

Let's talk...

A common language
and understanding
of emotional wellbeing
and mental health

A joined-up approach between
services to support the emotional
wellbeing and mental health of
children and young people

Autumn 2023 – second edition



Art by Colby, age 6

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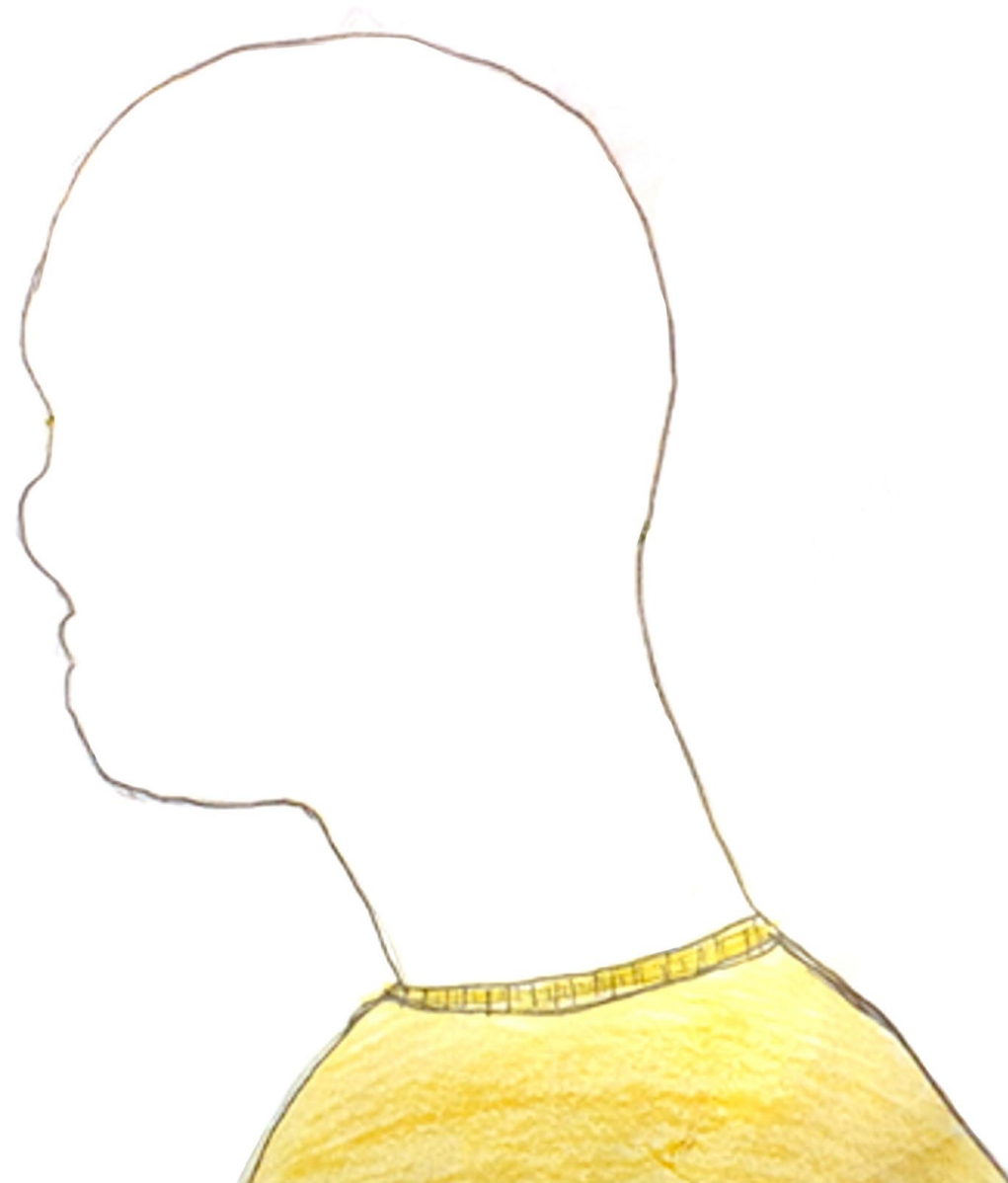
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What is mental health?

Everyone has mental health. Just like physical health, sometimes our mental health is good and sometimes it is not so good. Discussing mental health should be a positive experience and, if done well, can reduce the stigma associated with mental health difficulties. To enable these discussions to happen in a kind and compassionate way, we need a shared understanding of emotional wellbeing and mental health; a **common language** to ensure we are understood and can plan for appropriate support.

All Essex provisions strive work in trauma-informed ways. In schools, we call this Trauma Perceptive Practice: the Essex approach to understanding behaviour and supporting emotional wellbeing. The approach builds on the values of Compassion, Kindness, Hope, Connection and Belonging. If we can achieve these for our children and young people, we believe that we can reduce the impact of stress in their lives and work towards building resilience for the future.





The World Health Organisation says:

“Mental health is defined as a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”

Emotional wellbeing and mental health mean different things to different people. Often, when we think about mental health we are actually thinking of mental ill-health, yet CYP are labelled as having ‘mental health’. We all have mental health and we must look after it. The lack of a shared understanding is often a barrier to finding effective interventions at the right time and in the right place. We may need different levels of support at different times in our lives to ensure we have the resilience to bounce back when we need it.

RESPECT DIFFERENCES



Art by Jessica, age 10

Working together in Essex

The Essex Emotional Wellbeing & Mental Health Strategic Board

Members of the board are representatives from a range of service across Essex, all of which provide support for local children, families and schools.

Recommendations for working together

To improve provision for emotional wellbeing and mental health:

- We need to be able to have **conversations** about teenage suicide (and emotional health issues). These need to take place within families, with friends and peer groups. It is still a taboo subject. We need to consider how best to facilitate such conversations. We need to consider how we can help families and professionals listen to and respond to vulnerable young people.

- There needs to be **guidance** for young people themselves, for parents and professionals. Schools have a critical role to play, but it is not exclusively down to schools. It is also the responsibility of agencies and professionals who have working relationships with vulnerable young people.

Joint Ofsted & CQC Inspection

In 2019 Essex SEND Services and Integrated Care Boards (ICBs) were subject to a joint inspection. Observations and recommendations for improving the offer for emotional wellbeing and mental health:

1. Improvements required in the local areas practice in **identifying the needs** of children and young people. Also in the way that partners **work together** to plan services and in the quality of education, health and care (EHC) plans.

2. The number of children and young people identified with moderate learning difficulties is high. Local authority leaders suspect that the over-identification may be linked to weak teaching. It may also be linked to **under-identification** of speech, language and communication needs, and social, emotional and mental health needs.
3. Joint commissioning needs to ensure that processes for planning and implementing EHC plans are effective. This applies for CYP aged 0 to 25 years with SEND. More **advice from the right professionals** in health and social care services will increase the effectiveness of plans.

Following reinspection in 2022, both Ofsted and CQC judged that Essex services have made sufficient progress in all three of these areas. But there is still more that can be improved in our joint working.

Our Ofsted Local Area SEND Inspection:
<https://reports.ofsted.gov.uk/provider/44/80468>

The text 'How are you feeling?' is written in a colorful, hand-drawn style. The word 'How' is at the top, 'are you' is in the middle, and 'feeling?' is at the bottom. Each letter is a different color, and the overall appearance is that of a child's drawing on a white background.

Sharing a common language

Unfortunately, children, families and professionals report experiencing or hearing a range of derogatory and unhelpful terms or phrases. These are experienced as judgemental and maintain the stigma around mental health. This has got to change so that children can have the best experiences they can in getting their needs met. It is vital that this begins with an evolution of language and understanding.

This change will take time. We need to develop a culture that promotes positive language and communication skills:

1. This starts with everyone reflecting on their own use of language.
2. Next, we encourage them to challenge unhelpful language or communication styles used by others.
3. Whilst a change in vocabulary is key, we must also consider the impact of tone and non-verbal communication.

We may not get this 'right' every time, but creating space for healthy conversations will enable us to evolve together.

Fear

angry

love

Happy

sad

upset

calm

CHEK ON

the happy ones.



“I feel very passionate about art and mental health for young and old children who feel like they can't reach out or speak up. This is why on my poster I chose to draw a small 'c' to represent those who may not have the courage to.”

Art by Rebecca, age 11

Examples of language change

It is important to acknowledge that we all have habits in the language we use. These are formed over our lifetime and can take time to change. This can be easier for written words than spoken words. With this in mind, it is important that we challenge unhelpful language in a kind and compassionate way and avoid criticising each other. Remember, we are all entitled to learn and grow at our own pace.

Please use the examples in the following table to promote the use of more helpful language in discussions, written documents, assessments and support plans.



CHOICE

The word 'CHOICE' is written in a hand-drawn, colorful font. Each letter is a different color: C (pink), H (purple), O (blue), I (green), C (yellow), and E (orange).



RESPECT

The word 'RESPECT' is written in a hand-drawn, colorful font. Each letter is a different color: R (red), E (orange), S (yellow), P (green), E (blue), C (purple), and T (pink).

Unhelpful Language 'You might say or hear'	Preferred Helpful Language 'Use this instead'	Explanation
Naughty / Poor or Challenging Behaviour / Behavioural	Communicating behaviour Unexpected behaviour	All behaviour is communication. We must act as 'stress detectives' to explore what a CYP is telling us through their communicating behaviours.
Kicking off / Melting down	Stressed Distressed Dysregulated Difficulties in self-regulating Outside their Window of Tolerance	By understanding that a person is stressed, we are more likely to support rather than punish. They will experience safety and hope rather than blame and shame.
Attention Seeking / Exhausting / A pain	Connection-needing	The young person is showing us they would like help or support, or telling us that they need to feel a sense of belonging. We should support them to feel connected and valued.
Controlling / Manipulative	Lacking control over their safety needs	We need to build reliable and consistent relationships so that the young person believes that adults can be trusted to meet their needs.
Emotional / Over-sensitive / Dramatic / Over-exaggerate	Overwhelmed	Some emotions can feel intense and overwhelming, and this is completely normal.
Risky / Feral	Exploring safety and boundaries Vulnerable	These behaviours require a compassionate description of their actions to better understand their needs and how to meet them.
Refuse / Rude / Daydreamer	Feeling threatened or unsafe	We need to build reliable and consistent relationships so that the young person believes that adults can be trusted to meet their needs.
Aggressive / Violent / Delinquent	Compromising the safety to themselves and others	These behaviours require a compassionate description of their actions to better understand their needs and how to meet them.

You can see how the helpful language can brought to life here: https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Documents/DS21_7086_Talk_Common_Language_Posterv3.pdf

Dictionary

Here are some of the key terms you might hear in your role.

Term	Definition
Adverse Childhood Experiences (ACEs)	A wide range of circumstances and experiences that impact on a child's development through heightened and unsupported stress, gaps in care and stimulation, or material deprivation. In Essex we take an adverse experience to be any that in an on-going or severe way compromises whether a child is safe.
Alternative Education Provision – Education	An educational setting which provides an alternative, and often specialist, education offer for pupils who do not attend mainstream or special schools.
Care, Education Treatment Review (CETR) – Health	If a CYP with learning difficulties or autism is experiencing significant difficulties with their mental health and are at risk of requiring an hospital placement in relation to their mental health, it may be recommended that they have a CETR to assess the appropriateness of such a placement.
Co-production	<p>Coproduction describes working in partnerships with shared power in decisions making between those who use and deliver services. Co-production happens at various levels, such as agreeing a personalised care plan or designing service delivery.</p> <p>Co-production of health and care services with children and young people aims to help young people to feel more independent and in control of the services they use. Their involvement will develop and deliver better care services.</p>

Term	Definition
Discharge – Health	When an individual’s care is ceased from a health care provider.
Education, Health & Care Plan (EHCP) – Education	A statutory plan outlining targeted/specialist support for pupils with SEND.
SEMH Enhanced Provision – Education	An educational setting which provides targeted, short-term education for pupils with additional SEMH needs. More info: https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/Enhanced-Provisions-for-SEMH.aspx
FCAMHS – Health	Forensic Child & Adolescent Mental Health Service.
Integrated Care Board (ICB) – Health	Integrated Care Board (ICB) are our local health providers. There are 7 across Southend, Essex & Thurrock: Southend, Castle Point & Rochford, Basildon & Brentwood, Mid Essex, West Essex, NE Essex and Thurrock.
In-patient- Health	A person who spends a period of time within a hospital setting. This could be in a paediatric, psychiatric or acute ward.
Lived Experience	Services aim to work with those who have lived experience. Those with lived experience have personal or close experience of certain challenges, such as mental health services/ use of their insight allows providers to better design develop and deliver services that meet the needs of those using them.
Mental Health Support Teams (MHST) – Health	School based mental health services for children and young people who present with difficulties with anxiety and low mood. Offers direct support and consultations to school on whole school wellbeing culture.

Term	Definition
Multi-Agency Group / Team	A Multi-Agency Group / Team is a range of professionals from different services and disciplines who work together in collaboration with joint responsibility to ensure that the whole needs of a child or family are met. e.g. teachers, doctors/clinicians, social worker, occupational therapist, etc.
Neuro-diverse – Health	Neurodiversity describes the idea that people experience and interact with the world around them in many different ways. Examples of neurodiversity are autism, dyslexia and ADHD.
One Page Profile – Education	A One Page Profile captures all the important information about a person on a single sheet of paper under three simple headings: what people appreciate about me, what’s important to me and how best to support me.
One planning / One Plan – Education	Essex’s approach to the Graduated Response. One planning is a process which is used to create a One Plan: a collaborative plan of support using the structure of Assess, Plan, Do, Review to respond to SEND.
Ordinarily Available – Education	The universal educational offer that is available to all pupils.
Primary Care Network (PCN) Children and Young People’s Mental Health Practitioner – Health	<p>The PCN Mental Health Practitioners are aimed at improving timely access to mental health support. They are able to provide assessment and brief evidence-based interventions for CYP presenting with mild to moderate symptoms, who would be suitable for low intensity interventions.</p> <p>The PCN Practitioners will also be available for consultation to GP Practitioners on cases to support the exclusion of mental health concerns to help determine the appropriate treatment pathway.</p>

Term	Definition
Reasonable adjustments - Education	Changes that a school/setting must make so that all pupils can participate in their education and enjoy the provision and facilities the school/setting offers.
Risk	Something or someone that creates or suggests a hazard. Risk needs to be considered within the context of the situation through assessment.
Safeguarding	Measures to protect the health, wellbeing and human rights of individuals, which allow people - especially children, young people and vulnerable adults - to live free from abuse, harm and neglect.
SPA - Health	Single Point of Access for contacting CAMHS.
Special School - Education	An educational setting which provides specialist education for pupils with a SEND.
Threshold	A point at which criteria changes and indicates a need to alter/change provision.
Transition	A point of change, such as changing year groups, moving to a new school/setting, or switching from CAMHS (children's services) to EPUT (adults service).

Social Care Language Dictionary from CiC Council: <https://view.pagetiger.com/kuvkcg/1>

Approaches in Education, Health and Care

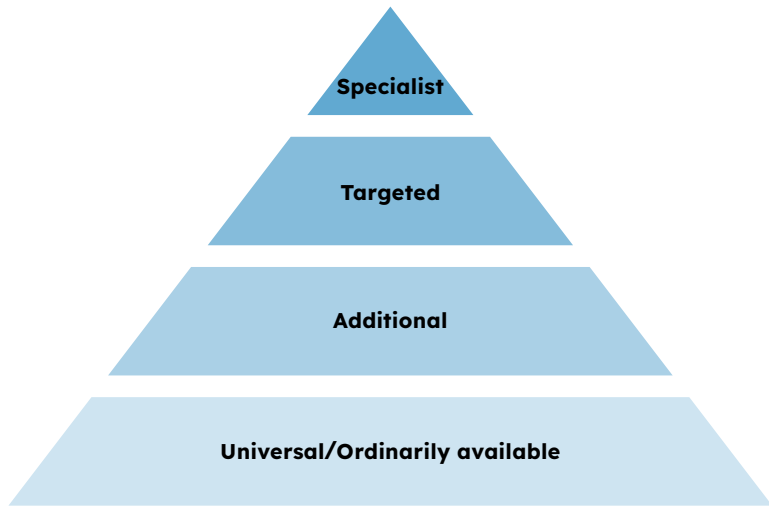
References, tools and models to aid our understanding different levels of need vary depending on the service. This can create confusion as it can blur the lines of interpretation and understanding of need.

Each of the diagrams on the next page shows the models from the perspectives of education, health and care to provide clarity about what this looks like.

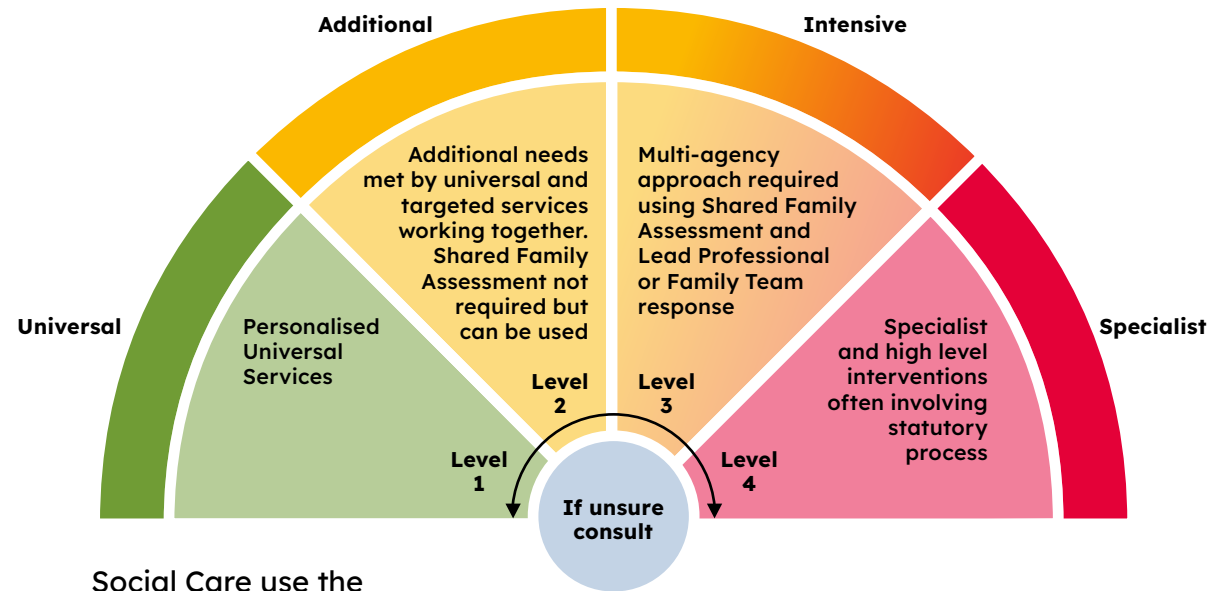
Important note:

Children may not access services/provision at an equivalent 'level' or for the same length of time. Accessing support from one service does not mean that they are also eligible for that level of support from another service. For example, a child may be in a mainstream setting accessing a 'universal' education offer, whilst getting 'intensive' support from care services, or; a child may be in mainstream setting accessing an 'additional' education offer whilst 'getting more help' from CAMHS.

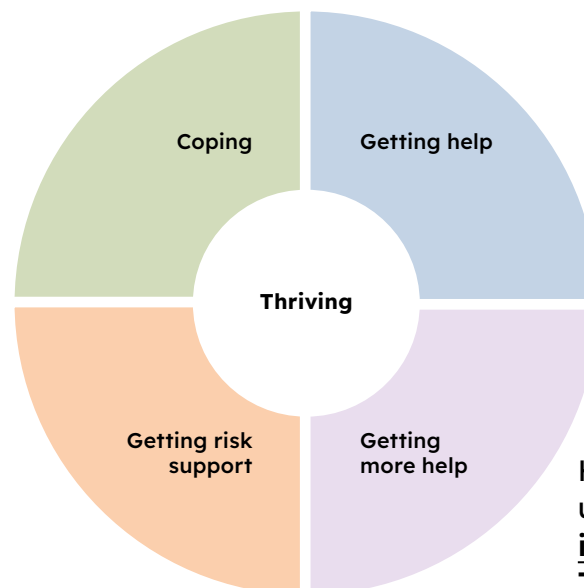
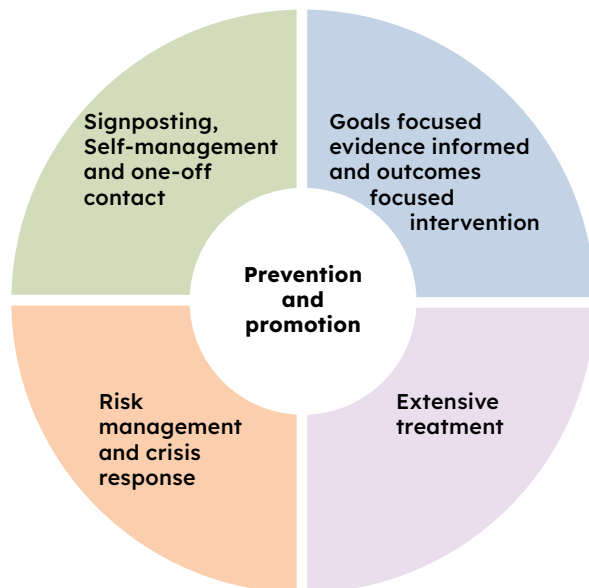
To navigate the varying systems and support required, collaboration should be personalised. It should take into account meaningful assessment to inform planning.



Education settings use the **SEND Code of Practice**:
SEND code of practice: 0 to 25 years – GOV.UK (www.gov.uk)



Social Care use the **Windscreen of Need**: **Concerns about the welfare of a child (escb.co.uk)**



Health, provided by SET CAMHS, use the **i-THRIVE** model:
i-THRIVE | NELFT NHS Foundation Trust

Processes

Assessment

Most services will need to carry out their own assessment to find out if they can meet the presenting needs. This normally happens at the first appointment the young person has with a service. These assessments will differ depending on the service, and may be called different things (triage, assessment, panel, etc), but all will aim to hear the young person's story to build an understanding of what aims, goals and behaviour changes the young person would like to make.

If more than one service is involved in the support plan, it will be likely that they will need an assessment for each.

This sometimes means that the individual may have to tell the story more than once. Whilst it is acknowledged that this can be frustrating, there are important reasons to engage in each assessment: each service will likely be seeking different information or looking for different things; circumstances might have change since a previous assessment, and; descriptions are more valuable when shared first-hand.

Types of Plans

Education:

- **One Plan** – Make a plan of action to support your child | Essex Local Offer
- **EHCP** – Help for people with high support needs | Essex Local Offer

SET CAMHS:

- **Care plan** – Make a plan with child/young person and parents, setting our goals to help improve their mental health
- **Safety plan** – Make a plan with child/young person, parents and other agencies in managing the risks in community.
- **Multi agency care and risk management plan** – Make a plan for child/young person and their family outlining all agencies support/actions they will offer and complete.

- **117 Care Plan** – Is a multi-agency plan for young person that was previously subject to Section 3 Mental Health Act during period of admission.

‘Admissions’

Admission to General Adolescent Unit (GAU) – If a person presents with significant risk (suicidal ideation with plan), psychotic symptoms, eating disorder) and need to be admitted to psychiatric hospital to keep them safe. The main aim of admission is to stabilise the young person mental health and to reduce the risks.

Informal Admission – If a person is able to decide whether to be admitted to hospital for a period of assessment or treatment, and are willing to go into hospital, they can be admitted on an ‘informal’ basis.

Admission under Section 2 Mental Health Act – A person admitted to psychiatric hospital for a period of assessment.

This will require the person to have a Mental Health Act assessment with 2 psychiatrist and Approved Mental Health Professional (AMHP).

Reviews

Education:

- **One Plan review** - [Make a plan of action to support your child | Essex Local Offer](#)
- **EHCP Annual Review** - [Preparation and Planning for Annual Reviews - SENDIASS - YouTube](#)

SET CAMHS:

- **Treatment review** - To have a review session with child/young person and parents to review treatment goals and engagement.
- **CETR: Community Education Treatment Review** - <https://www.england.nhs.uk/learning-disabilities/care/ctr/care-education-and-treatment-reviews/>
- **CPA meeting** - Care Programme Approach is a meeting with child/young person, parents with all agencies support/actions
- **117 Care Plan** - Is a plan for young person that was subject to Section 3 Mental Health Act.
- CIN
- Pathway Plan

Acts / Sections / Codes

- **SEND Code of Practice**

SEND code of practice: 0 to 25 years – GOV.UK
www.gov.uk

The Mental Health Act:

When someone's mental health is poor, they are not always able to make decisions for themselves and therefore professionals might be asked to do this on their behalf and a Mental Health Act Assessment will be arranged.

The Mental Health Act says when you can be detained in hospital and treated against your wishes. You can be detained (sometimes referred to as 'sectioning') if professionals think your mental health puts you or others at risk, and you need to be in hospital:

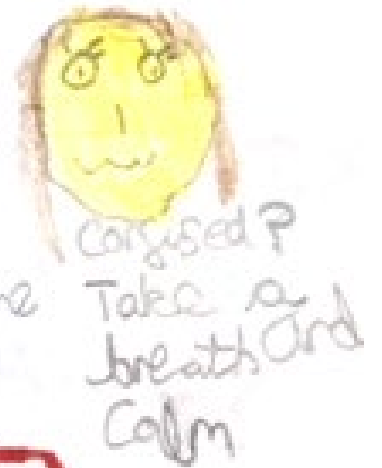
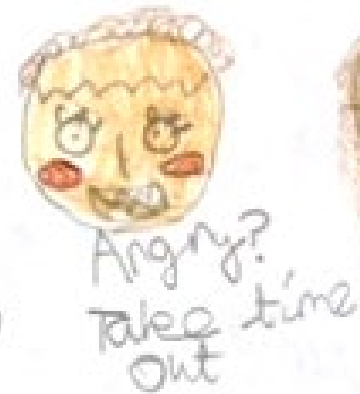
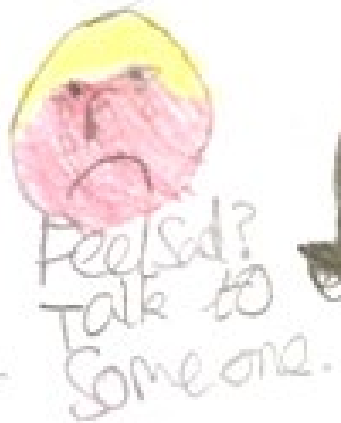
- **Section 2 of the Mental Health Act 1983 –**
Detention under s.2 of the MHA is for a period of up to 28 days for assessment. If professionals feel that you need to remain in hospital as a detained patient after the 28 days has expired, a further Mental Health Act Assessment will be required.
- **Section 3 of the Mental Health Act 1983 –**
Detention under s.3 of the MHA is initially for a period of up to 6 months but it can be renewed.
- **[MH-CoP-Being-detained.pdf \(assets.nhs.uk\)](#)**
- More information about the Mental Health Act can be found here: **[What is the Mental Health Act? \(rethink.org\)](#)**

Signposting

This is not an exhaustive list but a broad overview of what you might expect. If it is assessed that a child does not meet a services' criteria, it remains a multi-agency responsibility. They need to ensure the most appropriate providers are engaged and to enable a smooth transition between support.



How are you



feeling?

Art by Emilia, age 7

Coping/Prevention/Universal Support

Signposting to support good emotional wellbeing and resilience

For All:

- Effective Support Portal
<https://www.escb.co.uk/working-with-children/concerns-about-the-welfare-of-a-child/> or call 0345 603 7627.
- Essex Map – <https://www.essexmap.co.uk/>

For Families/Young People:

- Wellbeing Apps
<https://www.england.nhs.uk/supporting-our-nhs-people/support-now/wellbeing-apps/>
- Essex Child & Family Wellbeing Service
<https://essexfamilywellbeing.co.uk/>
- Essex Local Offer
<https://send.essex.gov.uk/>
- SEMH Self-care library for children and young people
https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/Self-care-for-CYP-Library.aspx

For Schools/Settings:

- Essex Schools Infolink – Pupil Support and Welfare pages
<https://schools.essex.gov.uk/Pages/EssexSchoolsInfolink.aspx>
- Essex Early Years and Childcare
<https://eycp.essex.gov.uk/>
- Ordinarily Available SEND
[SEND Strategy, Policies and Guidance \(essex.gov.uk\)](https://schools.essex.gov.uk/Pages/SEND-Strategy-Policies-and-Guidance.aspx)
- SEMH Teaching Resources and Assessment Tools
https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/teaching_resources_semh.aspx
- SEMH training
https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/semh_related_training.aspx

Getting Help/Early Intervention/Additional Support

Signposting to support emotional wellbeing difficulties that affect functioning, education and family life

For All:

- **Effective Support for Children and Families Guidance**
<https://www.essex.gov.uk/children-young-people-and-families/resources-practitioners/effective-support-resources>
or call 0345 603 7627.
- **One planning**
<https://send.essex.gov.uk/help-learning/make-plan-action-support-your-child>
- **SET-CAMHS Consultation**
<https://www.nelft.nhs.uk/set-camhs> or call the SPA on 0800 953 0222.

For Families/Young People:

- **Kooth.com** <https://www.kooth.com/>
- **Togetherall** <https://togetherall.com/en-gb/>
- **Getting Help in Essex** <https://www.essex-gethelp.uk/>
- **SNAP – Special Needs and Parents**
<http://www.snapcharity.org/index.php/information>
- Engagement in interventions to support skill building (eg. group work, brief evidence-based interventions, exposure interventions, peer mentoring, etc.)

For Schools/Setting:

- **Essex Schools SEND Services**
<https://schools.essex.gov.uk/pupils/SEND/Pages/default.aspx>
- **Essex Guidance and Let's Talk Resources**
https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/lets_talk_senh_resource_suite.aspx
- **EP in SET-CAMHS consultation**
Contact educationalpsychologyCAMHS@essex.gov.uk to book a slot.
- **SEMH Enhanced Provisions**
https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/Enhanced-Provisions-for-SEMH.aspx
- **Mental Health Support Teams (MHST)**
available in some schools. Your child's school will be able to tell you if this service is available.

Getting More Help/Targeted Intervention/Intensive Support

Signposting to support emotional wellbeing needs that affect functioning on daily basis, requiring a personalised support plan

For All:

- **Effective Support for Children and Families Guidance**
<https://www.essex.gov.uk/children-young-people-and-families/resources-practitioners/effective-support-resources>
or call 0345 603 7627.
- **SET-CAMHS Referral**
<https://www.nelft.nhs.uk/set-camhs>
or call the SPA on 0800 953 0222.

For Families/Young People:

- Personalised planning in their school/setting.
- Engagement in interventions to support skill building (eg. evidence-based interventions)

For Schools/Settings:

- **Self-harm Management Toolkit**
[schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Documents/Self Harm Toolkit for Schools Sept 2019.pdf](https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Documents/Self_Harm_Toolkit_for_Schools_Sept_2019.pdf)
- **Reducing the Risk of Suicide guidance**
https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/lets_talk_semh_resource_suite.aspx
- **Education, Health and Care (EHC) Needs Assessment**
<https://schools.essex.gov.uk/pupils/SEND/Pages/EHC-Needs-Assessments.aspx>

Getting Risk Support/Specialist Support and Intervention

Signposting to support complex emotional wellbeing needs presenting high levels of risk in the community, requiring a multi-agency support plan

For All:

- **SET-CAMHS Crisis number** – 0300 555 1201
- **Family Operations Hub** – 0345 603 7627
Out of hours emergency duty service – 0345 606 1212
- **Papyrus Hopeline 247** – call 0800 068 4141 or text 07860 039967.
- **Samaritans** – call 116 123
or visit <https://www.samaritans.org/how-we-can-help/contact-samaritan/>
- **Childline** – call 0800 1111
or visit <https://www.childline.org.uk/get-support/contacting-childline/>

For Families/Young People:

- **Shout** – anonymous crisis text support
Text 'SHOUT' to 85258
- Shared care plan, shared risk assessment and risk management plan with all agencies.
- Engagement in rehabilitation and relapse prevention.

For Schools/Settings:

- **Critical Incident support**
https://schools.essex.gov.uk/admin/Critical_Incidents/Pages/Critical%20Incidents%20and%20School%20Closures.aspx

Acknowledgements

This resource is created on behalf of the Emotional Wellbeing & Mental Health Strategic Board, including members from Essex County Council's Education and Children and Families Teams, HCRG Care Group and SET-CAMHS.

Special thanks to Colby, who designed the image for our front cover. We particularly liked how he incorporated so many emotions into one character, demonstrating that all emotions are normal and within us at all times. Thank you to all the children and young people who sent us pictures to include in this resource.

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The information contained in this document can be translated, and/or made available in alternative formats, on request.

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