

What are the key features of the Leeds TaMHS setup?

Schools will....

1. ...receive extra mental health support for pupils who need it.
2. ...focus on improving the whole school approach to emotional health.
3. have school staff to develop the work in schools.
4. ...be able to access additional support from professionals such as counsellors. This is done through applying to the Guidance and Support Group.
5. create a special place in school where this kind of work can be delivered to groups.
6. ...have access to training and consultancy around pupil emotional health issues.

Who should I contact for more information?

Feel like a child or young person you know would benefit from this type of support?

Find out which school the child/ young person attends. Contact the Cluster Manager/ Targeted Services leader of the school's cluster to discuss options.

If you are unsure who/ where this is please contact:

Integrated processes Team on 0113 247 6830 cafteam@leeds.gov.uk

All relevant TaMHS info including the full evaluation can be found at:



Targeted Mental Health In Schools (TaMHS) Leeds

A brief overview

What is TaMHS?

TaMHS was originally designed by the government “to transform the way that emotional and mental health support is delivered to children It is intended to improve their emotional wellbeing and mental health by **tackling problems more quickly, working preventatively and intervening at an earlier stage.**”

In Leeds we have shown it can work well to help pupils with emotional health and behaviour issues.

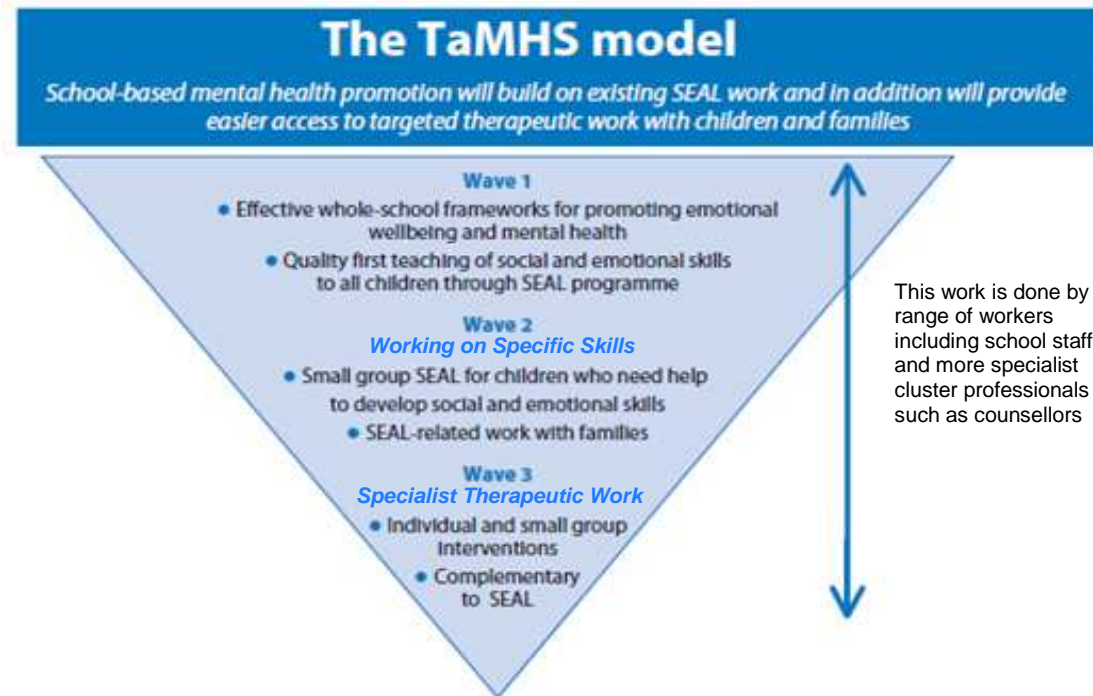
Evidence based approaches¹ are used which means using only approaches that have a proven impact.

NICE² have produced guidance for both Primary and Secondary schools in Social and Emotional Wellbeing which outlines effective approaches. TaMHS follows this guidance.

This work threads through three layers: whole school work for all pupils, targeted work for some children with extra needs and individual, therapeutic support. This is known as Wave 1, 2 and 3.

¹ Targeted Mental Health in Schools Project: Using the evidence to inform your approach: a practical guide for headteachers and commissioners

² National Institute for Health and Clinical Excellence, www.nice.org.uk



The TaMHS model is well demonstrated by the diagram above which gives an overview of effective practice in whole school (Wave 1), Targeted (Wave 2: school based and delivered by school/ cluster staff) and more specialist individual interventions (Wave 3).

Effective whole school practice is an essential part of the model. Evidence shows that this can improve emotional health on its own and also helps targeted and specialist work be more successful.

Some good examples of effective whole school practice in this area include whole school SEAL, Healthy Schools status and other evidence based approaches such as Webster Stratton classroom management.

TaMHS professionals do not work in isolation but alongside other cluster workers to provide a ‘one stop shop’ approach as part of cluster delivery. This is part of the strategic integration of support services that is central to TaMHS.

TaMHS professionals can come from a range of services including the third sector and CAMHS³ and varies from cluster to cluster.

³ Child and Adolescent Mental Health Services.