

# Evaluating the implementation of a national programme for transforming mental health in schools across South West London: The Children and Young People (CYP) Emotional Wellbeing in Schools Programme



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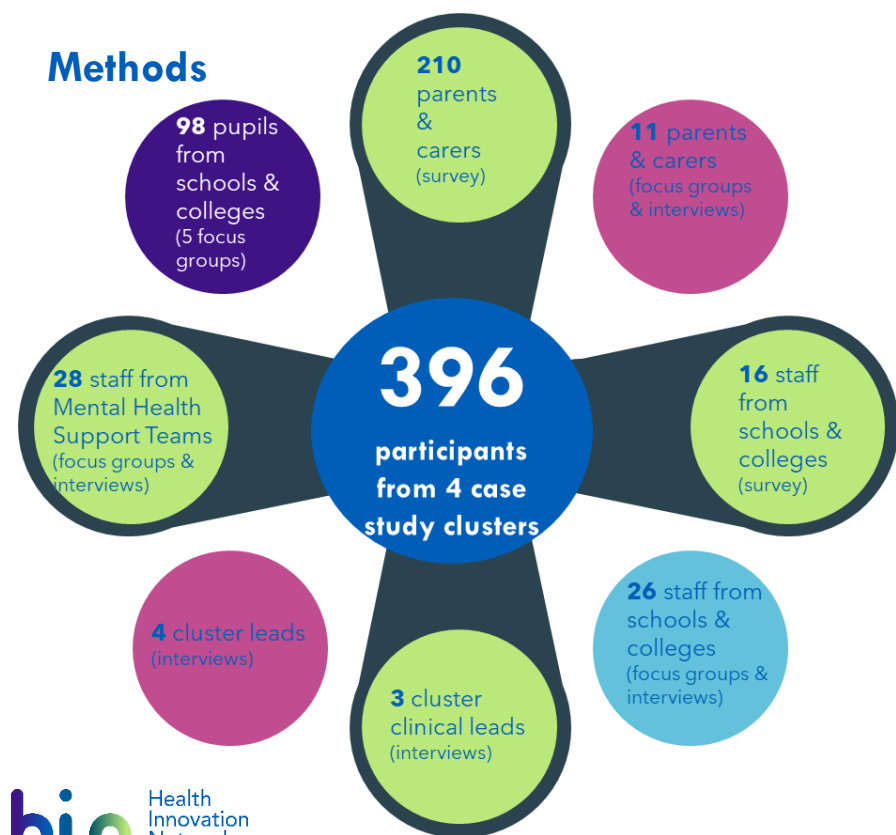
## Background

South West London (SWL) developed and implemented a transformation programme for mental health (MH) in children and young people (CYP).

The programme supports schools/colleges develop a Whole School Approach (WSA) to emotional wellbeing.

The evaluation aimed to understand the implementation and impact of the programme.

## Methods



WSA domains and interventions underpinned Programme implementation:

Ethos & environment	•Schools' policy
Curriculum & teaching	•PSHE resources / Directory of Services / Online 'Kooth' platform
Targeted support	•MH Support Teams / Online counselling / 1:1 & Group interventions
Working with parents/carers	•Parenting classes
Monitoring impact	•Evaluation partner / Schools data collection
Student voice	•Engagement activities with CYP
Staff development	•Support for teachers / Promoting staff wellbeing / Training / MH First Aid

## Findings

Strong qualitative evidence of the positive impact of the Programme.

Consensus that Programme achieved improvements for CYP, parents & staff

Improvements were identified across the 8 WSA domains

Increased capacity & capabilities to cope with impact of Covid-19

Work with families was an area cluster schools performed particularly well

### Enablers

Additional resources: for leadership development and 'extra' activities

Shared learning: facilitating adoption of good practice

Engaged leadership: at programme, cluster and school level

Governance: clear structures, 'right' type/mix of people across system

### Barriers

Tensions between the different programme levels linked to priorities and autonomy

Differences between education and health sectors (e.g. culture, priorities)

Absence of process for systematic monitoring of quantitative outcomes

**Conclusion** Implementation of a complex system-wide programme has improved emotional wellbeing provision for the whole school community across SWL. Factors operating at multiple levels - school, school clusters and the system - interacted to influence implementation.