

# Children and Young People - Mental Health Improvement Policy Landscape



A resource to support the planning and delivery of child and youth mental health improvement activity in Greater Glasgow and Clyde. Underpinned by the evidence-based **Greater Glasgow and Clyde Children and Young People Mental Health Improvement Prevention and Early Intervention Framework**, it illustrates recommendations and links to key mental health policy drivers.

# Frequently Asked Questions

We've put together some commonly asked questions to give you more information about the policy landscape. If you have a question that you can't find an answer to please contact [ggc.mhead@nhs.scot](mailto:ggc.mhead@nhs.scot)

## 1. What is the child and youth policy landscape?

- Child and youth mental health is a national priority area as evidenced by the numerous national strategy documents published over recent years. Navigating and keeping abreast of the national policy picture can be overwhelming for practitioners, teams and organisations. The policy landscape resource is a simple planning tool to help support delivery of child and youth mental health improvement activity. It is underpinned by the evidence-based [Greater Glasgow and Clyde Children and Young People Mental Health Improvement Prevention and Early Intervention Framework](#), a framework which it illustrates the different pre-requisites that children and young people need to develop resiliently. The framework has been mapped against some of the key child and youth mental health national policy documents and illustrates how the themes of the framework correlate with the recommendations outlined in each of the policies.

## 2. Does the planning tool include all policies relevant to child and youth mental health?

- No. There are an abundance of policies that link to child and youth mental health but the planning tool only includes some of the key policy drivers. These include; A Refresh of the Strategy for Mental Health Services in Greater Glasgow & Clyde: 2023 – 2028, the Scottish Government Mental Health and Wellbeing Strategy, United Nations Conventions on the Rights of the Child, Creating Hope Together Scotland's Suicide Prevention Strategy 2022-2032, Scotland's Self harm Strategy and Action plan 2023 to 2027, Curriculum for Excellence and Getting it Right for Every Child. All are hyperlinked to take you directly to the strategy for further information.

## 3. Who is it for?

- The resource can be used by individuals and teams from both statutory and non-statutory organisations who have a remit for child and youth mental health.

## 4. How can it be used?

The resource can be used to:

- Map child and youth mental health improvement activity against policy recommendations. This can show teams and organisations where they are translating national policy into local actions.
- Identify gaps in provision and areas for improvement to support child and youth mental health activity planning.

## 5. What are the benefits of using the policy landscape?

- Gives an overview of how your child and youth mental health improvement activity links to national priorities and recommendations. This information can help support funding applications and organisational reports.
- Highlights strengths and can identify gaps. This can help plan work and prioritise allocation of resources.

<div><div><div>GGC</div><div>Children and Young People Mental Health Framework</div></div><div>=</div><div><div>A Refresh of the Strategy for Mental Health Services in Greater Glasgow &amp; Clyde: 2023 – 2028</div></div><div>+</div><div><div>Scottish Government Mental Health and Wellbeing Strategy</div></div><div>+</div><div><div>United Nations Convention on the Rights of the Child</div></div><div>+</div><div><div>Creating Hope Together: Suicide Prevention Strategy 2022 to 2032</div></div><div>+</div><div><div>Scotland's Self-harm Strategy and Action Plan</div></div><div>+</div><div><div>Curriculum for Excellence</div></div><div>+</div><div><div>Getting it Right for Every Child</div></div></div> <div>LOCAL ACTIONS/ACTIVITY</div>							
One Good Adult	<p>Continue to work to improve the quality of care experienced by looked-after children and young people, for whom HSCPs have Corporate Parenting responsibilities.</p> <p>A programme to coordinate reduced exposure to ACEs, and to mitigate the effects of ACEs once they occur, for example by developing a ‘Family Nurture’ strategy in every Partnership with a community infrastructure of support. This should include relational and parenting support, especially for families with ACE risks.</p>	<p>Tackle mental health stigma and discrimination where it exists and ensure people can talk about their mental health and wellbeing and access the person-centred support they require.</p> <p>Improve population mental health and wellbeing, building resilience and enabling people to access the right information and advice in the right place for them and in a range of formats.</p> <p>Reduce the risk of poor mental health and wellbeing in adult life by promoting the importance of good relationships and trauma-informed approaches from the earliest years of life, taking account where relevant adverse childhood experiences. Ensure help is available early on when there is a risk of poor mental health, and support the physical health and wellbeing of people with mental health conditions.</p>	<p><b>Article 5</b> (parental guidance and a child’s evolving capacities) Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child’s increasing capacity to make their own choices.</p> <p><b>Article 12</b> (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day home life.</p>	<p><b>Outcome 2:</b> Our communities have a clear understanding of suicide, risk factors and its prevention – so that people and organisations are more able to respond in helpful and informed ways when they, or others, need support.</p>	<p><b>Priority 2:</b> Continue to build person-centred support and services across Scotland to meet the needs of people affected by self-harm.</p>	Confident Individuals	Safe Nurtured



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Resilience Development in Schools	A new collaboration with Education and Social Care services to conduct and behavioural problems in primary-school age children.	<p>Tackle mental health stigma and discrimination where it exists and ensure people can talk about their mental health and wellbeing and access the person-centred support they require.</p> <p>Improve population mental health and wellbeing, building resilience, enabling people to access the right information and advice in the right place for them and in a range of formats.</p> <p>Expand and improve the support available to people in mental health distress and crisis and those who care for them through our national approach on Time, Space and Compassion.</p>	<p><b>Article 28</b> (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.</p> <p><b>Article 29</b> (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> <p><b>Article 31</b> (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p><b>Outcome 1:</b> The environment we live in promotes conditions which protect against suicide risk – this includes our psychological, social, cultural, economic and physical environment.</p>	<p><b>Priority 1:</b> Continue to expand and deepen knowledge and embed compassionate understanding of self-harm and tackle stigma and discrimination.</p>	Successful Learners	Safe Nurtured	
Resilience Development in Communities	<p>Support community planning partners to develop and implement strategies to address child poverty within their area.</p> <p>Work with community planning partners to extend the development of community-based initiatives that build social connection, tackle isolation and help build skills, confidence and productive engagement, with particular attention to marginalised groups.</p>	<p>Tackle mental health stigma and discrimination where it exists and ensure people can talk about their mental health and wellbeing and access the person-centred support they require.</p> <p>Improve population mental health and wellbeing, building resilience and enabling people to access the right information and advice in the right place for them and in a range of formats.</p> <p>Expand and improve the support available to people in mental health distress and crisis and those who care for them through our national approach on Time, Space and Compassion.</p>	<p><b>Article 15</b> (freedom of association) Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p> <p><b>Article 23</b> (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.</p> <p><b>Article 31</b> (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p><b>Outcome 2:</b> Our communities have a clear understanding of suicide, risk factors and its prevention – so that people and organisations are more able to respond in helpful and informed ways when they, or others, need support.</p>	<p><b>Priority 1:</b> Continue to expand and deepen knowledge and embed compassionate understanding of self-harm and tackle stigma and discrimination.</p>	Responsible citizens	Included Respected Achieving	

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<div>Guiding Through The Service Maze</div>	<div>Continue to improve processes that promote more integrated working across Adult Mental Health Services and Children and Family services.</div> <div>A new collaboration with Criminal Justice services to develop and implement a Mental Health strategy for young people involved in the justice system, including early intervention access services.</div>	<div>Tackle mental health stigma and discrimination where it exists and ensure people can talk about their mental health and wellbeing and access the person-centred support they require.</div> <div>Improve population mental health and wellbeing, building resilience and enabling people to access the right information and advice in the right place for them and in a range of formats.</div> <div>Increase mental health capacity within General Practice and primary care, universal services and community- based mental health supports. Promote the whole system, whole person approach by helping partners to work together and removing barriers faced by people from marginalised groups when accessing services.</div> <div>Improve mental health and wellbeing support in a wide range of settings with reduced waiting times and improved outcomes for people accessing all services, including CAMHS and psychological therapies.</div>	<div>Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.</div> <div>Article 25 (review of treatment in care) If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.</div>	<div>Outcome 3: Everyone affected by suicide is able to access high quality, compassionate, appropriate and timely support – which promotes wellbeing and recovery. This applies to all children, young people and adults who experience suicidal thoughts and behaviour, anyone who cares for them, and anyone affected by suicide in other ways.</div> <div>Outcome 4: Our approach to suicide prevention is well planned and delivered, through close collaboration between national, local and sectoral partners. Our work is designed with lived experience insight, practice, data, research and intelligence. We improve our approach through regular monitoring, evaluation and review.</div>	<div>Priority 2: Continue to build person-centred support and services across Scotland to meet the needs of people affected by self-harm.</div>	<div>Effective contributors</div>	<div>Healthy Included</div>	

