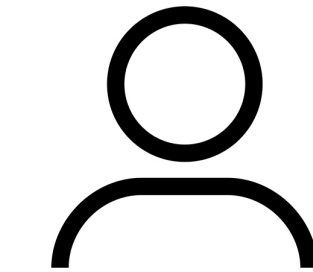


Remote Support Provided:

- 1:1 interventions (young people and parents)
- Group sessions
- Workshops
- Teacher consultations
- School newsletters and information



School Mental Health Worker

+ and – of Remote Support :

- Increases **accessibility**
- **Reduces travel time** so can see more clients per day
- **Therapeutic alliance** is harder to build and maintain
- If clients do not have **access to technology**



Hopes and Concerns as Schools Return:

- **Capacity** concerns
- **Uncertainty** around what working in schools will look like
- Maintaining the option of remote sessions as a way of **increasing the accessibility** of sessions



Mental Health Support as Schools return:

- Anticipate an **increase in need**
- Support needed around: transitions, anxiety, low mood and bereavement
- **Whole school approaches** to mental health along with **specific support** for students , parents and teachers are important

Issues around Space for Sessions



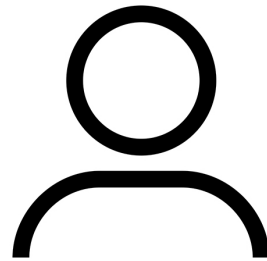
- Some young people feel more comfortable speaking from home
- Parents are more likely to be able to attend sessions
- Practitioners can see more clients per day



- Some young people struggle to find a confidential place to speak whilst at home
- Not all young people have access to the technology necessary to facilitate remote sessions

Interactions with Schools

- Fewer referrals from schools- because students are not in school
- Some had more contact with schools, as email contact was easier than when all contact was via in-person meetings
- Teachers responsive to emails and requests for more information



Experiences of Remote Working

Experiences with Specific Groups

- Providing remote support has been harder with young people with ASD or young people with other vulnerabilities
- Issues specific to BAME young people such as worries around higher mortality from Covid-19 in the BAME community

Aspects of remote working to keep as schools return

- Option to provide support remotely: increase accessibility of support and enables continuation of support during the school holidays
- Remote team meetings
- Flexibility with timings of working day provide remote support sessions to clients in the afternoon/early evening



BAME Communities

- Majority of practitioners had not had any issues arise specifically for BAME students during lockdown- due to underreporting, services not reaching these communities?
- Issues mentioned centered around worries around higher mortality rates from Covid-19 and cultural attitudes towards receiving mental health support
- More needs to be done by services as to how to reach these communities
- Training is needed for practitioners which is specifically focused on supporting BAME students

New Clients

- Mixed experiences of sessions with clients who have started receiving support since lockdown
- It can be harder to build rapport with new clients remotely

Parents

- Remote sessions have allowed for more parents to attend sessions
- Remote sessions sometimes seen as easier with parents than with young people, as parents might be more used to the technology used



Experiences of Providing Remote Support to Specific Groups

Young People with ASD

- Sometimes young people with ASD have found being at home easier than being in the school environment
- For others, being outside of the routine of going to school has been challenging

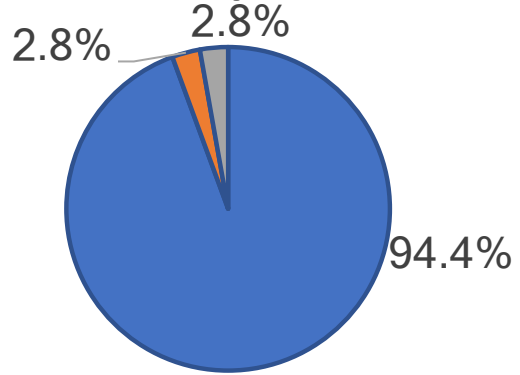
Young People with Anxiety and/or Depression

- Less support needed for young people whose anxieties related to attending school
- Young people with low mood have been especially impacted by not attending schools/hobbies
- Some aspects of interventions (e.g. behavioural activation and graded exposure) have been harder to implement due to lockdown restrictions

Other Vulnerabilities

- Some young people struggle to find a confidential space in which to speak
- The issue of safeguarding was not raised, but this is important to think about in terms of young people at home and about using technology to provide support

Ethnicity of Survey Respondents



- White or White British
- British Pakistani
- Mixed White and Black Other

Gender of Survey Respondents

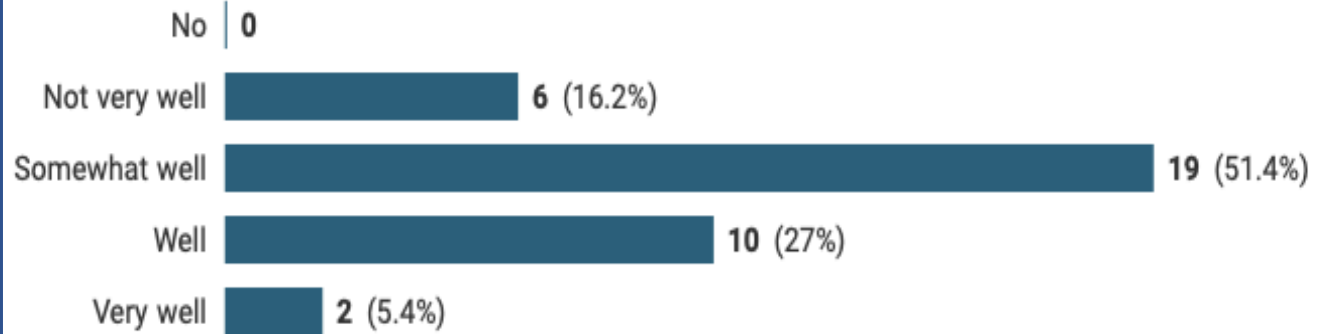


- Female
- Male

Diversity



Do you feel equipped to meet the needs of BAME students?



Issues encountered specifically for BAME students during lockdown:

- Cultural attitudes towards receiving mental health support
- Language barriers
- Less access to online platforms
- Higher mortality rate from Covid-19, worries when living in multi-generational families
- Social distancing in overcrowded communities

What is needed in order to better meet the mental health needs of BAME students?

- Training specifically focused on supporting BAME students that is evidence based
- To find out from BAME communities what mental health support they need/want to ensure that information and support is relevant
- Specific recognition of, and support provided for, the challenges this group of students have faced
- Whole school education around how ethnicity/culture/religion may impact perception of wellbeing