

## Emotional Wellbeing and Mental Health for Children in Care

THRIVE is a framework for emotional health and Mental Health developed by the Anna Freud National Centre for Children and Families and the Tavistock and Portman NHS Foundation Trust. The THRIVE framework is an integrated, person centred, and needs led approach to delivering mental health services for children, young people and their families. It conceptualises need in five categories; **Thriving, Getting Advice and Signposting, Getting Help, Getting More Help and Getting Risk Support.**

THRIVE emphasises that the decision on how best to support a child's mental health cannot be based purely on their diagnosis or presenting symptoms. It stresses the importance of drawing on the evidence base, alongside being transparent about the limitations of treatment, and explicitly engaging children and their families in shared decision-making about the type of help or support they need. The framework suggests that all those involved in the delivery of care across health, education, social care and the voluntary sector work closely with one another to meet these needs, agree on aims, and review progress. [Principles of the THRIVE Framework | i-THRIVE \(implementingthrive.org\)](#)



# Emotional Wellbeing and Mental Health for Children in Care

## 1. Understanding the five levels of need

### Thriving

This group includes children and young people who are vulnerable and open to the normal ups and downs of life. Within this groups are CYP vulnerable due to a range of social factors such as poverty, poor education, abuse or neglect; environmental factors including injustice, discrimination, and social and gender inequalities; and individual factors such as experience of abuse, a learning disability, or physical health problems. The focus is on prevention and promotion.

### Needing Advice

This group includes those with

- mild or temporary difficulties
- fluctuating or ongoing severe difficulties

They are managing their own health and not wanting goals-based specialist input. Information is shared empowering young people and families to best support their mental health and wellbeing.

### Needing Help

These are CYP who need specific interventions focused on mental health outcomes. An intervention is any form of help related to a mental health need the professional takes responsibility for input directly with a specified individual or group. The professional does **not** have to be a trained mental health provider they may be a range of people providing targeted, outcomes-focused help to address the specific mental health issue. For all interventions there is an explicit shared understanding from the outset of agreed outcomes and reviewing schedule.

## Emotional Wellbeing and Mental Health for Children in Care

### Needing More Help

This group is similar to **Getting Help**. There are no hard and fast rules as to who needs **More Help**, but the following are frequent indicators:

- the child or young person is completely unable to participate age appropriately in daily activities in at least one context (e.g. school, home, with peers)
- they may even be unable to function in all domains (e.g. staying at home or in bed all day without taking part in social activities)
- they need constant supervision (due to their level of difficulties they are no longer managing selfcare) and experience distress daily.

This grouping might include children with a range of overlapping needs that mean they may require greater input, such as the coexistence of autistic spectrum disorder (ASD), major trauma or broken attachments.

### Needing Risk Support

This group are those children, young people and families who are currently unable to benefit from evidence-based treatment but remain a significant concern and risk in relation to their mental health.

This group might include

- children and young people who routinely go into crisis but are not able to make use of help offered
- where help offered has not been able to make a difference
- who self-harm
- have emerging personality disorders
- ongoing issues that have not yet responded to interventions.

## Emotional Wellbeing and Mental Health for Children in Care

2. These are some of the services and interventions provided by the various agencies for children in care appropriate for the different levels of need.

### Thriving

These are prevention and promotion interventions these include:

- Relational Practice in schools
- Dorset Steps to Wellbeing
- Five to Thrive
- Rights respecting Communities
- Public Health focused priorities
- Whole school approaches, including completion of one-page profiles by children/young people

### Getting Advice

- Training from the various specialists
- Designated teacher, PEP meetings, EP consultation cycle, Virtual school leads, ELSA advice, pastoral support
- Virtual School, Mentoring support
- CiC nurses - signposting, RHAs, phone calls with CYP and carers
- Clinical Psychologists Adoption and Permanence – one off consultations to SW and/or carers/other agencies
- Drop-in advice sessions for professionals and foster carers
- CiC Review, QARO and CCSW,
- Kooth [Home - Kooth](#) , Chat health [ChatHealth - Public Health Dorset - Dorset Council](#) , MHSTs [Mental Health Support Teams in Schools \(MHSTs\) – CAMHS Dorset](#)
- Aspire Adoption Services

## Emotional Wellbeing and Mental Health for Children in Care

### Getting Help

- Training with impact measures
- Targeted intervention – specialist teacher, EP 0-25 repeated consultation and some direct work if needed to inform school intervention, ELSA targeted intervention, Nurture groups. Focused intervention within school as part of an intervention plan
- EHWP & care leaver's Nurse direct work with the CYP delivering targeted interventions
- CAMHS Fostering psychologists service to carers and team around the family
- Clinical Psychologist CiC aged 0-12...consultation/assessment
- CCSW and Social Care interventions – e.g., LSW, Advanced practitioners
- Life story work – SW, Key adult such as TA, or other key professional
- Kooth,
- Aspire Adoption Services

### Getting more help

- CAMHS SWs - working with agencies around the child as part of a MA group, direct work with CYP
- Core CAMHS & Specialist CAMHS services
- EHWBP
- CAMHS Fostering psychologist working with the team around the child as part of a MA team.
- Clinical Psychologist CiC aged 0-12 – assessments and working with the TAC.
- EPs EHC needs assessments, detailed assessments to inform multi-agency team, supervision for core staff around the CYP
- YOS, CCSW and social carer services
- Specialist provision in schools
- Aspire Adoption Services

## Emotional Wellbeing and Mental Health for Children in Care

### Getting Risk Support

- CAMHS SW high risk YP, crisis worker would/could be involved – work directly with the YP
- CAMHS crisis team and out of hours, in-patient, secure setting
- CAMHS Fostering psychologist - Support to FC and SWs to support to system
- Multiagency Problem Solving and Planning supervisions – EPs and CAMHS/SW
- Clinical Psychologist 0-12 direct work with CYP
- Police, DA workers – MARAC
- CCSW and social carer services

# Emotional Wellbeing and Mental Health for Children in Care

## Emotional Wellbeing and Mental Health for Children in Care

THRIVE emphasises that the decision on how best to support a child’s mental health cannot be based purely on their diagnosis or presenting symptoms. It stresses the importance of drawing on the **evidence base, alongside being transparent about the limitations of treatment, and explicitly engaging children and their families in shared decision-making about the type of help or support they need.** The framework suggests that **all** those involved in the delivery of care across **health, education, social care and the voluntary sector work closely with one another to meet these needs, agree on aims, and review progress.**

There are several services that can be pulled in to provide additional support and expertise to support those that have the relationships with the child/ren and family. These are

1. Universal services in schools includes pastoral support workers and emotional literacy support assistants.
2. Kooth [Home - Kooth](#)
3. Mental Health Support Teams in Schools [Mental Health Support Teams in Schools \(MHSTs\) – CAMHS Dorset](#)
4. Educational Psychology Service [Educational psychologists - Dorset Council](#)
5. Emotional Wellbeing Practitioner Dorset Healthcare Trust  
<https://www.dorsethealthcare.nhs.uk/school-nursing>
6. Child and Adolescent Mental health Services (CAMHS) [CAMHS Dorset](#)
7. Specialist services from CAMHS – Clinical Psychology Adoption and Permanence Team (CAP)
8. Clinical Psychologist (0-12) (LB) – Fostering Team

To help you to identify which service/team is the best to pull in to support you answer the following questions. While answering these questions always think about the graduated approach – assess – plan – do – review

Before making any request for intervention or consultation the detail below will provide helpful information to both yourself and the professional you are seeking support from to ensure your request is understood and clear.

I am concerned about the emotional wellbeing of a child in care because ...	
The score from the carer SDQ score?	Choose an item.
The score from the young person SDQ score?	Choose an item.
The score from the teacher SDQ score?	Choose an item.
Is the child receiving additional support at school? what is this support?	Choose an item.
How long has this been in place?	Choose an item.
The child has an EHCP?	Choose an item.
They have had fixed term exclusions from school?	Choose an item.
If yes, how many? And how many days of education have been missed?	
Are any education specialist services involved such as educational psychology?	Choose an item.



## Emotional Wellbeing and Mental Health for Children in Care

If yes which service	
They had incidents where they have presented at accident and emergency?	Choose an item.
If yes, how many times?	
The carers are reporting challenges in relation to understanding the young person's behaviours within the home setting.	Choose an item.
If yes, what are their concerns?	
Have they had any episodes of missing from their care setting?	Choose an item.
If yes, how many?	
Have they previously been open to any services for emotional wellbeing and/or mental health?	Choose an item.
If yes, which services?	
Is the young person at risk of hurting themselves or others?	Choose an item.
Having answered the questions what intervention/service will provide the most appropriate support to you and the child?	<ul style="list-style-type: none"> <li>• Emotional Wellbeing Practitioner (EWBP)</li> <li>• Clinical Psychology Adoption and Permanence (CAP)</li> <li>• Educational Psychologist (EP)</li> <li>• Core CAMHS</li> <li>• Specialist CAMHS services</li> <li>• In School support – ELSA, pastoral care</li> <li>• Online Counselling – Kooth</li> <li>• Clinical Psychology assessment and support to child and care provider</li> </ul>
What interventions have been tried already?	
What is working?	

## Emotional Wellbeing and Mental Health for Children in Care

What are the views of the young person about their wellbeing? Include what support they would like if any?	
What are your hopes of the involvement of another professional??	
What will be different because of this involvement?	

<b>Young person Perspective</b>
<p><b>1. How would you rate your wellbeing and mental health over the past months?</b>  <i>(please circle below)</i></p> <p style="text-align: center;"><b>At its worst 1 2 3 4 5 6 7 8 9 10 Very well</b></p>
<p><b>Baseline description:</b> (e.g. What is happening that explains your rating?)</p>
<p><b>2. Rate how important getting support for your wellbeing is to you.</b> <i>(please circle below)</i></p> <p style="text-align: center;"><b>Not bothered 1 2 3 4 5 6 7 8 9 10 Very important</b></p>
<p><b>Baseline description:</b> (What do you do now and what difference support will it make?)</p>
<b>Perspective of the person completing this form</b>
<p><b>3. How concerned are you now regarding the issue?</b> <i>(please circle below)</i></p> <p style="text-align: center;"><b>No concern 1 2 3 4 5 6 7 8 9 10 Extreme concern</b></p>
<p><b>Baseline description:</b> (e.g. What is happening that explains your rating?)</p>
<p><b>4. How confident do you feel about addressing this issue?</b> <i>(please circle below)</i></p> <p style="text-align: center;"><b>Not confident 1 2 3 4 5 6 7 8 9 10 Very confident</b></p>
<p><b>Baseline description:</b> (What do you need to know more about/improve to increase your confidence rating?)</p>