical skillset** to better meet the mental health needs of pupils and students. The role is also intended to **increase supervision capacity** within local teams and provide a sustainable **career progression pathways** for qualified EMHPs to promote retention and reduce staff turnover.

The training curriculum for senior EMHPs has been designed to equip MHSTs with a **broader range of interventions** to children, young people and their families with a **wider range of needs and backgrounds** within education settings and in the community.

Senior EMHPs are provided specific training in **clinical supervision** in child mental health or education settings, and taught a range of skills to enhance their practice in early interventions, supporting the MHST service to provide further low-intensity and early interventions for pupils with **more complex concerns** such as traumatic events, OCD, social anxiety and eating disorders, as well as increased specialism in **adapting support** for working with **neuro-diverse** children and young people and their families.

Funded training programmes will commence at HEIs across the country from 2023, with further details about the senior EMHP role to be released in due course. Similar to your support for trainee EMHPs, education settings can support senior EMHP in future by providing a positive learning environment during their training and access to appropriate cases.

Top Tip: Make sure you agree the referral criteria for what trainee EMHPs can support with as soon as possible during your placement year to avoid any confusion or rejected referrals.

An example of case a trainee EMHP might support

Please note this is one example from Liverpool CCG of a case that an EMHP trainee might support. Your MHST will be able to advise you on what cases trainees can support with.

Robyn Ideal Case for Trainee EMHP

What are Robyn's main issues?

Anxiety	<input checked="" type="checkbox"/>
Low Mood/Depression	<input checked="" type="checkbox"/>
Phobias	<input checked="" type="checkbox"/>

How strong is this feeling on the ROAR thermometer? (On average)

6-8

On a scale of 1-10 how much do you think these issues are affecting Robyn at home/school?

5-7

What concerns do you have about Robyn?

Robyn is showing early signs of low-mood/depression, worry/anxiety, or has a phobia. They are easily scared, lose confidence easily, seem nervous or clingy in new situations, often unhappy or tearful, seem downhearted, may often complain of stomach-aches, headaches or sickness and may have lots of worries. Some of this may be presenting as poor behaviour, anger or under performing academically. Their issues will be having some impact on their school work, peer relationships, home life and participation in leisure activities. Robyn won't have raised any significant concerns around ASD or ADHD. Robyn will want to get support.

Give a brief summary of Robyn's background/family situation, risk factors and protective factors.

Robyn will have minimal (no more than 1-2) adverse childhood experiences, and they will not have significant impact on Robyn's emotional state. Robyn's parent/carer will be supportive of the therapeutic intervention and will engage in the process. Robyn will not have any major risk factors or safeguarding concerns. Robyn's school attendance is not significantly affected. Robyn has not had a recent (in the last 6 months) significant life event such as a bereavement. Any factors at school or home that are having a negative impact on how Robyn is feeling are, where possible and reasonable, being addressed.

What help/support has Robyn already received?

Robyn may have accessed some of the interventions provide in the ROAR toolkit and may have been supported by school-based staff. Robyn won't have accessed CAMHS services before in the immediate time preceding this referral.



Robyn's age

8-11

Are parents/carers engaged to support Robyn with this intervention?

Yes

Is Robyn low risk to self?

Yes

Does Robyn have diagnosed ASD/ADHD?

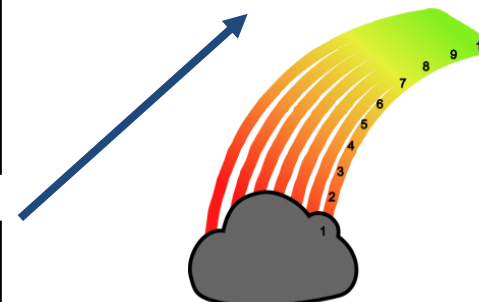
No

Does Robyn have an SEN statement?

No

The [ROAR toolkit](#) is a screening tool used in whole-class groups to gauge wellbeing levels and readiness to engage in learning.

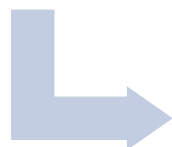
For further information on this approach, please see the [whole school or college approach case study pack](#) and [whole school college approach webinar recording](#) featuring the pupils of Monksdown Primary School in Liverpool.



Timeline – what happens when

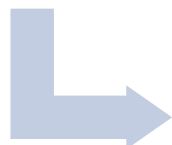
**September/
January**

Intake of training commences, and EMHP trainees begin their training course. The MHST project lead confirms placement schools and colleges, and will agree induction plans with you.



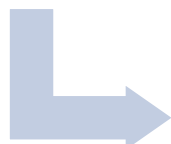
**December/
March**

EMHP trainee placements **start in schools and colleges 6-8 weeks** after their training commences



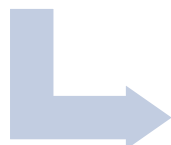
**March/
June**

EMHP trainees typically start to see individual pupils and students within the first three months of their placement



**August/
December**

EMHP trainees typically finish training



**November/
February**

EMHPs qualify and the MHST starts to provide the service in all MHST schools and colleges

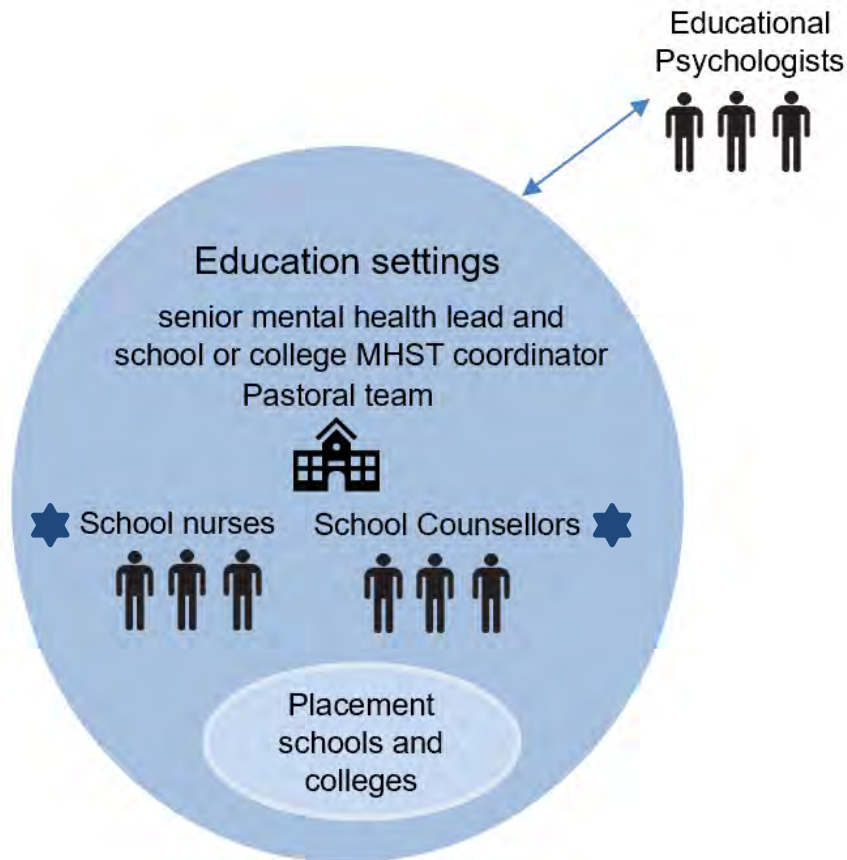
Please see [slides 25 – 26](#) for a checklist of actions to take in preparation for your EMHP trainee

To note:

There are two intakes of new EMHP trainees each year, September and January, hence the two timelines.

As set out in [slide 7 - 9](#), support from trainee EMHPs will steadily increase over the placement period as their training curriculum progresses. You should use the first few months of their placement to build relationships and their understanding of the school context, and work with them over the course of the year to help them provide support for pupils with increasingly more complex needs (within the mild-to-moderate scope).

What are the roles needed within your school or college community?



Your school or college will need to assign a lead, or leads, to **engage** with the MHST and develop your organisation's capability to promote positive mental health. These should be individual(s) who are part of your senior leadership team or have their express endorsement, with the **authority and capacity to implement, shape and sustain a whole school or college approach to mental health and wellbeing**. They should also work closely with the school or college pastoral team, and others (e.g. school **nurses**, educational psychologists, any **counselling** or other support provided) so that work with the EMHP builds on wider support already in place.

The **senior mental health lead** has the **strategic oversight** of the whole school and college approach to mental health to enable settings to make best use of existing resources and effort to help improve the wellbeing and mental health of pupils and students (see [here](#) and [here](#) for more info). The DfE offer grant-funded training to one person in every school and college to support them to undertake this role. A [flyer](#) outlining the offer is available here.

The **school or college MHST coordinator** is the senior point of contact in a school or college for liaising with the MHST. This is primarily a logistical and collaborative role, involving planning and shaping MHST implementation and managing interactions with statutory roles. This could be the **same person** as the senior mental health lead. It is important that the MHST coordinator has the capacity to **support the EMHP trainee**, meet with them regularly and **build close links with the MHST team** and HEI to effectively support the EMHP's placement.

Key Message: Your school needs a senior mental health lead and MHST coordinator with the capacity and capability to strategically lead your whole school or college approach and co-develop your mental health and wellbeing offer, aligned to the needs of your school community and liaise and work with the MHST.

★ Specialist pastoral support, complimentary to the key internal roles required to access the MHST service.

An EMHP's perspective - Rotherham



Haleema Tabasum
EMHP

Working with Me in Mind MHST has been an **extraordinary experience** that has strengthened my present knowledge and practical expertise. I have overcome many challenges within the job such as balancing university and a caseload, strengthening skills, extra support and personalised case review. It is challenging to balance training and job, but my suggestion for overcoming this would be to **stay organised and practise good time management**; this is one area that I have learned to improve with practice and discussions with other members of the service. The service I work for does assist me with the university component, in addition to having my own caseload. This is accomplished through the team's **regular clinical and case management assistance**. Having a supportive boss and team members helps to alleviate any worries or concerns.

One factor that stands out is **the limited number of BAME members of staff inside the service**, as well as the **limited number of BAME children that seek help from With Me in Mind**. I am aware that plans are in the works, and I hope to see this change. Building a positive connection with the school's mental health leaders can help you provide **the optimal care for young people**. This facilitates service coordination and allows the young person to utilise school resources to offer immediate care as needed.

Overall, I am dedicated to the philosophy that all students and young people should have an **equal opportunity to excel** and achieve their dreams and aspirations in life. Working with young people allows me to assist them in overcoming obstacles and achieving success in various aspects of their lives. Working as an Educational Mental Health Practitioner is a **very meaningful career** and knowing that you have made a difference in someone's life is a **rewarding feeling**.

Haleema Tabasum, EMHP, Rotherham

Top Tip: Take a look at this bitesize document for further advice, reflections and top tips from former placement schools and trainee EMHPs on how to make your EMHP placement successful.

Connecting with others

As well as the support signposted below, there will also be opportunities locally to learn more about what the experiences and requirements of placement schools or colleges.

I have a question about the MHST set up/service my EMHP trainee provides

Your first point of contact should be the day-to-day manager of the MHST.

MHST to include details of key contacts here:

I want to get in touch with other schools or colleges who have hosted an EMHP trainee

Please contact your MHST, who will may have links through their local networks, and can support you with any queries.

The Department for Education also has a dedicated regional team, who can provide further information on speaking to other placement settings and wider support on offer.

DfE MH regional team mailbox:
MHGP.DELIVERY@education.gov.uk

I want to talk to other people from my region who are involved / I want to see further advice and guidance

Please register via the NHS Futures Collaboration Platform.
<https://future.nhs.uk/>

The MHST Community of Practice workspace distributes key information and resources, flags announcements and enables discussions between sites and schools across the country to help you share advice, learning and continuously improve MHST service delivery MHSTs. You can register by clicking on the link provided:
https://future.nhs.uk/CYPMH_GrP/grpuphome

Top Tip: Once you've signed up to the NHS Futures Collaboration platform (see [slide 33](#) onwards for more details), check out the schools and colleges space. Here you will find education-specific resources and discussion forums, where you can speak directly to other placement settings.

What experiences will the EMHP need during the placement?

As a placement school or college you will work in partnership with your MHST lead to co-design the specific details of what the placement should involve to meet the course requirements and your community's needs. We expect your support to include the following key elements:



School level

An **effective induction into your school or college** covering: premises orientation and allocation of intervention space, security passes/codes etc, introduction to key staff and contact details, safeguarding, health and safety and other relevant procedures. **A good induction is crucial** to ensuring your EMHP receives a varied and enjoyable placement experience. This More tips can be found [here](#).



Groups

An **Orientation** providing information on: any specific mental health and wellbeing needs and the existing support available for your pupils/students; the education context and relevant staff roles and contacts within your school or college. This will support trainee EMHPs to build networks and start to develop their and the MHST's role within your setting.

The opportunity to **support your senior mental health lead to develop or build on their whole school approach**. This will include holding a **Whole school approach/an audit** and potentially planning and running a psycho-education workshop for your staff.

The opportunity to **conduct an assessment** of a child or young person's mental health needs, including video evidence*.



Individual pupils

The opportunity to **deliver evidence-based group and individual interventions** to pupils with mild – moderate mental health needs and/or their parents and carers, tailored to the needs of your school or college. You will need to **provide suitable accommodation** and consider how to acquire **parental consent** (see slides 30 and 31 for more info).

*The MHST supervisor will provide you with further details in due course.

What support can a fully trained EMHP provide in your school or college – Function 1

EMHP's can work with children as individuals or in a group to provide interventions in cases of...	EMHP's may work with children as individuals or in a group to provide interventions in cases of... Discretion and close supervision needed	EMHP's should not work with children as individuals or in a group to provide interventions in cases of... Significant levels of need /complex conditions
Behavioural difficulties – identification, brief parenting support	Support staff and help cofacilitate a full parenting programme such as Triple P	Conduct disorder, anger management, full parenting programmes (e.g. Triple P, Solihull Approach).
Training parents and teachers to support interventions with children	Irritability as a symptom of depression – (can present as anger)	Treatment of parents' depression and anxiety.
Low mood	Low confidence, Assertiveness or interpersonal challenges –e.g. with peers	Anger management training, Chronic depression
Worry management	Some short-term phobia exposure work	Low self-esteem, social anxiety disorder
Anxiety/Avoidance: e.g. simple phobias, separation anxiety	Thoughts of self-harm, self-harm not requiring medical attention. Support to develop healthy coping strategies	Extensive phobias e.g. blood, needles, or vomit phobia
Panic Management	Insomnia (further training may be required)	Severe, active, high risk self- harm.
Assessing self harm, thoughts of self harm, and supporting with alternative coping strategies. Pupils with history of self-harm, but not active.	Assessment of complex interpersonal challenges	PTSD, trauma, nightmares
Sleep Hygiene	Mild/early onset Obsessive Compulsive Disorder (OCD)(further training may be required)	Relationship problems -counselling for issues such as relationship problems may be better suited to school counsellors.
Thought Challenging – negative automatic thoughts	Children that are displaying rigid, ritualistic behaviour that may or may not be within a diagnosis of ASD	Obsessive compulsive disorder moderate to severe in nature
Problem Solving		Moderate to severe attachment disorders. Assessment and diagnosis of developmental disorders and learning difficulties.
		Pain management
		Historical or current experiences of abuse or violence

An example guide from CYP IAPT Midlands Collaborative.
Regional variations may occur; please confirm the list with your HEI or EMHP Supervisor.

MHST support for your school or college during the EMHP trainee placement year

During their placement year, EMHPs will need specific practical experience to complete their course and the number of days they can spend in schools and colleges will increase each term.

Your MHST will talk to you about what is involved, the service you can expect from the EMHP during their training, your school or college's specific needs and how the MHST might be able to meet that need.

The MHST, when EMHPs are fully trained, has 3 core functions...

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

You and your MHST should work together to shape a service that reflects and meets your needs.
Your MHST will support you in delivering each of the three functions into your setting.

The following slides will detail each of the 3 functions of the MHST, and how the EMHP you are hosting can support you to embed these into your education setting.

Core function 1

1. Delivering evidence-based interventions for mild to moderate mental health issues

The new teams will carry out interventions alongside established provision such as counselling, educational psychologists, and school nurses, building on the menu of support already available and not replacing it. The MHST will provide:

- **Individual face-to-face work:** for example, effective, brief, low-intensity interventions for children, young people and families experiencing **anxiety, low mood, friendship or behavioural difficulties**, based on up to date evidence.
- **Group work** for pupils or parents such as Cognitive Behavioural Therapy for young people for conditions such as **anxiety**.
- **Group sessions for parents** to include issues around **conduct disorder and communication difficulties**.



What support to expect during placement year

- After a period of induction in your school or college and as their university course progresses, EMHPs will begin to conduct interventions with children and young people (with appropriate support of their supervisor)
- EMHPs are in training and will therefore have a smaller case-load of children and young people than when the MHST is fully operational (please clarify what this will look like in practice with your MHST Team Manager, as case loads will vary locally)
- You will need to work with your MHST project lead to agree a process for referral of appropriate cases.

Core function 2

2. Supporting the senior mental health lead in each school or college to introduce or develop their whole school or college approach:

- Work with the senior mental health lead and existing service providers, to map what provision is already in place in settings and where the gaps are.
- Provide targeted help as agreed with the lead, e.g. to support monitoring of well-being across the schools and colleges, teaching about mental health as appropriate.



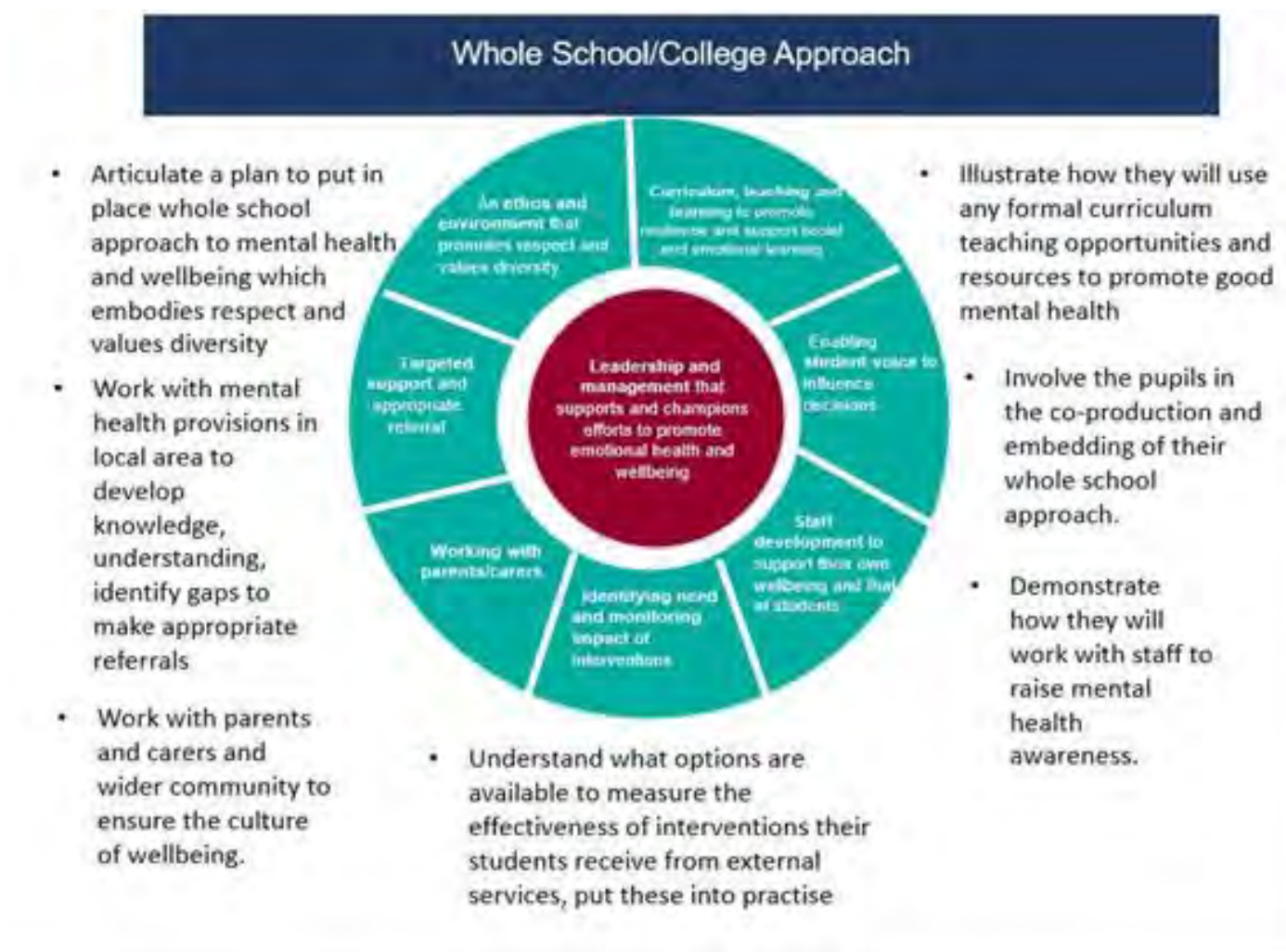
What support to expect during placement year:

Trainees will need to evidence their contribution to whole school working in schools and colleges, including:

- Supporting peer mentoring, providing staff training or running a psycho-education workshop
- Conducting group work (with children and young people or parents) or providing a piece of consultation work
- EMHPs will be supported by senior staff to provide targeted help

Whole school or college approach: key principles

DfE and the Office for Health Inequalities and Disparities (formerly Public Health England) have published updated [Promoting children and young people's mental health and wellbeing](#) guidance (2008; 2021). This sets out eight principles of a whole school or college approach to promoting mental health and wellbeing, as seen below.



Core function 3

3. Giving timely advice to school and college staff, and liaising with external specialist services, to help children and young people to get the right support and stay in education:

- Work as part of an integrated referral system with community services to ensure that children and young people who need it receive appropriate support as quickly as possible.
- External support could include more specialist NHS mental health support, support for autism spectrum disorder, learning difficulties or physical needs, or for issues such as substance misuse.
- Ensure smooth transition from specialist services.



EMHP supervisory support within your school or college:

- The work of EMHPs will be supervised closely during their placement year. Referrals and external services are likely to be managed by the MHST supervisors or a senior member of staff.
- Where a child or young person falls outside of the mild-to-moderate EMHP remit, the EMHP will work with their MHST supervisor to appropriately signpost or refer on to local services.

Checklist of actions for placement settings



In preparation for your Education Mental Health Practitioner trainee you should:

Communicate and raise awareness of the service

- Make time to understand the scope of the EMHP remit and their role – your MHST will provide you with further information and discuss this with you (see [slides 6 – 9](#) and [slide 21- 24](#)).
- Communicate with your pupils, parents/carers and the wider school or college community to ensure they are aware you will be hosting a trainee EMHP and understand what a MHST is (including both the MHSTs work and the principles/aims of the Government's Green Paper). This should include local community groups and existing links to wider mental health services. You should also consider how your existing mental health provision can support MHST support (e.g. student ambassadors).
- Ensure you have established a feedback loop between the EMHP, your school/college and the MHST lead and supervisor whilst the EMHP is on placement.
- Where possible, connect with other schools who host an EMHP to hear from their experiences and share learning.



Set up processes and joint ways of working

- Ensure you've considered which pupils/students may be suitable for EMHP interventions. To note, suitable pupils for interventions will expand as trainees develop their skills and move closer to becoming qualified (see [slide 7](#) for more details).
- Think about additional educational resources and opportunities that EMHPs can access during their placement.
- Work with the MHST lead to set up a process for identifying and referring pupils or students for supervised support by the EMHP and consider how this will fit into your school/college's policy for gaining parental consent for mental health intervention. Ensure that all within the setting, including children and young people and parents/carers, are aware of the process.
- Agree protocols for information sharing related to children and young people (including GDPR agreements with NHS services and schools) with the MHST lead. This may form part of any initial partnership agreement or MoU between the organisations.
- Identify which representative from your setting will be part of the strategic governance arrangements.



In preparation for your Education Mental Health Practitioner trainee you should:



Provide the necessary resources

- Ensure you have an MHST co-ordinator in place, who has capacity to meet regularly with the EMHP(s) and build close links with the MHST team and academic provider, to effectively support the EMHP during their training period and provide a quality placement.
- Provide secure, confidential and permanent physical space to conduct one to one interventions, phone calls and group work, both in and outside of school hours, including school holidays. Where possible, settings should still identify spaces to use to support CYP to use if or when it is deemed safe to do so.
- Provide secure, lockable storage for sensitive paperwork relating to interventions and group work within your school or college that can always be accessed by EMHP's.
- Continually provide a high quality learning environment to ensure the EMHP gets the most out of their placement. Ensure your EMHP has IT access.

Plan a thorough induction

- Prepare to embed the EMHP in your school/college community and make them feel welcome (for example, by inviting them to a staff briefing). To support your work to induct and embed the EMHP, you may also want to:
 - facilitate meetings with key staff members e.g. SENCo, existing pastoral staff, safeguarding leads, PSHE lead, Heads of Year, Senior Mental Health Lead etc.
 - send an introductory email with their photo to the staff body (you may also want to share their photo around the school to help pupils get to know them).
 - include information about the service in your school newsletter.
 - provide the trainee with a secure storage space and consider access printing.
 - ensure the trainee is aware of key members of staff (and vice versa).
 - offer them a named contact within the school to discuss their early experiences and identify learning opportunities in the context of the placement area (including access to pupils who will help them meet their training criteria).
 - provide the trainee with written and verbal information on the range of other health and social care provision that links with their school, and ensure safeguarding responsibilities are mutually understood
 - Provide a profile of the setting's pupil demographics (e.g. FSM, EAL, EHCPs etc).



These tips have been collected and verified by former EMHP trainees and host schools, who wanted to share their reflections of how you can get the best out of the EMHP placement year.



Annex and FAQs

Frequently asked questions on Education Mental Health Practitioner placements



When can EMHP trainees start working with our pupils/students?

EMHP trainees typically start to see individual pupils and students within the first three months of their placement. When an EMHP trainee first arrives at your school or college, it is important to remember that they are there to undertake work-based learning and **may not be fully equipped to start working** with pupils/students straight away. The experience of EMHP trainees is likely to vary, and it is important to build in a short induction period to introduce your trainee to all relevant school and college policies and procedures, key personnel and discuss their learning and development goals. The precise timing will be agreed prior to the trainee starting their placement by the senior clinician or MHST lead. When they start working with pupils/ students they will do so with appropriate supervision.



How can we identify pupils/students who might have mild to moderate mental health difficulties?

Your MHST will discuss this with you and provide advice to help you do this. It is important that you agree a referral process for children and young people to receive support from the MHST. [Slide 17](#) sets out some of the issues the EMHP will deal with but is an example and not exhaustive.



What assistance can we offer individuals who don't qualify for direct support from the MHST?

One of the key functions of the MHST is to ensure children and young people receive appropriate support from the right service, this might be a specialist service offering higher intensity interventions or a community-based service that may or may not be delivered by health services. Staff in the MHST should be able to help identify a clear pathway to the most appropriate services to meet identified needs.



Frequently asked questions on Education Mental Health Practitioner placements continued...



Under what circumstances will EMHPs/MHSTs require parental consent and what parts of the EMHP/MHST's service will not require consent?

You can find detailed draft advice on consent and confidentiality on the NHSFutures Platform [here](#). You are generally not required to inform parents about or seek their consent for assemblies, workshops or lessons on mental health and wellbeing, but may offer the choice to opt out of these if preferred. In some circumstances parental consent is required for direct support from the MHST and this is dependant on age and circumstances, for example direct support for primary school aged children will involve parents/ carers and parental/ guardian consent is always required. MHSTs should also consider the [Gillick competency and Fraser guidelines](#) when considering how best to engage with parents and carers in their child and young person's care. This will allow them to balance the need to listen to the child's wishes whilst balancing the responsibility to keep them safe.

What information will the EMHP trainees/ MHSTs collect and share on the pupils/students you work with and why?

MHSTs will be recording data on the service they deliver and the outcomes of individual interventions. If you wish to find out more please talk to your MHST lead.

Will health records be created for MHSTs to provide interventions?

MHSTs are required to open an NHS record for children and young people receiving direct, individual or group support. Records will be stored securely. No prospective employer or further / higher education provider will be able to see an NHS record of a young person's involvement with an MHST. Information that may be requested about someone's health during job recruitment is limited by law, through the Equality Act 2010.

Frequently asked questions on Education Mental Health Practitioner placements continued...



What can/should the MHST senior clinicians in the MHST team be doing?

This is a decision for the MHST and will vary locally, but it is useful for supervisors to model the same interventions EMHPs will carry out. They may also provide case consultation for complex cases with, or offer training for, school or college staff, or work with children and young people with slightly more complex additional needs (e.g. in special schools or in alternative provision). The senior clinician will liaise with your school/college coordinator to consider how best to engage with the setting.

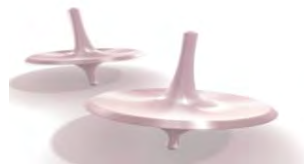


Will the MHST support children with complex needs as well as those with mild-moderate mental health problems?

Children with severe/complex needs fall out of the remit of an MHST, and typically the MHST will refer them to a specialist service. MHSTs focus on the early intervention side, by working with pupils who have mild to moderate mental health needs.



What is a suitable accommodation space? An example guide from CYP IAPT Midlands Collaborative



associate
development
solutions



CYP IAPT
MIDLANDS
COLLABORATIVE

Minimum Mental Health Support Teams Therapeutic Room Requirements

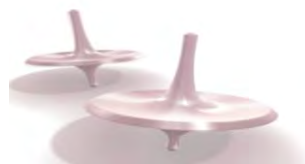
Assuming Educational Mental Health Practitioners (EMHPs) will bring all their own equipment and mobile way of securely storing notes

Why is such a space required?

Consider the type of issues discussed in these sessions. They will be personal and often difficult. These sessions are very different from a music or other out of class lesson. The child or young person must feel able to trust the practitioner, to build a relationship in a secure and confidential setting or the impact of such work will be drastically reduced or even completely stopped. It might help to consider if you were going to discuss why you are feeling low, upset or behaving badly with a stranger what sort of place would you want? What sort of space would help you establish a good relationship with this person? What sort of place would make you feel unable to talk or feel like you were unimportant?

- A consistent, calm space, not subject to change, as this is settling to the children and the process. As all rooms will be shared this means a joint agreed presentation and leaving of the room with types of appropriate displays. **Not** a place used for sanctions. Must **not** be time out room/ head teacher's office
- At least 4m x 4m
- Quiet and private – confidential. Not overheard for the duration of the session. **Not** a corner of the dining room, corridor, storage cupboard, nor open plan space.
- No interruptions – clear, **respected** signs. Staff made aware of the importance of not interrupting. Input into staff meeting about purpose and use of room.
- Booking system for medium term advance booking that will not be overridden.
- Covering for any windows e.g. paper, although a blind would be preferential
- Heating (when cold), lighting, ventilation – provision for when its hot
- 2 chairs or seating for 6 if group work required (foldable chairs stored for use?)
- Table for writing/drawing exercises.

What is a suitable accommodation space? An example guide from CYP IAPT Midlands Collaborative



associate
development
solutions



CYP IAPT
MIDLANDS
COLLABORATIVE

School requirements

- Agreement on procedure in case of difficult situation e.g. room being used/ not suitable
- Cancellation of room if not required by EMHP
- Agreement to leave room as found it by EMHP/ MHST

IDEAL Mental Health Support Teams Therapeutic Room Requirements

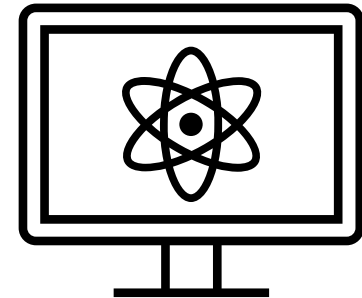
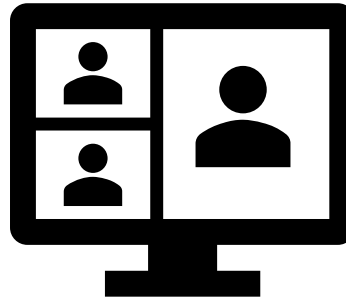
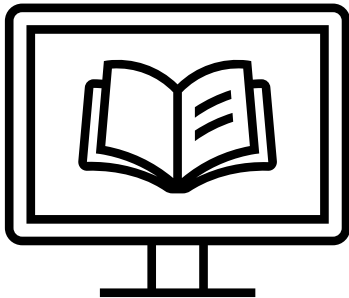
As the minimum requirements plus

- Comfortable seating for several people
- Daylight with blinds
- Soundproofed
- Used only for similar, positive work.
- Pleasant, relaxing, soothing surroundings such as pictures of the natural world, age appropriate stress toys, plants. Box of tissues.
- Pens/pencils and paper
- Whiteboard with pens
- A space (can be staff room or other flexible space) with power socket for EMHP to type up notes

What is the Community of Practice Platform?

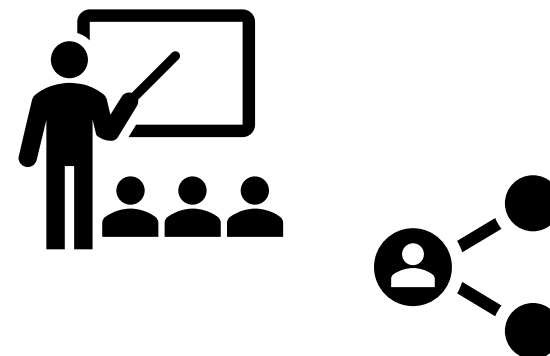
The **MHST Community of Practice platform** is an **online, interactive workspace** for MHSTs and their linked educational settings.

The site has been established to distribute **key information and resources from the DfE and NHSE**, flag **announcements** and **enable conversations** between sites and settings across the country to help you develop and deliver mental health and wellbeing support to children and young people.



Why sign up?

- ✓ By signing up, you can receive direct access and immediate email notifications to **national guidance** and **new resources**, examples of effective **whole school and college approach activities**, and useful programme **updates**.
- ✓ The platform can **support collaboration** and provide **inspiration** to develop your mental health and wellbeing provision through the **discussion forums** and **thematic webinars**, allowing sites and settings to **share their learning and linked materials**.
- ✓ Schools and colleges can also access **distinct discussion channels** based around school-specific concerns, including dedicated space for **phase-based and regional conversations**.



How to Sign-up

- 1) **Request access** to join the Future NHS platform via **this link**.
Please state your reason for joining as *'I work at X school/college, linked to X MHST'*

New members - Request access

To request an invitation for the FutureNHS platform, please tell us the details of the workspace you are wanting to join and the reason for joining in the **"How can we help you?"** section of the support form.

Request access

Already have an account?

Log in

Transforming how health and social care work together

Join our online community of staff
working across health and social care

Learn more



Please note, it may take a few hours for access to be granted

2) Once your access has been granted, you will be invited to **register for a FutureNHS account**

Register

IMPORTANT: You can only register for a FutureNHS account if you have received an invitation email to join a workspace from the platform OR you have a @nhs.net or @nhs.uk or @phe.gov.uk email address

Login Details

Email Address

Choose a Password *

Strength ▢▢▢▢▢

Repeat the Password *

Time Zone *

(UTC) Dublin, Edinburgh, Lisbon, London ▾

About You

This information is shared with other members of the workspaces in which you get involved.

First Name *

Last Name *

Choose New Photo

Drop file here

Choose a file

Organisation

Organisation Type *

Please select... ▾

Job Title *

Region *

Please select... ▾

Contact Details

Telephone

Mobile

Skype

Website

LinkedIn

Twitter

Facebook

Blogger

Flickr

Lync

I am interested in learning about the following...

Designing Integrated Care Systems

Communication and Engagement

Empowering People and Communities

Leadership and Improvement

New Service Models

Health Care Outcomes

Prevention

Workforce

Governance, Accountability and Provider Regulation

Data and Analytics

Digital Transformation

Finance, Operational Management, and COVID-19

Quality

Other areas of expertise

FutureNHS newsletter: Would you like join our FutureNHS newsletter to receive the latest updates, developments and top tips on getting the most out of your workspace and the FutureNHS Collaboration Platform. *

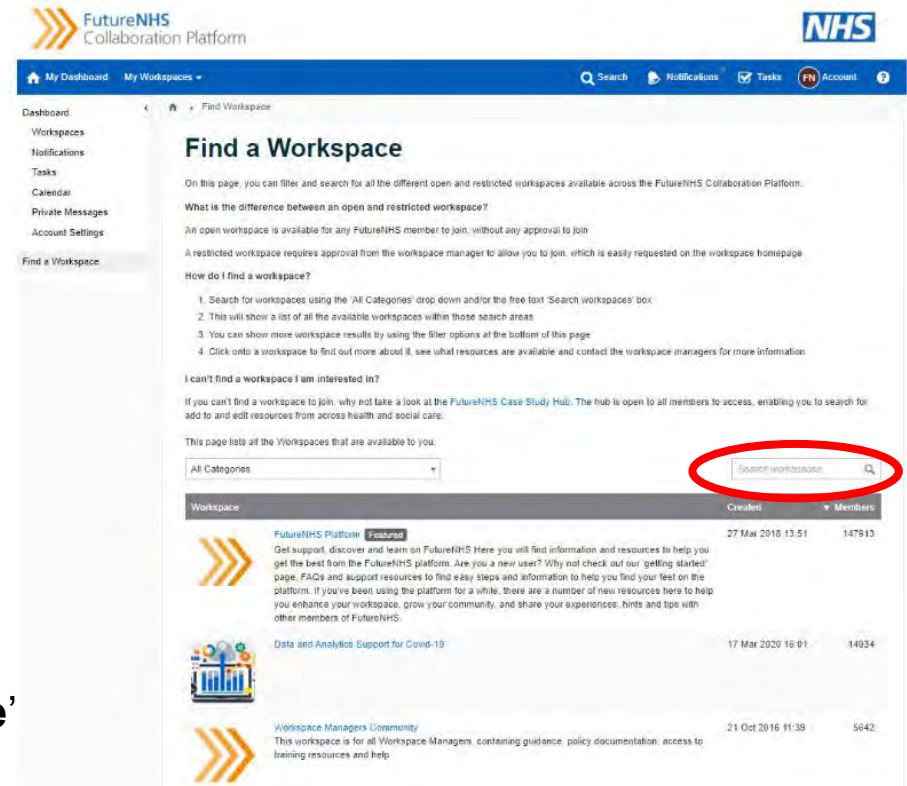
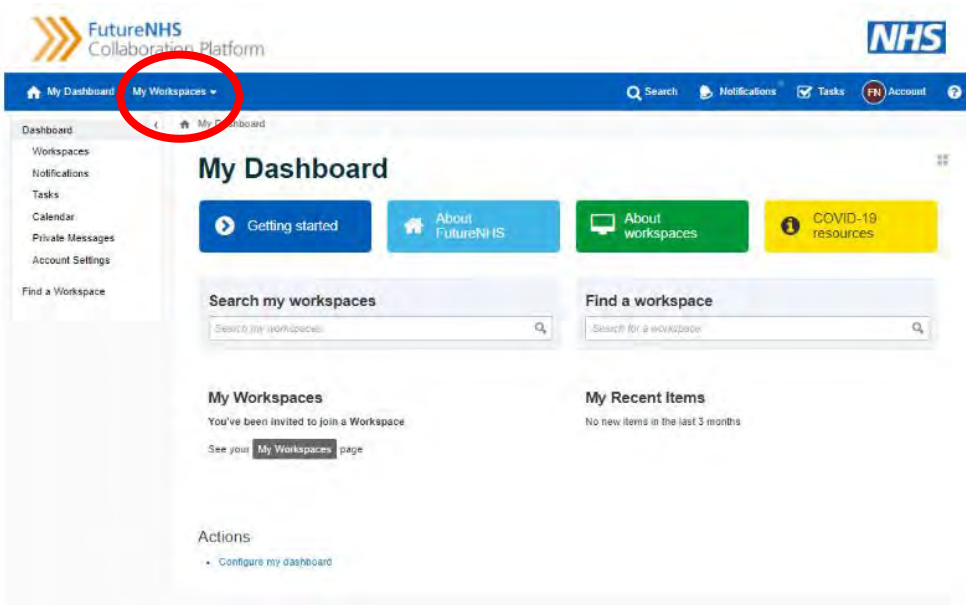
Yes No

Terms and Conditions

You must tick this box to say that you have read and understood the site's [Terms and Conditions](#).

You will receive an activation email. Once successfully registered, you'll see your dashboard

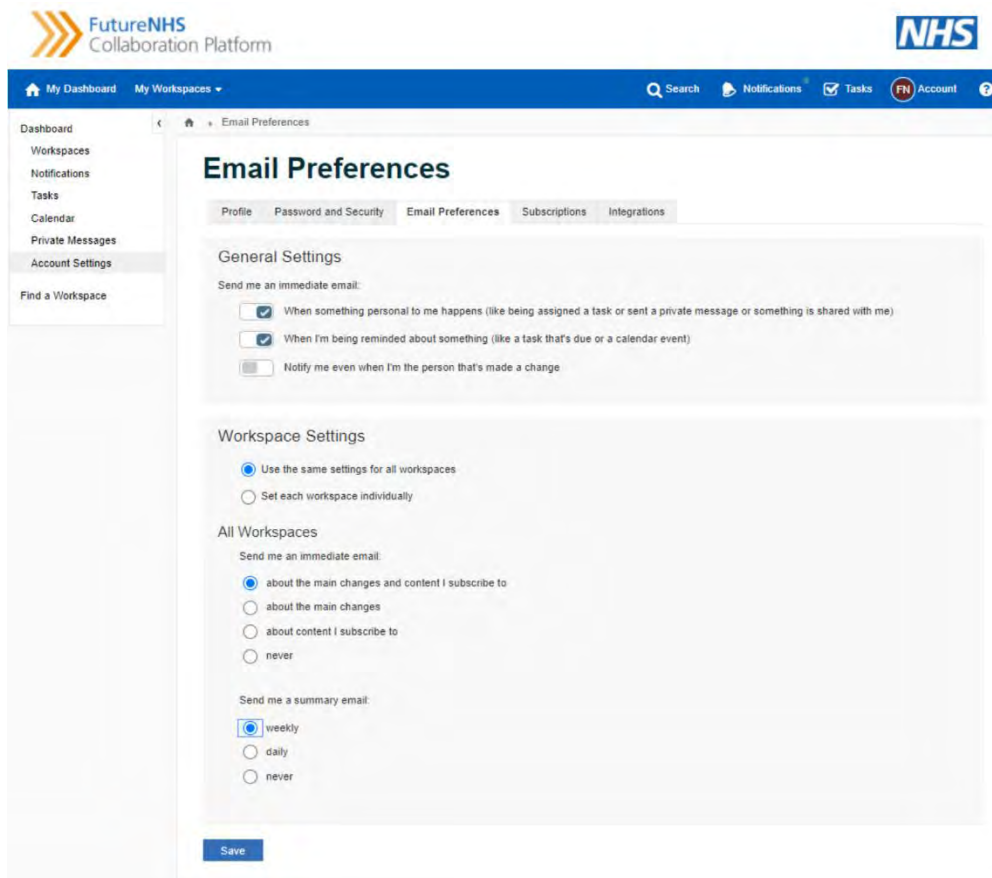
3) Once registered, you will see the Future NHS Collaboration Platform Dashboard. Click on **'my workspaces'** in the blue bar at the top of the page and select **'find a workspace'**



4) Enter **'MHST Community of Practice Workspace'** in the search bar

How to Sign-up

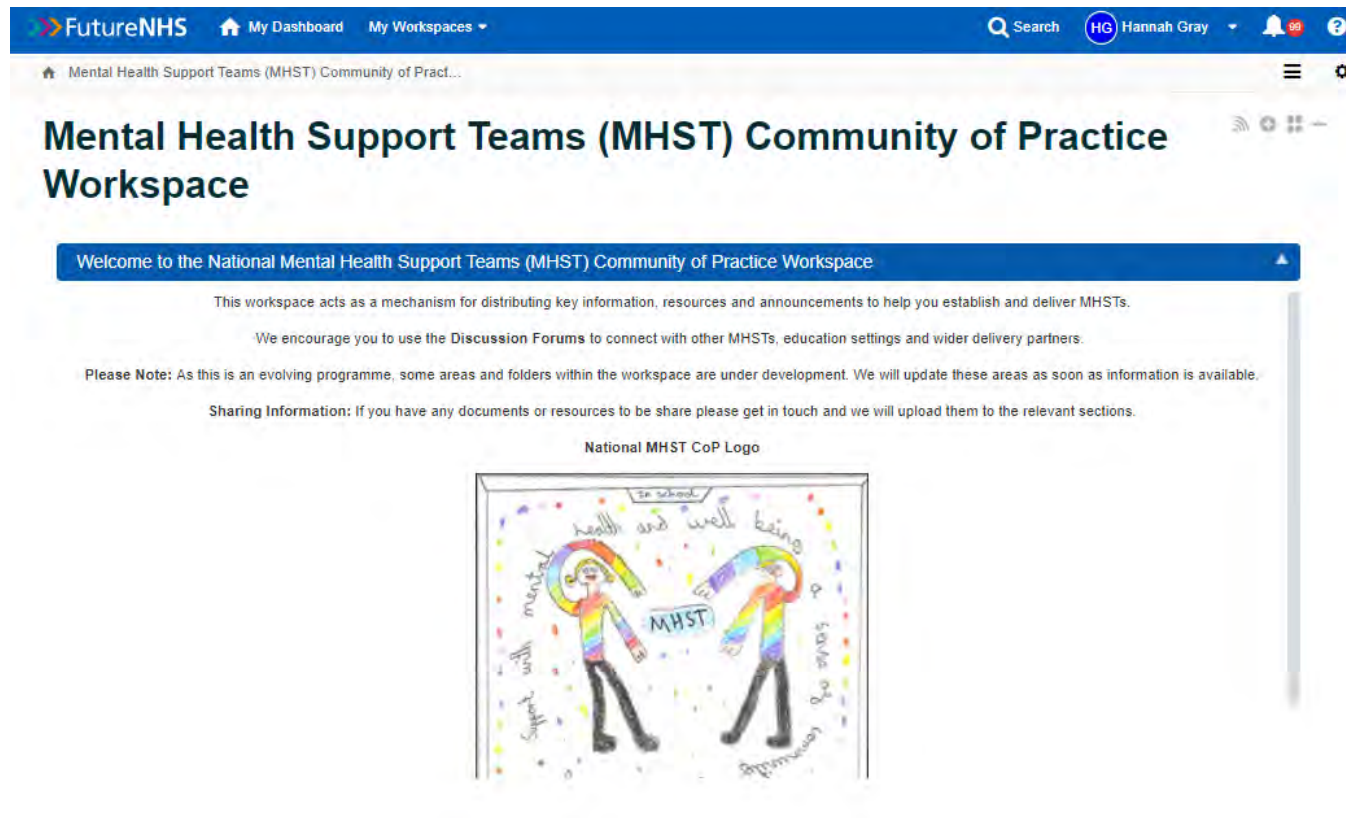
- 5) Make sure you turn on email notifications to ensure you receive immediate updates into your inbox. This means you can keep up to date without needing to log into the platform.



The screenshot shows the 'Email Preferences' page in the FutureNHS Collaboration Platform. The page is titled 'Email Preferences' and has a navigation bar with 'Profile', 'Password and Security', 'Email Preferences', 'Subscriptions', and 'Integrations'. The 'Email Preferences' section is divided into three main areas: 'General Settings', 'Workspace Settings', and 'All Workspaces'. Under 'General Settings', there are three checkboxes for 'Send me an immediate email': 'When something personal to me happens (like being assigned a task or sent a private message or something is shared with me)', 'When I'm being reminded about something (like a task that's due or a calendar event)', and 'Notify me even when I'm the person that's made a change'. Under 'Workspace Settings', there are two radio buttons: 'Use the same settings for all workspaces' (selected) and 'Set each workspace individually'. Under 'All Workspaces', there are two sections: 'Send me an immediate email' with four radio buttons ('about the main changes and content I subscribe to' selected, 'about the main changes', 'about content I subscribe to', 'never') and 'Send me a summary email' with three radio buttons ('weekly' selected, 'daily', 'never'). A 'Save' button is located at the bottom of the page.

How to Sign-up

6) You will now have access to the **Mental Health Support Teams (MHST) Community of Practice (CoP) Workspace**



Top Tip: To fast-track access to the platform, favourite the MHST CoP Workspace in your browser

Navigating the Community of Practice Platform



The MHST Community of Practice platform is a central hub of information for MHSTs and linked education settings.



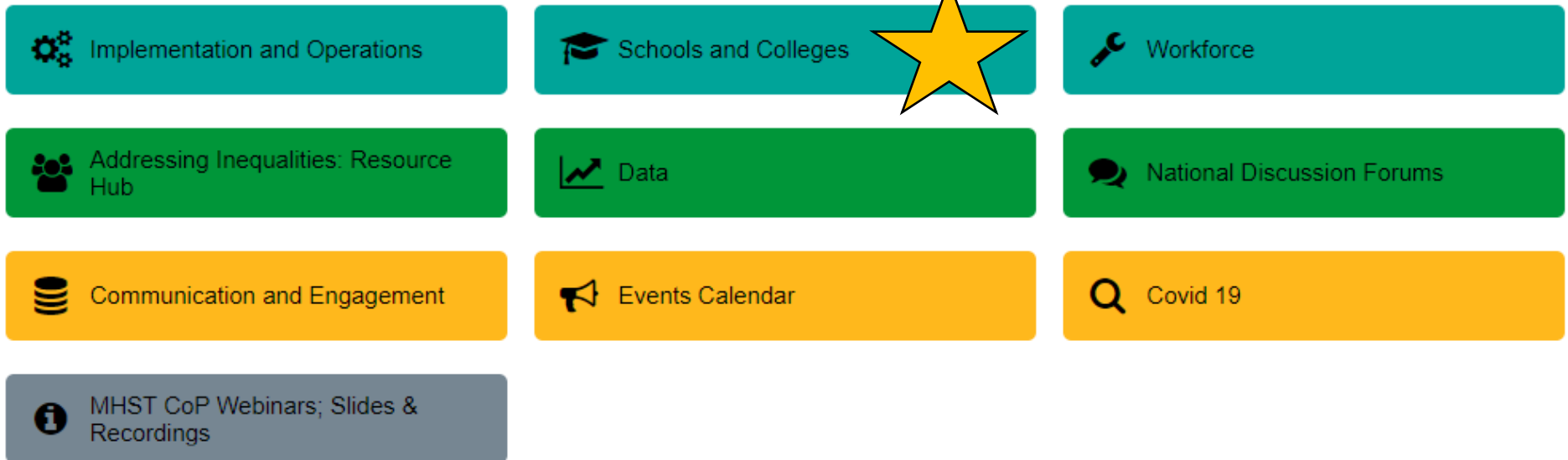
The site has been designed to help you easily navigate the various guidance, support resources and discussion forums on offer.



Schools and Colleges have their own distinct workspace, containing information and support specifically relevant to education-based staff.

Navigating the Community of Practice Platform

The platform is organised via the folders shown below.



The following slides highlight some of the key features of the [Schools and Colleges Workspace](#), designed specifically to support education settings.

School and College Information and Resources

An area for schools and colleges to access useful guidance, information and communications, regionally and nationally. Here you will find key education updates communicated by the Department for Education, folders for sharing resources, and discussion forums for building support with other schools and colleges in your MHST areas. You can also contact your Department for Education Regional Lead with any queries or concerns via the School and College discussion forums in your region.

This site also provides an opportunity for you to access:

[The latest news and updates](#): including opportunities and developments that will affect what you are doing

[A Discussion Forum](#) where you can raise particular issues or ask for advice / examples from other sites and education settings

An introduction to MHSTs



DfE Regional Lead Contacts


Introductory Video

Discussion Boards


WSCA Guidance and Resources, mapped against the 8 principles

Key Guidance – EMHP Trainee Placement pack

 DfE Contact Details

 Talk to other MHST Schools and Colleges

 Hosting an EMHP trainee

 The whole school or college approach (WSCA) to mental health and wellbeing

 Mental Health & Wellbeing Resources

 Working with an MHST

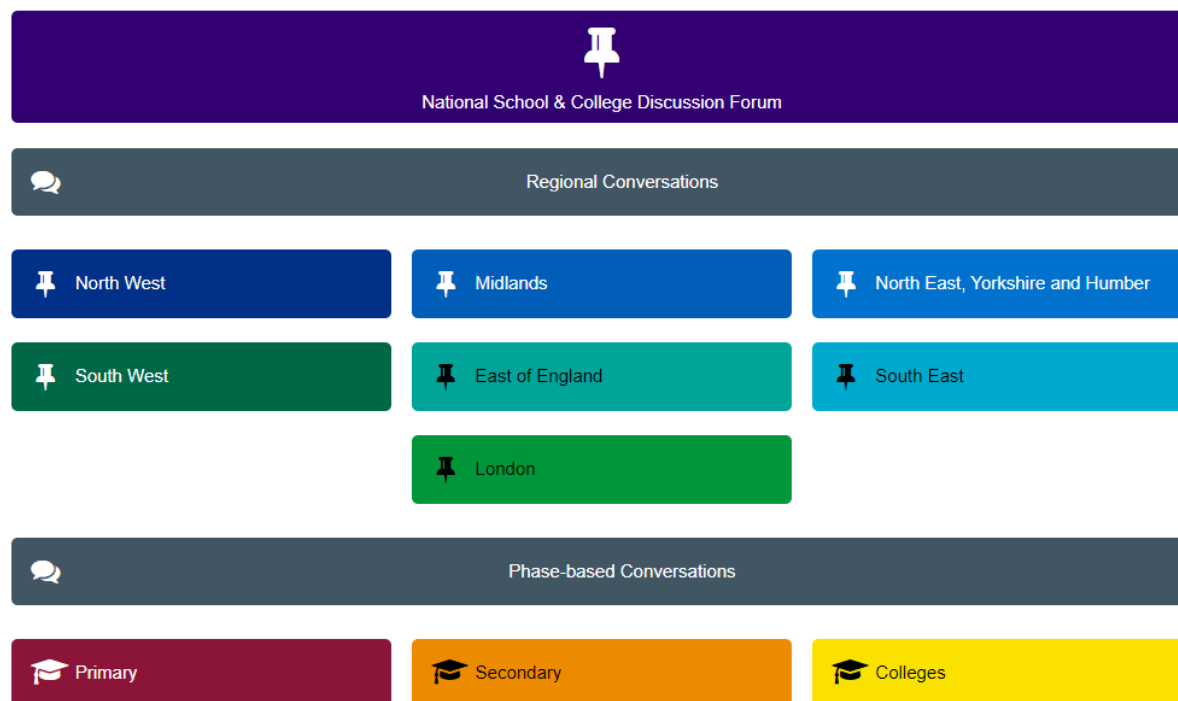
Additional Tools & Materials

Key Guidance – the Schools and Colleges Pack

Talking to other MHST schools and colleges

Talk to other MHST Schools and Colleges

An area for schools and colleges to contact other settings within their region and provide a point of contact with their DfE regional lead.



The interface is organized into several sections:

- National School & College Discussion Forum:** A purple bar at the top with a pushpin icon.
- Regional Conversations:** A grey bar with a speech bubble icon.
- Regional Conversation Buttons:** A grid of buttons with pushpin icons for: North West, Midlands, North East, Yorkshire and Humber, South West, East of England, South East, and London.
- Phase-based Conversations:** A grey bar with a speech bubble icon.
- Phase-based Conversation Buttons:** Three buttons with graduation cap icons for: Primary, Secondary, and Colleges.

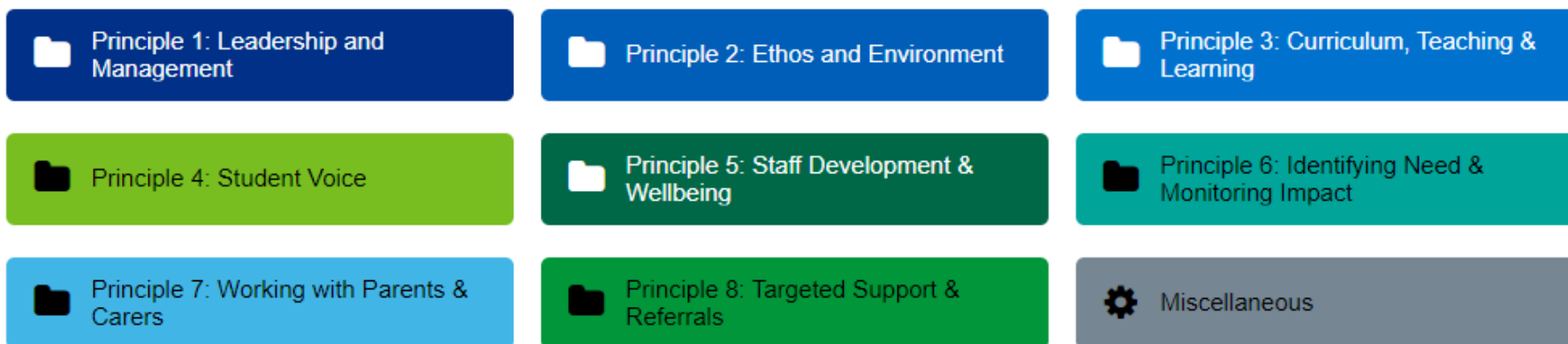
Schools and Colleges can use this space to ask questions, request support and share their emerging practice.

There are separate conversation forums according to your desired audience – all colleagues, or those in your region or phase.

You can speak directly to the DfE's regional leads and national NHSE/ DfE MHST team through this platform.

Support with the whole school or college approach

8 Principles of the WSCA





To support with the development of the **whole school or college approach**, this area of the workspace contains **helpful resources** and examples of **emerging practice** mapped against each of the 8 principles.


These folders are regularly updated with **additional tools and information**, and we welcome MHSTs, schools and colleges to **share any materials** they've developed that can **support others**.

Working with an MHST

We are really pleased that your education setting has agreed to be involved in the new Mental Health Support Teams for your area. This is a wonderful opportunity to make a real difference to the lives of so many children and young people. We want to encourage you to work collaboratively with your local team and other education settings so that you can help to shape how this the service is delivered in a way that works for schools and colleges.

 Guidance Documents

 Useful Materials

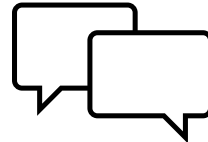
 Archive Guidance & Materials

The schools and colleges area of the platform also contains the **latest guidance** for education settings, including the [schools and colleges pack](#), [the delivery support pack](#), [the EMHP trainee placement pack](#), and [the referrals guidance](#).

Additional information and resources can also be found on the platform's main page, including the [general discussion forum](#), capturing function 2 and 3 guidance, [CoP webinars](#), [programme newsletters](#), [case studies](#) and the [addressing inequalities resource hub](#).

Further Support

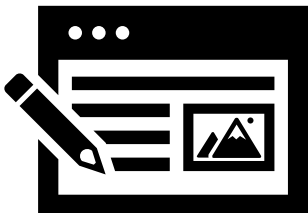
The Community of Practice is a site designed for **collaboration and sharing** – so please ensure you **sign up to the workspace and connect with your colleagues**.



We are also eager to ensure the Community of Practice platform **supports the needs of education settings**. We would welcome your **feedback** on how to improve the workspace.

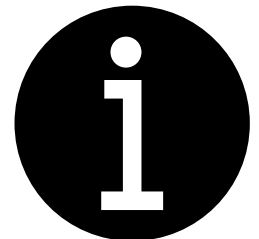
If you would be interested in sharing your views, please do get in touch:

hannah.gray@education.gov.uk



If you have any questions or issues signing-up, please contact:

england.cyp-mentalhealth@nhs.net



Additional Materials to support EMHP inductions



Department
for Education

Top tips for integrating trainee Education Mental Health Practitioners (EMHPs) into your school or college

Reflections and advice from former trainee EMHPs and host education settings on how to conduct an effective induction and placement experience

You can also access our new bitesize top-tips resource on how to effectively induct and integrate trainee EMHPs into your school or college.