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Mind Angels Project "Roxy"

**Supporting Statutory Services for the Mental
and Emotional Health of Children (5-11yrs)**

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Introduction

Mind Angels Project “Roxy” - Mental and Emotional Health for Children (7-11yrs)



My name is Andrew Samuels and I am the founder of a Harrow based registered charity called “Mind Angels”. “Roxy says, you are here” is an innovative solution to facilitate and improve the delivery of statutory local authority services.

This document details how the use of our resource will positively promote Harrow Council and support the council’s objectives. This project helps to fulfil and protect the authority’s statutory obligations and satisfaction of duties and is detailed further in this document.

This new resource demonstrates a simple and effective method for supporting the mental and emotional needs of the local community, delivering identified and defined outcomes. Our resource and its application, defined in this document, support the efficient use of public funds to sustain long-term delivery supporting children, families, and communities in Harrow.

The specific outcomes intended to improve and measure in children awareness of mental health, reduce stigma, and build resilience. This service can be easily monitored and reviewed to enable evaluation of service delivery and impact on achieving these outcomes. We provide a complete resource which allows us to measure performance and quality. The feedback generated through the process and interaction allows us to evaluate and ensure continuous improvement.

The target audience for this project is adults, carers or professionals reading with children 5-11yrs old. By providing emotional literacy, children learn how to communicate their feeling and emotions, removing stigma and prejudice and promoting equality and respecting diversity.

I am asking for your leadership to support this innovation to delivery highly visible outcomes relating to children and mental and emotional health.

Here is a short video (1m 20s) if you do not have time to read this document right now. <https://youtu.be/5Q4NTz166pc>

I would be happy to present this at any time to any stakeholders or other interested parties.

Kindest regards, Andrew Samuels

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Foreward and Background: Supporting Children’s Mental and Emotional Health

My name is Andrew Samuels and I am the founder of a registered Harrow based registered charity called “Mind Angels”. Our purpose is to help individuals or groups to better balance their physical, mental, and spiritual parts. We have projects working primarily with the over 65’s and individuals/groups with mild-moderate mental health challenges. This document is about our children’s mental health solution, “Roxy”.

Having worked in mental health for the past 5years with mental health charities Mind, Rethink and Time to Change, it is clear the biggest change needed is to target the very young, primary school ages. We have created a workbook called “Roxy says You Are Here” for adults to read with children (5-11yrs old) and facilitate discussion about mental health. Originally designed to be part of a schools’ programme, this workbook will raise awareness, reduce stigma, and provide resilience. This book is a solution for very young people’s mental health and provides emotional vocabulary and emotional intelligence through exercises and interaction. It opens the door to emotional wellbeing, a life skill to manage and master for greater well-being.

Born from my personal experience working with the mental health charities above it also pulls together my training in Mental Health Awareness, MH First Aid, Level 3 Counselling Skills and L2 Children and Young Peoples Mental Health. The workbook is also designed to reconnect the elderly and the young people, a problem which we are seeing the results of in our society affecting teenagers and elderly wellbeing. There is no experience necessary from Adults/Carers, only to follow the format of the book. It combines counselling skills, years of practical experience, knowledge and understanding of mental health to lead the readers effortlessly through potentially difficult but necessary subject matter, subtly engaging all parties.

Public Health England Guidance regarding Children and young people (Updated 25 October 2019) states in its introduction:

“Around half of all lifetime mental health problems start by the mid-teens.....The most recent survey of the mental health of children and young people in England found the prevalence of mental disorder in 5 to 15 year olds rose from 9.7% (1999) to 10.1% (2004) to 11.2% (2017)”.

This project intends to reduce this unacceptable, increasing trend.

The information provided is to clarify the local authority’s legal requirements. In the remainder of this document, we identify the statutory services below whose requirements this work is intended to support and how.

- Social Services
- Adoption and Fostering
- Schools & Education (DfE)
- Joint Strategic Needs Assessment (JSNA)
- Public Health (PHE)
- Special Educational Needs & Coordinator (SEN & SENCo)
- Child and Adolescent Mental Health Service (CAMHS)
-

UK Legislations and Guidance supported by this project.

- Children and Families Act 2014 – SEND Code of Practice
- The 0-25 SEND Code of Practice
- Transforming Children and Young People’s Mental Health Provision (2017)
- The UN Convention on the Rights of the Child 1991
- The Children Act 1989 and 2004
- Safeguarding 9 Working Together to Safeguard Children – A guide to inter-agency working to safeguard and promote the welfare of children, Department for Children, Schools and Families, 2010
- Green Paper – “Every Child Matters” Presented to Parliament by the Chief Secretary to the Treasury by Command of Her Majesty September 2003

Roxy's interactive workbook supports and protects parents, carers and professionals (The Local Authority) working towards supporting and improving children's mental and emotional health. This is an effective solution, and we will provide guidance, support, or workshops for anyone using the workbook to support children, parents, carers and professionals.

In the current climate of poor mental health related to Covid-19, and particularly increasingly consistent high anxieties faced by children and parents, this workbook can be used as mental health support for children and families. Good mental health, like physical health, needs consistency. This workbook provides a foundation of good mental health for children.

I would be happy to present Roxy's interactive workbook and it's long and short-term benefits to any interested parties.


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Supporting SOCIAL SERVICES

The legislation and guidance can be used to guide parents and carers to drive the support children and young people with SEN. The mechanisms used to achieve this are EHC Plans, Early Help Plans & Team around the child meetings.

Early Healthcare Plans (EHCP):

Within the 0-25 SEND Code of Practice, an ethical foundation is defined for professionals working with children and young people who have SEN or disabilities. The local authority must perform a needs assessment to decide if a plan for identifying and managing SEN is required. This includes the child/young person and parents/carers. Our workbook can be used for initial assessments. This is detailed below in the section "Children and Families Act 2014 – SEND Code of Practice" and "The 0-25 SEND Code of Practice". The holistic approach of EHCPs detail the support required which encourages better partnership-working between all parties. Our workbook will provide evidence to support EHC Plans. It can be included in additional requirements to help achieve the outcomes agreed.

Early Help Assessment (EHA) Plans:

Roxy's interactive workbook can be promoted as an early intervention for the well-being of the children. Future plans to support the child or young person can use information in EHA assessments and/or plans. The results of this workbook can be used as a record of emotional needs, strengths, goals and views, a history which can provide valuable input to support the child.

The Team Around the Child (TAC) and Team Around the Family (TAF) meetings:

The workbook gives insight to all agencies connected at these meetings who are involved with the child and family. They can use this information to discuss and share the mental and emotional needs of the child and family. This can help to identify and establish the agreed actions and support. The family and agencies can share information and synchronise efforts to produce an early help plan and promote early intervention. The goal is to provide the right support for the child with the family and all agencies input. There is not a legal requirement to meet but this "tool" allow everyone to focus on this single goal of supporting the child and is an opportunity for everyone to disclose their cards so they can play a collective hand.

Percentage of children in need at 31st March 2018 by age groups

	Unborn / unknown gender	Under 1	1-4 years	5-9 years	10-15 years	16 & over
Harrow	0.9	4.5	17.1	27.1	30.9	19.5
England	1.8	5.0	17.5	24.1	31.7	19.9

*Statistical neighbours data is unavailable

Source: DfE Characteristics of children in need: 2017 to 2018

CIN with disability: Harrow is not too dissimilar with national and statistical neighbour averages for the proportion of children in need who also have a disability.

	Children in need (number)	Number of whom have a disability recorded	Percentage having a disability recorded
Harrow	1,505	238	15.8
Statistical Neighbour Average	1,904	244	12.8
England	404,710	49,770	12.3

Source: DfE Characteristics of children in need: 2017 to 2018

Harrow has a slightly higher proportion of children in need who also have a disability.

Referrals

The rate of referrals per 10,000 children in Harrow had historically been low compared to national averages. There were 2,441 referrals made to children's social care services during 2017-18.

Supporting SEN & SENCo

Details of the special educational provision for children in the “SEND Code of Practice” state how institutions should fulfil this duty. It defines the role of the SENCo and requirements around SEN reports, policy and arrangements ensuring children and young people are not at a substantial disadvantage. This workbook activity supports the SENCo of a setting and through its activity, provides an opportunity for the SENCo working with children and the child to discover their level of empathy, discover and disclose their feelings and emotions in an unobtrusive way to help develop support strategies. ⁶The action plans provide space to further support an evidence the interaction for reflection and show commitment to the mental and emotional development of the child.

It will be a useful tool to start a process of discovery, helps to establish a relationship and ensure the support outlined is implemented. This workbook can also be promoted by the SENCo, used as support in a family setting where the child has primary care.

Year: January 2018
Coverage: Harrow

Number of pupils with SEN Support by Age and Gender						
Ages	Number of Girls		Number of Boys		Total	
	On School Roll	On SEN Roll	On School Roll	On SEN Roll	On School Roll	On SEN Roll
3 or less	608	17	580	47	1188	64
4	1583	68	1607	195	3190	263
5	1554	99	1615	191	3169	290
6	1577	88	1603	228	3180	316
7	1539	109	1640	241	3179	350
8	1493	118	1567	213	3060	331
9	1458	90	1509	192	2967	282
10	1355	83	1455	198	2810	281
11	1214	145	1173	175	2387	320
12	1269	131	1169	173	2438	304
13	1158	95	1120	108	2278	203
14	1139	100	1101	174	2240	274
15	1065	89	1020	136	2085	225
16 and over	980	36	969	50	1949	86
Grand Total	17992	1268	18128	2321	36120	3589

Source: January 2018 school census via COLLECT export (Harrow)

⁴³ Includes all academies, free schools, middle schools as deemed. Excludes nursery schools, independent schools and pupil referral units. Includes pupils who are sole or dual main registrations.

⁴⁴ Age as at 31st August 2017.

Supporting Fostering

Using Roxy's Interactive Workbook, we can support the responsibility of local authorities as 'corporate parents' to ensure looked after children grow up in the best way possible. Our workbook allows the carer and children to share, in a personal space, their needs so we can take their wishes and feelings fully into account. Using the exercises, we can promote empathy to take account of the needs of other family members and support the family unit. The psychological space created enriches the child's relationship with their foster carer and supports the role of the foster carer.

The workbook helps to establish the views, wishes and feelings of the child. The exercises provide a platform to listen and action plans are an opportunity to act upon to improve aspects of their care. This is particularly important when identifying the needs of children and young people with disabilities, special educational needs, or complex needs. Roxy's workbook opens a door, creating a safe space for children to disclose (and adults to establish) their feelings.

⁷More information regarding how we help to satisfy components of The Children's Act 1989 (Fostering Services) can be found below.

Supporting Adoption

Roxy's interactive workbook can facilitate the formation of relationships with their new adoptive parents, allowing them to form new attachments. This can be a personal activity to support the human connection, helping adoptive parents and adopted children.

This workbook can be used by the local authority to maintain visibility at an early stage to avoid or highlight issues which might not become apparent until some time after the adoption had taken place. Used to compliment the post-adoption service to avoid the risk of family breakdown and the possible return into care for an already damaged child.

This is a low-cost intervention which can be funded by "The Adoption Support Fund" and can give an early indication of satisfactory placements to avoid the significant cost of failed adoptions. ⁹Giving the family another tool to support the local authority's process and evidence a successful placement. This is a targeted support service which has the potential to ensure placement stability, preventing adoption breakdown and associated costs.

¹⁰This is a unique workbook to use as a post-adoption support tool, giving the family an even better chance of being successful. We encourage investing in time to form emotional connections. They are guided by the exercises to share perspectives about feelings and emotions about the characters and the story and complete action plans to establish support for the mental and emotional wellbeing of the child.

Supporting CAMHS/Mental Health Services

We are looking towards enhancing parent and child relationships. Roxy's interactive workbook can also be used by professionals working with children to support their work, provide more evidence or opportunity, and support an already overstretched team. This can be achieved by helping parents/carers to engage with the children and provide the workbook as evidence of achievement.

¹²In response to the governments "Every Child Matters - Green Paper" our workbook addresses and supports progress in the main areas of "supporting parents and carers", "early intervention and effective protection" and "accountability and integration – locally, regionally and nationally".

This workbook is intended to provide long-term support for parents/carers and families. It engages parents to support their child's mental and emotional development. This work is intended for all children at pre-transition age, not solely for children with challenging behaviour or other issues. This is a general education requirement, included in the national curriculum in schools, which can be serviced partly within the family unit, taking the stress off school resources while still maintaining their responsibilities, and evidencing the interaction.

To promote loving and secure family units, the workbook can strengthen bonds and support the retention challenges in foster care. Roxy's interactive workbook supports skills to care for vulnerable children, the results of deeper human interaction is enhanced relationships. This contributes to and promotes the benefits of foster caring, encouraging people to become foster carers.

This is an early intervention to ensure children receive services at the first onset of problems which can prevent any children from slipping through the net. This workbook can be shared between agencies as evidence into the emotional depth of the relationship between the adult and child. Analysis of the actions documented in the workbook by the parent/child can present a unique insight, supporting decisions relating to safeguarding children and promoting their wellbeing.

There are many factors that shape children's life chances and their wellbeing (Mental & Physical) can have a hugely detrimental effect. Mental health, being less visible, requires interventions to help the child disclose the workings of their minds, making it visible. This workbook leads the readers through a process of interaction which can allow the child to flex their mental muscles to have greater resilience, boosting confidence, achievement and potential as well as reducing the number of children, and young people, who could suffer in silence. These tools help children to develop the ability to look after themselves, they can grow up with confidence to achieve their goals and reach their full potential. A benefit society can realise in the long-term.

The green paper states "Society as a whole benefit through reduced spending.....For instance, a child with a conduct disorder at age 10 will cost the public purse around £70,000 by age 28 – up to ten times more than a child with no behavioural problems. The overall cost of providing foster and residential care placements for 60,000 children is £2.2 billion per year."

We encourage the use of this workbook as an effective tool to avoid poor parenting, a significant risk factor associated with poor outcomes for the child, they are more likely to experience further negative outcomes. The green paper states, "*Research suggests that parenting appears to be the most important factor associated with educational attainment at age 10, which in turn is strongly associated with achievement later in life. Parental involvement in education seems to be a more important influence than poverty, school environment and the influence of peers.*"

Roxy's interactive workbook protects and promotes strong relationships with parents. It looks to engage parental interest and involvement giving them the opportunity, through the interaction, to be promoted as a positive role model. These are factors that can help them feel valued in improve the relationship. This is a critical relationship Roxy's workbook supports which was written into the foundation when originally scoping the needs of this work.

The workbook was designed for transition year children as they move from primary to secondary school before the onset of puberty. This workbook is a short-term intervention providing evidence to help support workers in agencies during the assessment. It is a creative approach, helping to develop better knowledge of users' needs and overlaps organisational boundaries between services. In the climate of overstretched services, this workbook can act as a buffer in the time taken to obtain support for children with parents/carers allowing them to work through exercises while gathering information to present to a case handler.

It is an activity which can be used as part of a family learning programme, bringing family members together to work and learn on a planned activity. This allows the parents to engage in their children's development and offer opportunities to increase involvement in interactive learning. ²⁰The statistics published regarding adult mental health show the highest suicide rates with men between the ages of 45-49. Roxy's workbook is an excellent opportunity for fathers to talk and read with children, raising awareness, reducing stigma and by sharing experiences, providing resilience, helping to develop positive relationships, even if they are living apart from their children. This can help fathers be more involved in their children's lives, sharing time and knowledge at an emotional level.

¹²As stated in Every Child Matters, *"30 per cent of prisoners' children suffer significant mental health problems, compared with 10 per cent of the general child population"*. Where fathers are absent, Roxy's workbook can help to open a human connection by facilitating discussion and disclosure of feelings and emotions. Roxy's interactive workbook can be used as a tool in the child's learning plan to support their mental and emotional health. Professionals can use this to identify strengths and opportunities as well as needs and risks. It is a subtle non-intrusive activity to engage children and families to build trust.

Our workbook supports various aspects of children's services. Educational attainment is closely linked to children's mental health, special educational needs, children's social services providing assessments and family support, foster and residential care, adoption services, childcare, advocacy services and child protection and Child and Adolescent Mental Health Services.

A primary intention of Roxy's interactive workbook is to strengthen the bond between the child and parent, carer reading with them. We understand this relationship impacts the child's educational development, behaviour, and mental health. In addition to the many various legislations, guides and advice this workbook is suited for, we support primary care national standards developed through the ¹⁹National Service Framework for Children (NSF), for the delivery of services to meet the needs of children and young people with mental health problems. Specifically, *"Promoting Health and Well-being, Identifying Needs and Intervening Early"*, *"Supporting Parenting"*, *"Child, Young Person and Family-centred Services"* and *"The Mental Health and Psychological Well-being of Children and Young People"*.

This workbook's approach, it's goals and the guided process it facilitates, help to promote the NCF's vision:

"We want to see:

> An improvement in the mental health of all children and young people.

> That multi-agency services, working in partnership, promote the mental health of all children and young people, provide early intervention and also meet the needs of children and young people with established or complex problems.”

Supporting Public Health/Joint Strategic Needs Analysis (JSNA)

Our interactive workbook supports needs in the borough, addressing specific elements of the ¹⁵“0-19 Children's Needs Assessment” on “social and emotional wellbeing” and “mental health”. The information here also refers to the “key themes and recommendations” using statistics presented under “estimated prevalence”.

The importance of supporting parents, children, young people, and communities is stated in Harrow Council's ¹⁵JSNA, under the “Start well” aspect. Objectives like “emotional wellbeing” and the “capacity to form and maintain positive relationships with others”, defined in “Start Well: Giving every child the best start in life” are outcomes our workbook can support. We support the human interaction and relationships between adults/carers/professionals and children, facilitating discussion about feelings and emotions to build stable, loving relationships based on trust and confidence, to support the child.

Roxy's interactive workbook can offer schools a means to encourage children's social and emotional wellbeing. Whether it is used in a home setting with parents, SEN resource or school counsellors' tool, normalising a space where children can disclose their emotions and feelings. Being able to talk is the one single most accessible way to relieve symptoms of mental ill-health. We are not targeting specifically children in need but for all children using this workbook to benefit by realising greater awareness of mental health, reduce stigma and increased resilience. Also, the book provides an effective way to measure activity and changes/improvement.

Used as a tool for school nurses, the workbook gives as an opportunity to subtly counter challenging behaviour. Combining the exercises and experiences of the characters to empathise, helps to support the child's emotional wellbeing. The talking exercises, at the end of every chapter, provide the means to explore empathy and guided questions provide openings in the interaction, for the adult and/or child to disclose their experiences and coping strategies. Further support for emotional literacy is provided with an emotional glossary, useful for children with SEN or language difficulties. They can look up the meanings of the emotional and feeling words utilised throughout the chapters.

²¹This workbook supports the NICE guidance and children's needs assessment under “11.10.1 SOCIAL AND EMOTIONAL WELLBEING”. i.e.

- The empathic understanding gained by the child can support positive behaviours for learning and successful relationships.
- Providing an emotionally secure and safe environment that prevents any form of bullying or violence.
- Supporting all pupils and, where appropriate, their parents or carers (including adults with responsibility for looked after children).
- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems.
- Offering teachers and practitioners in schools training and support on how to develop children's social, emotional, and psychological wellbeing.

To support of the ¹⁵“12.1KEY THEMES AND RECOMMENDATIONS”, the action plan space, after the questions at the end of each chapter, allow adults or children to create and document follow-up tasks if any information is disclosed in the exercises. This work is an early intervention which can be used as evidence and shared between professionals.

“Key themes from the consultations”

The workbook provides a documented snapshot of a child's emotional wellbeing and visibility of interaction. ¹⁶This is an opportunity to contribute to the safeguarding of children in need, **a growing trend in Harrow**. The

workbook can be used at an assessment allowing the parent/carer to evidence the case and can act as a buffer when there is a low capacity from the local authority. There is a direct relationship between mental and physical health, both are equally important. The workbook has a nine-question survey to identify a baseline regarding mental health awareness, stigma and resilience. We have the same survey at the end, in the book, so we can score the surveys, understanding where our baseline is and measure improvement or change. This is PSHE education taught away from school using the experience of the adult/parent/carer to support the child.

“Key health concerns”

Roxy’s interactive workbook addresses the key health concern, ²¹“Mental health especially bullying shifted to digital, support to special educational needs and disabilities”. Whilst not specifically targeting disabilities, disability is a strong risk factor for mental health difficulties.

CAMHS are invaluable and have established support from existing services. CAMHS will continue to be overstretched because mental health is part of everyone’s lives and education is an uphill battle. This is due to the stigma still having a strong influence on society. What we put into our minds will influence and determine our life path. This is especially important for children who need protecting from dangers not previously experienced by today’s adults. There are existing services provided to manage the increase in mental health referrals, “putting out the fire” created by social media and other influences. This workbook is designed for children 7-11yrs but can be used as low as 5yrs old, depending on the age and stage of development. It is targeting pre-transition children before they are influenced by the grip of peers and social media.

In my experience and understanding of mental health, education regarding mental health must be at an early stage where children are still “pliable”, so we can engage and share tools to support them later in life. We can provide strategies but most importantly, we create a space where they can talk about their feelings and emotions. This is a safe psychological space the child can return to when they need to talk, instead of acting out with bad coping strategies like self-harm. This education is not only for children in need but for all children. We do not need to wait for illness, this is early prevention that supports and complements the local authority’s existing strategy.

Key health promotion messages:

Emotional wellbeing is a key promotion message. Diagnosing mental or emotional health is unfortunately as simple as taking a temperature reading, it is time-consuming. With growing concern regarding the capacity of health visitors and school nurses, the undeniable increasing trend of mental and emotional wellbeing in children will be harder to maintain. This workbook is a tool which allows us to establish markers relating to mental health awareness, stigma and resilience for children for education at home. It is not a quick fix but an evidenced snapshot, worked on at home (for most children) to identify their need for support. It will not fit all scenarios but the majority to promote emotional wellbeing for children and parenting skills protecting families.

²¹In response to “7.7 MENTAL HEALTH” the report states, *“Good mental health starts in infancy and research shows that a baby who doesn’t get to feel a healthy bond with a parent is at much higher risk of developing mental health problems than a child with a strong connection to the person who cares for them”*.

Rises in child and adolescent mental health disorders are common. ²⁴The NHS Digital Report, “Mental Health of Children and Young People in England 2017” indicates, *“9.5% of 5-10 year olds had at least one mental health disorder.”*

Apart from instances of depression and anxiety, the most significant problems faced by children and society, there is a concerning growing trend of self-harm. Regarding self-harm, the Harrow ¹⁵0-19 Children's Needs Assessment states, *“This is a very common problem among young people. Some people find it helps them manage intense emotional pain if they harm themselves, through cutting or burning, for example. They may not wish to take their own life.”* The long-term damage that can be caused by unpredictable results of self-harm

can be life changing. This is effectively a bad coping strategy which is becoming a norm due to poor communication about the child's feelings of inferiority.

To quote the report: "Self-harming in young people is not uncommon (10–13% of 15–16-year-olds have self-harmed) but only a fraction of cases are seen in hospital settings."

For us, this is the greatest danger, for children to suffer secretly and in silence. It's a common poor coping strategy. This workbook is designed to avoid secrecy and silence when it comes to emotions and feelings. Mental health awareness, reduced stigma and resilience are the keys and why we produced the workbook. It is the single most effective means to alleviate the longer-term symptoms of poor mental health in society.

Education is provided through disclosures of the child and adult we can prevent or support conditions which could otherwise have a detrimental effect on children as they get older.

The growing trend of ill mental health in children is documented in the report. *"One in ten children aged between 5 and 16 years has a clinically diagnosable mental health problem. About half of these (5.8%) have a conduct disorder, 3.7% an emotional disorder (anxiety, depression) and 1–2% severe Attention Deficit Hyperactivity Disorder (ADHD)¹⁵. "*

The impact is unmistakable and shows future problems with health, education, social outcomes, suicide, and crime. The workbook is aimed at children to prevent them from falling foul of challenging issues later in life.

The estimated prevalence of mental health disorders in children and young people in Harrow, carried out in 2004 into mental health prevalence show 3,171 children and young people aged 5-16 who have any mental health problem.

Supporting Education (DfE)

Roxy's interactive workbook supports SEN and the role of the SENCo.

Mental health support for children is a key concern. Covid-19 has produced mental health challenges for children and young people in all areas adding to existing anxieties children and young people face. Our workbook can be used as a tool for school nurses, counsellors, teachers or parents to raise awareness of mental health, reduce stigma and increase resilience. It is subtle, unobtrusive and in a climate where mental and emotional health has high visibility and knowledge regarding the impact of poor mental health in children is more common.

This workbook combines storytelling, emotional literacy, exercises designed to facilitate discussion and disclosure and action plans. The process is measurable and can be used to evidence activity and progress while educating and building a supportive relationship between the readers. The workbook creates the space to discuss emotions and feelings. For children this valuable psychological space, establishing meaningful communication which can be re-used later to alleviate stresses and avoid bad coping strategies.

At this time in the pandemic with uncertainty feeding anxieties, we can easily start to learn the most accessible coping strategy of all, talking therapy. Whether it is with the school nurse, counsellor, teachers, parents or carers. This workbook can support the provision for vulnerable children to getting the help, care and protection that they need, providing COVID-19-related mental health support for children and young people.

¹¹This innovation complements the DfE's "mental wellbeing module", part of the Relationships, Sex and Health Education curriculum in June 2020. Normalising discussion with this workbook reduces stigma and knowledge that mental wellbeing is a normal part of daily life, in the same way as physical health. The emotional glossary contains a range of emotions that we all experience, increasing the vocabulary of words to use when talking about their own and others' feelings.

By facilitating discussion children learn how to recognise and talk about emotions and feelings and understand it is common for people to experience mental ill-health. Helping children to learn that through talking problems can be resolved but this is the first step towards a healthy recovery. This important step can avoid the loneliness and secrecy often associated with self-harming in older children.

Our workbook supports the guidance provided by the Department for Education, relating to mental wellbeing in primary and secondary schools, specifically "what pupils should know by the end of primary school".

When used in a family setting as homework, Roxy's interactive workbook can reinforce to children that families are important because they can give love, security, and stability. The action plans at the end of each chapter show commitment to each other to act showing care for children, helping to protect and support the mental and emotional wellbeing of the child and adult. The time spent together using this workbook validates and normalises the importance of spending time together and sharing each other's lives. The workbook helps to realise the value in communicating our experiences, emotions and feelings, in a safe space, to get support with problems and difficulties.

If a child has SEN or has an Educational Healthcare Plan (EHCP), this workbook can be funded from the ¹³Pupil Premium Grants scheme. These funds allocated to schools are designed to fund the educational benefit of pupils registered at that school for the benefit of pupils. As well as benefit to the pupil, this charity project furthers our charitable purpose. Not only for the benefit of pupils at the school or their families but allows us to fund other elderly wellbeing projects for people who live or work in the locality in which the school is situated. We encourage elders to read this workbook with their grandchildren. It reduces elderly isolation, allows children to

talk with a safe adult within the family unit, and connects children with the elderly by sharing experiences using feelings and emotions.

Schools have limited budgets and resources to support this valuable work. We are reaching out to local businesses asking for their valuable support in promoting this work. In return we will place the organisation's logo on the back cover, customising the workbook to showing support for Mind Angels and, the mental and emotional wellbeing of our very young. The books cost £9.99 so a class of 35 will cost £349.65 and profits will be used to support the charity and grow our elderly wellbeing projects.

On the next page is a brief synopsis of the workbook and reviews from various professionals and laypeople can be found at www.mind-angels.com/reviews.

Synopsis of "Roxy says you are here", An interactive workbook for adults to read with children (7-11yrs).

This is a storybook about a dog called Roxy and her experiences with her friends and family. Each chapter has a story with an emotional high which is diffused into a happy ending. There are emotional/feeling words highlighted throughout and an emotional glossary where they can look up the meanings of these words, and more. This provides emotional literacy, language for children to be able to talk about their emotions and feelings.

There are talking exercises at the end of every chapter designed to check the child's comprehension, tease out empathic responses about the characters and help the child/adult to disclose their experiences and coping strategies. There is also an action plan template at the end of each chapter in case something is disclosed and you both decide to do something. There is a guide at the beginning with support information if needed but no experience is necessary to read this book. A short survey at the beginning and end is designed to measure improvements in awareness, stigma, and resilience.

Ultimately, the most important aspect of this book is it creates a psychological anchor in the life of the child where they can talk about emotions and feelings with a safe adult. Later in life, when the child wants to talk, they will return to that space or at least know it's ok, and important, to talk about how they feel.

There is a lot more I can say about this book and there are also a couple of presentations online I can share. View or download reviews available from our website (www.mind-angels.com/reviews) and if anyone has any further questions, I would be happy if they wish to contact me directly.

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Children and Families Act 2014 – SEND Code of Practice

The intentions and scope of our workbook are to raise awareness of mental health, reduce stigma and increase resilience. These goals support children with EHC plans by enabling positive interaction and integration with other children in the mainstream. This workbook can lessen the impact on the education of the child or others and is a supportive step toward improving the well-being of the child.

Again, the cooperation of children and families promotes better working across education, health and care services which may be jointly commissioned. Responsibilities specified in EHC plans, to meet and provide the educational support to the child, can be strengthened by establishing a foundation of better mental and emotional well-being.

Once SEN is raised to the local authority and contact is made with the child's parents, Roxy's workbook can be used to supplement establishing the relationship between the parents and child. The workbook not only measures changes in mental health awareness, stigma and resilience and can be used as a precursor to EHC assessments. Supporting better more informed decisions from which the local authority will be legally accountable.

In the event an EHC plan is in effect, the workbook can be used in reviews to give the insight to determine the individual's needs are being met and the intended outcomes are on track.

The 0-25 SEND Code of Practice

This interactive workbook supports the ethical foundation for professionals working with children and young people who have SEN or disabilities, defined in the 0-25 SEND Code of practice. It can be used as an early measure in a plan to identify and/or manage SEN, providing short and longer-term benefits for children with SEN or disabilities.

By improving human interaction, we support children, young people and their parents to be involved in making decisions together. In turn, this cooperation will support partners in education, health and social care working with families to meet their needs.

Mental and emotional wellbeing is a life-long skill to master which can assist integration in activities with other children. Also, creating that valuable space for children and young people will give them a head start as they become young adults.

Transforming Children and Young People's Mental Health Provision (2017)

We can use the measures set out in this green paper to improve mental health support, with a strong focus on schools and colleges. The Green Paper set out a proposal, "To trial a four-week waiting time for access to specialist NHS mental health services for children and young people". In that initial period, Roxy's workbook can be used to buffer this time by providing this activity allowing a new method for children to be supported by the family.

If the local services cannot provide this support, although the provision states there will be funding for mental health teams supervised by the NHS, the school's designated Senior Lead for mental health can use this tool in the interim until they get support.

Relationships and Sex Education in schools, defined in the national curriculum, is used in conjunction with the Governments introduction of statutory health education in July 2018. To assist schools in implementing this guidance (by September 2020) the proposed requirements for mental health education can be fulfilled using this workbook. As physical health and mental wellbeing are dependencies of each other this is a positive contribution to support both aspects.

The UN Convention on the Rights of the Child 1991

The principles of this international agreement which protects the human rights of children under 18 state, children have a right to have their best interests considered and their right to have their views respected.

In instances where children are deemed to have Gillick competence and/or parental responsibilities are in question or dispute, the risk to the statutory responsibility of the local authority and dangers to the child can be minimised, whilst maintaining legislative control. This workbook will allow us to safeguard children by maintaining connection and can provide evidence. At the same time, supporting the child's right to live in a family environment or alternative care, and to possibly have contact with both parents.

The Children Act 1989 and 2004

The Act states "children are best cared for within their own families" but states alternative support in conditions where parents and families are not cooperative with statutory organisations.

The local authority is responsible for investigating and taking any steps to safeguard the child. Roxy's workbook is measures change in mental health awareness, stigma, and resilience.

This workbook can give hope to a child in need. Chapters reinforce the power of belief and changing your focus. This workbook promotes greater cohesion between parent and child, supporting parental responsibility and for the parent to feel worthwhile in the child's life and future by becoming a foundation for learning resilience. Using this workbook, we can help children to have the opportunity of achieving, maintaining or develop a reasonable standard of mental and emotional health. In some cases, this could be a turning point which will lessen the need for the provision of services by a Local Authority. Conversely, in the interest of a child in the care of the authorities, limitations to the parent's responsibilities could be exposed within the responses, or lack of responses, from this workbook.

This workbook can be used as a checkpoint tool for adopted and fostered children to ensure mental and emotional care if fulfilled. Insight of this is evidenced in the action plans, responses and scoring and can support the decision-making process.

In support of children's welfare and education, all local government bodies concerned with responsibility, and authority into the remit of local Directors of Children Services, will gain value from using this workbook as a tool.

¹²The government initiative "Every Child Matters" states, every child should have lots of support throughout their life. This applies to everyone working with children and 4/5 of the key principles essential for children, as defined by the government can be supported with the use of this workbook. These are:

1. Children need to be healthy
2. Children need to stay safe

3. Children need to enjoy and achieve
4. Children need to make a positive contribution

The Act's framework for the delivery of all children's services states the legal perspective of how children should be looked after. To ensure the child's safeguarding and wellbeing, this solution will yield results which can be shared and promote partnership working.

The Children's Act 1989 (Fostering Services)

The workbook is a tool to ensure the foster carer is given all the information they need about the child, enabling them to provide appropriate care, and a great checkpoint tool to make sure that local authority (or independent fostering agencies) information regarding the child's emotional wellbeing and welfare is accurate. This can help to avoid placements breaking down and can be evidenced in the child's care plan. The child's mental and emotional wellbeing is essential information when reviewing the child's care plan. This interactive workbook is another opportunity to support looked children especially in a long term or permanent placement where strong bonds and attachments are built with the child.

An Independent Reviewing Officer can use this documented workbook to gain a better picture of how individual children are being cared for. We want to increase self-esteem in children and minimise mental ill health by helping children to talk about their feelings and emotions, providing guidance and by disclosing our experiences support their individuality and identity.

Using this workbook, we are helping the fostering service to promote the emotional health of children and young people to grow into stable, well-balanced adults. A task of which the results we expect to observe of in future statistics.

It is stated in the Act, "3.84. Where children are listened to, respected and involved positively in family life, conditions that might lead to a family member abusing their position are less likely to exist". We hope to build positive relationships for children with their peers by allowing parents/carers to share strategies to support them in their lives. This can also have a positive impact on their educational attainment and prospects, a documented concern with poor mental health in children.

PROPOSAL/FUNDING

¹⁵According to the survey used to support the JSNA regarding Harrow's 0-19 needs assessment and "Estimated Prevalence", I would make the recommendations below.

There are an estimated 3,171 children and young people aged 5-16 who have any mental health problem: the majority (1909) having conduct disorders. ¹⁷In addition, Children Looked After who may be living at home with their parents under the supervision of social services, in residential children's homes or other residential settings like schools or secure units total 200 in 2016. It seems simpler to calculate the 5-9yrs olds in need of a service from Social Care, 21% of 2,800 children which is 758.

Department	Comments	Quantity
Social Services	Harrow is home to 57,825 children aged 0-17. About 2,800 children needed service from Social Care between 01/04/2017 and 31/03/2018. 27.1% between 5-9yrs	758
Special Educational Needs & Coordinator (SEN & SENCo)	On the SEN Roll (5-11yrs) ⁶ Special Educational Needs in Harrow 2018	2,170
Adoption and Fostering	Unknown figures I do not have the figures for numbers of children (adopted or fostered) in Harrow between 5-11yrs old.	?
Schools & Education (DfE)	10% of Children in Primary Schools I am contacting schools directly and asking local businesses to sponsor workbooks for pre-transition classes (Yr 6, KS2)	?
Child and Adolescent Mental Health Service (CAMHS) https://camhs.cnwl.nhs.uk/parents-carers/	Harrow is home to 57,825 children aged 0-17. One in 10 children aged five to 16 experiences a mental health problem. = 5,782.	*1,503
Public Health (PHE) & Joint Strategic Needs Assessment (JSNA)	¹⁵ "Estimated prevalence of mental health disorders in children and young people in Harrow". Mental health disorders Estimated prevalence of 5-16yrs = 3,171 (Reported as 4,861 in PHE Stats)	* 824
	Total (Excluding Fostering and Adoption Figures)	5,255

*Unable to locate accurate figures for 5-11yrs specifically. However, ²⁵26% of the Harrow Child population are aged five to nine years is used as a guide.

*3,171 is estimated for 5-16yrs and 5,782 is 0-17yrs. The workbook is aimed at children 5-11yrs, these figures were not available.

There are many areas within the remit of the council fostering, adoption, schools/education, public health which this document covers. Advantages of this workbook can be identified for each service, but a piecemeal approach

is not effective. Considering the many various areas of the borough which can immediately benefit from this investment, I recommend an opening stock of workbooks allowing you to trial and realise the benefits across the various services. Delivery takes approx. 3weeks.

This is a low cost, high impact solution, beneficial for all children, parents, families, and communities. If the council are using this resource to support children and to help fulfil their legal obligations, we can provide resources with the council's logo printed on the back cover.

This is an effective solution. We will provide guidance, support and training to anyone using the workbook to support children, parents, carers or professionals.

Orders can be placed via our online order form at <https://www.mind-angels.com/orders>. Answer a few questions, provide some basic information and contact. We will follow up with a proforma invoice and regular updates at each stage below.

Stage 1:	Invoice Sent and confirmation of order details.
Stage 2:	Payment Received and Books delivered
Stage 3:	Staff/Carers training delivery and overview
Stage 4:	Feedback of progress and analysis
Stage 5:	Final Report

We look forward to making a significant, long-term, positive change with your help.

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