

1. Population Needs

1.1 National/local context and evidence base

There is a growing need to support the mental, emotional and physical wellbeing of children in order to reduce the potential onset of long term mental ill health, mitigate escalation and prevent crisis point.

Covid-19 and the previous 18 months has seen an unprecedented surge in demand for mental health care in children.

- Between April and September 2021, there was an 81% increase in referrals for children and young people's mental health services compared with the same period in 2019. The increase for adults (19 years and over) in the same period was 11%.
- During the same period, there were over 15 000 urgent or emergency crisis care referrals for children and young people, a 59% increase compared with the same period in 2019
- One in five children and young people waited more than 12 weeks for a follow-up appointment with mental health services between April 2020 and March 2021.

[BMJ, Feb 2022](#)

Children may be identified as having an increased level of specific need around presenting mental health issues such as anxiety, depression, angry and challenging feelings or disordered eating which can all manifest through behaviours that can be difficult to respond to and support. This need represents an important opportunity for early help and intervention for early emerging mental ill health aiming to reduce escalation and the need for higher levels of specialist care.

In Dorset these early emerging issues are reported as increasing among children and further compounded by the Covid pandemic. As a result the demand by families for help and support has significantly increased (HNA, 2021).

There are those with a lower-level, mild-moderate need which can be met with information, advice, support or evidence-based lower-level interventions.

'Historically, less than 25%-35% of children and young people with a diagnosable mental health condition have accessed support. However, if all individuals with mental illness received the best available treatment, the total burden of mental disorders would reduce by only 28%' (HNA Report 2021). There must therefore be efforts beyond healthcare, aimed at promoting protective factors for wellbeing and mental health and in reducing risk factors for the development of poor mental health.

This project seeks to support the Dorset CCG iThrive ambition that all children and young people living in Dorset have good emotional wellbeing and mental health so that they are able to thrive. *"we know how a lack of support earlier enough will impact negatively on both a young person's current and future life".*

<https://www.dorsetccg.nhs.uk/wp-content/uploads/2021/12/HNA-WBMH-CYP-FINAL-August-2021.pdf>

[Stormbreak Surge School cohort Impact report 2021](#)

[stormbreak school teacher / PSHE led testimonial](#). [Marlborough Primary School, Birmingham, undertook stormbreak programme Nov 21 to Feb 22]

2.

2.1 NHS Outcomes Framework Domains & Indicators

Domain 1	Preventing people from dying prematurely	
Domain 2	Enhancing quality of life for people with long-term conditions	X
Domain 3	Helping people to recover from episodes of ill-health or following injury	X
Domain 4	Ensuring people have a positive experience of care	
Domain 5	Treating and caring for people in safe environment and protecting them from avoidable harm	

2.2 Local defined outcomes

Support local development of integrated working access education, primary care and wider CAMHS.

Integrate with the Dorset thrive approach at stages; i) get advice ii) get help.

In regard to their emotional wellbeing and mental health, children and young people are:

- able to identify their feelings and emotions
- more confident to talk about their emotions and experiences around their wellbeing
- able to describe themselves positively
- able to develop improved social relationships
- able to develop their own coping and thriving strategies
- able to begin to recognise, respond and regulate feelings, emotions and actions.
- able to focus while at school and are ready to learn

Trusted adults who work with, care for, live with and support primary age children are able to:

- show increased understanding and knowledge of mentally healthy movement and feel more confident to support CYP.
- take positive action to support children's mental health through stormbreak preventative approaches.
- signpost or refer to early opportunity support through access to a stormbreak digital early help toolkit available within the ORCHA regulated Dorset Digital Health library.

3. Scope

3.1 Aims and objectives of service

Deliver a programme of support that utilises the benefits of movement to support children in understanding their mental health and to provide them with strategies that they can use throughout childhood, adolescence and beyond to keep mentally well.

Give children opportunities through movement and conversations with trusted adults to start to understand their emotional world and to develop a vocabulary around their feelings and thoughts, making them more able to process, manage and shift uncomfortable feelings.

- To help maintain and improve emotional wellbeing in children
- To support children's mental health through the mechanism of physical health and movement
- Develop resilience so that children have sustainable skills and coping strategies to thrive both now and as they grow and develop into adults
- Provide a strengths based approach that focuses on developing resilience, self-worth, relationship, hope and optimism and self-care.
- Develop approaches that engage trusted adults through different settings
- Contribute towards the prevention and escalation of needs but recognise where more support is needed.
- Develop an integrated approach with practitioners in healthcare, social care and education able to refer children with emerging mental health needs to access stormbreak digital pathways.

3.2 Service description/care pathway

The service will consist of a programme of development and a provision of complementary elements to support CYP across different settings and ensure a consistent approach.

The service will include delivery of programmes of support, utilising sessions of mentally healthy movement to support emotional health and wellbeing improvement through schools and in the community, including through family units as well as digital routes. The service will:

- Include school training programmes targeted towards primary aged children through whole-school, preventative approaches that support children to develop a toolkit of skills and knowledge around their own wellbeing that will support them now and in the future.
- Embed a new and sustainable approach within schools that leads a school community through the principles and practicalities of embedding stormbreak to ensure long lasting, impactful and sustainable change.
- Address health inequalities - communities/populations will be prioritised where appropriate and relevant in discussion with stakeholders and partners.
- Support schools to be able to measure the impact and benefits of the programme on their school community.

- Support schools in approaches to engage the voice of children to shape provision in their setting by asking for feedback from children and by supporting school staff to illustrate how this can happen.
- Include a family focused delivery element to directly support and enable parents / carers to be able to recognise and have the skills and knowledge to proactively support their child's emotional wellbeing.
- Involve and support wider health and care professionals (including; Dorset MHST teams, link workers, social prescribers, schools nursing teams) to understand and utilise the resources offered via the programmes so that children and families can access them.
- Ensure that children who are not attending school are proactively engaged and can access provision and support.
- Deliver an online participation platform (stormbreak Shine) to enable digital engagement of children in stormbreak mental health support programmes. The platform will include early opportunity, preventative and targeted approaches to supporting emotional wellbeing.
- Shine will be available to all schools and stakeholders for the period of the agreement.

This shall be achieved through a phased approach to service development and provision:

Phase 1: Stormbreak awareness and digital engagement in primary schools

- Accelerate and expand the current digital Stormbreak universal programme more widely across primary schools in Dorset. Developing educational and engagement materials with an associated campaign to inform schools about stormbreak and facilitate access to available resources.
- Target schools already engaged with Stormbreak to optimise on-going participation and ensure staff are confident in delivery.
- The campaign awareness will leverage local stakeholders and key partners to allow the adoption of a multi-sector approach.
- The success of the campaign will be measured by awareness of the support opportunity and increased school registration and engagement.

Phase 2: Embedding Stormbreak into school life

- Engage up to 40 schools across Dorset to participate in the Stormbreak Surge programmes, allowing school staff to undertake continuing professional development to have the confidence to deliver mentally healthy movement sessions (Stormbreaks) allowing them to discuss mental health and wellbeing consistently and regularly.
- Access will also be provided to Stormbreak licensed digital platforms (Horizon and Shine) enabling even greater engagement and sustainability of the programme.

Phase 3: Stormbreak family

- Family members and trusted adults need the understanding and confidence to be able to support the mental health and well being of their children. Workshops will be developed, both virtually and face to face, to provide the language, tools and activities to enable positive conversations between adults and young children in relation to mental health, wellbeing, feelings and emotions.

- Family members will have the confidence to 'Stormbreak' with their children, shaping both their relationship and the mental health and wellbeing of the children now and in the future.
- Specific sessions will be targeted at families/carers and trusted adults where there are inequalities and unmet need.

Phase 4: Shine and targeted pathway development

- Develop and deliver the Stormbreak Shine integrated system approach to children's mental health through digital social prescription at targeted level.
- The Shine programme (the development and digital build is already funded by BBC Children in Need) is supporting the development of highly interactive, digital pathways for early emerging mental health issues such as anxiety and low mood. These pathways will be available to the Dorset project, however, the Dorset health needs assessment has identified areas of specific need relating to agreed target areas, for example; eating disorders, ADD/ADHD, ASD and SLD's. Stormbreak will explore and work with experts in these areas to develop two Stormbreak pathways aimed at supporting these children and their parents/trusted adults.

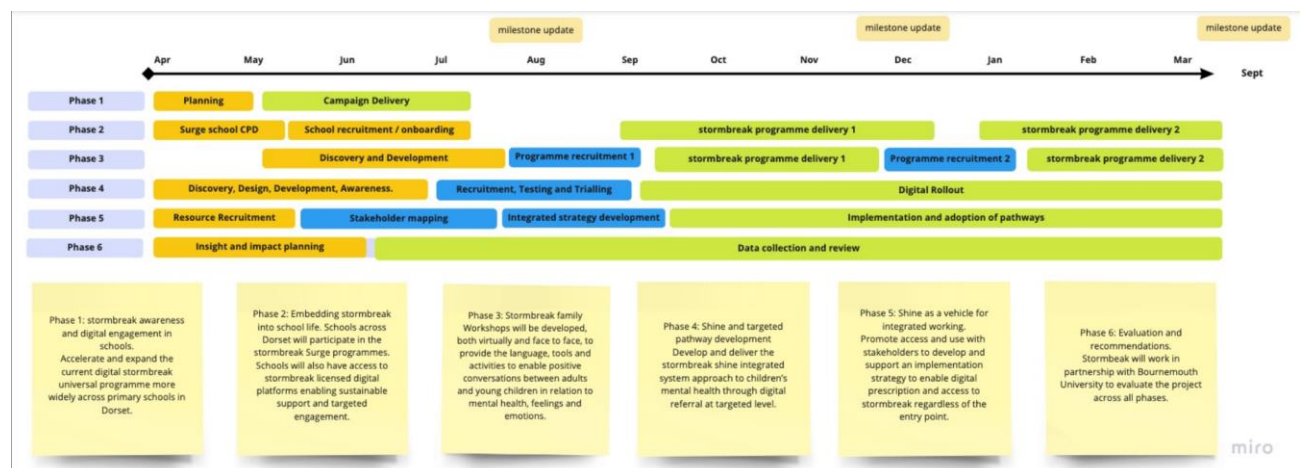
Phase 5: Shine as a vehicle for integrated working; understanding systems and locality.

- Children and their parents/trusted adults need to be able to access preventative support for early and emerging mental health problems. However, healthcare professionals tell us there is currently little available to address this need until the issue/condition has escalated.
- Stormbreak will work in collaboration with stakeholders in healthcare, social care and education to develop and support an implementation strategy which enables digital prescription and referral to the Shine pathways regardless of entry point.
- Stormbreak will develop and deliver the integrated stormbreak 'Shine' system approach to children's mental health through digital referral at targeted level.
- Implementation of the strategy is likely to require Stormbreak to engage with the 18 PCNs and their mental health leads, CYP wellbeing practitioners, link workers and social prescribers. Community mental health teams, school mental health teams and other healthcare professionals in order to identify and signpost children to the Shine pathways. Stormbreak envisages a role for Social care with Looked After Children and in family work.
- With the support of NHS Dorset and the Local Authority to facilitate stormbreak will develop stakeholder relationships, equip, educate and support the partners and enable this integrated approach to become a reality.

Phase 6: Evaluation and recommendations

- Throughout the project Stormbreak will work in partnership with Bournemouth University to evaluate the project across all phases. A report will summarise the findings, the outcomes delivered and the learnings to make recommendations for next steps and inform future developments.

[View Proposed Delivery Timeline.](#)



3.3 Population Covered

Children and their families up to the age of 11 (Year 0/FS2 to Year 6) and registered with a Dorset GP or registered at a school within the Dorset Council or Bournemouth, Christchurch & Poole Council areas (the service will work to ensure that children not attending school are proactively engaged).

3.4 Any acceptance and exclusion criteria.

Children and families will be able to access the service through direct access without necessarily the need for a GP / specialist referral.

3.5 Interdependence with other services/providers

The service shall work as part of a collaborative and integrated approach to support children and young people's emotional well-being and mental health in Dorset as part of the wider early help agenda.

Key interfaces with other services and approaches will be key to ensure a holistic and joined up offer of support to meet individual needs and can respond to changes in needs and circumstances.

Within the services there will be a signpost process in place to encourage further support if required from the relevant professional services.

This shall include (but is not limited to):

- Mental Health Support Teams in schools in both Dorset and BCP Council areas.
- Dorset Public Health Service for children and young people
- ChatHealth Service
- Kooth Service

4. Applicable Service Standards

4.1 Applicable national standards (eg NICE)

[NICE guideline: Social, emotional and mental wellbeing in primary and secondary education - draft for consultation](#)

[Promoting children and young people's mental health and wellbeing \(publishing.service.gov.uk\)](#)

4.2 Applicable standards set out in Guidance and/or issued by a competent body (eg Royal Colleges)

4.3 Applicable local standards

5. Applicable quality requirements and CQUIN goals

5.1 Applicable quality requirements (See Schedule 4A-C)

N/A

5.2 Applicable CQUIN goals (See Schedule 3E)

6. Location of Provider Premises

The Provider's Premises are located at:

PCN based provision to ensure equity of access for children and their communities of support across Dorset.

Utilise place based support including schools.

Schools in the Dorset and BCP Council areas.

7. Individual Service User Placement

N/A

8. Applicable Personalised Care Requirements

8.1 Applicable requirements, by reference to Schedule 2M where appropriate

N.A

Proposed reporting measures:

1. Activity:

- Number of online registrations and active users across implementation sectors (eg, schools/PCN's)
- Schools: number of sessions delivered, number of children participating.
- Number of parents engaged in the programme

2. Impact/outcomes

- Children are able to identify their feelings and emotions
- Children are more confident to talk about their emotions and experiences around the wellbeing
- Children are able to describe themselves positively
- Children develop improve social relationships
- Children are able to develop their coping strategies
- Children have more energy while at school and are able to focus and are ready to learn
- Children who report feeling good about themselves
- Children feel happier/less worried/less anxious
- Staff report children to be positive and more optimistic
- Staff who participate are confident in embedding the programme into their school day
- Staff have found the programme beneficial during the school day when children are expecting a challenging day
- Parents are confident in identifying potential issues and supporting their child to manage them