

# 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, NHSGGC Turning the Tide Through Prevention Public Health Strategy (2018-2028), Curriculum for Excellence and Getting it Right for Every Child. All are hyperlinked to take to your 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.

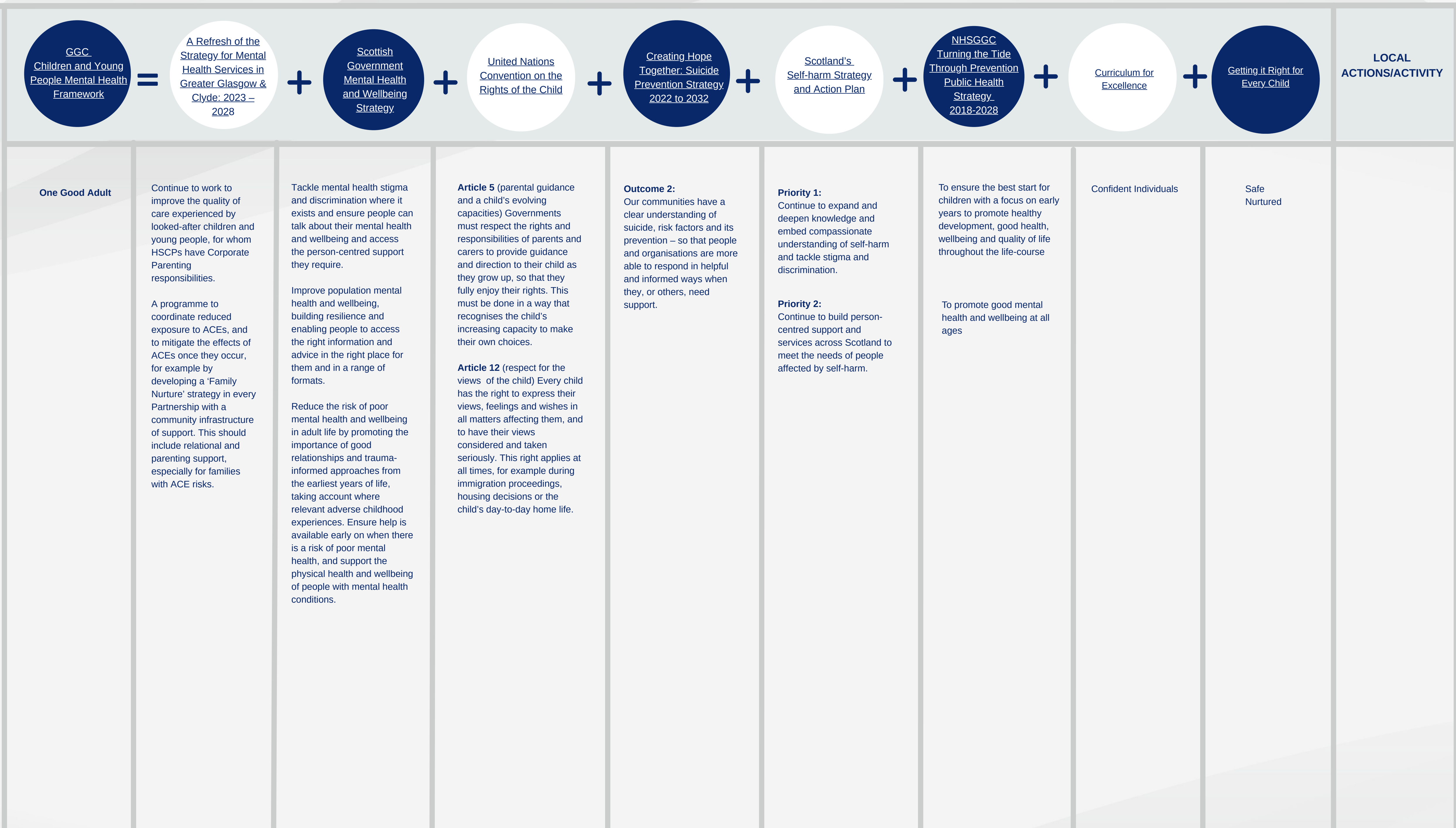
## 4. How can it be used?

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 lie and can identify gaps. This can help plan work and prioritise allocation of resources.



| <div> <div>GGC Children and Young People Mental Health Framework</div> <div>=</div> <div>A Refresh of the Strategy for Mental Health Services in Greater Glasgow &amp; Clyde: 2023 – 2028</div> <div>+</div> <div>Scottish Government Mental Health and Wellbeing Strategy</div> <div>+</div> <div>United Nations Convention on the Rights of the Child</div> <div>+</div> <div>Creating Hope Together: Suicide Prevention Strategy 2022 to 2032</div> <div>+</div> <div>Scotland's Self-harm Strategy and Action Plan</div> <div>+</div> <div>NHSGGC Turning the Tide Through Prevention Public Health Strategy 2018-2028</div> <div>+</div> <div>Curriculum for Excellence</div> <div>+</div> <div>Getting it Right for Every Child</div> </div> |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                              |                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                 |                      |                              | LOCAL ACTIONS/ACTIVITY |
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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> | <p>To reduce the burden of disease through health improvement programmes and a measurable shift to prevention</p> <p>To ensure the best start for children with a focus on early years to promote healthy development, good health, wellbeing and quality of life throughout the life-course</p> <p>To promote good mental health and wellbeing at all ages</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> | <p>To reduce the burden of disease through health improvement programmes and a measurable shift to prevention</p> <p>To reduce health inequalities through advocacy and community planning</p> <p>To promote good mental health and wellbeing at all ages</p>                                                                                                   | Responsible Citizens | Included Respected Achieving |                        |



