

Early Years Mental Health Improvement Policy Landscape



A resource to support the planning and delivery of early years mental health improvement activity in Greater Glasgow and Clyde. Underpinned by the evidence-based Greater Glasgow and Clyde [Early Years Mental Health Improvement Framework](#), it illustrates recommendations and links to key mental health policy drivers.

Parent/Carer Wellbeing and Resilience

Positive Caring Relationships

Active Connected Communities

Financial Wellbeing

Early Learning & Childcare

Child Development & Nurturing

Scottish Government – Mental Health Strategy, 2017 - 2027

Action 3: Commission the development of a Matrix of evidence interventions to improve the mental health and wellbeing young people.

Action 4: Complete the rollout of national implementation support for targeted parenting programmes for parents of 3- and 4-year olds with conduct disorder by 2019-20.

Action 16: Fund the introduction of a Managed Clinical Network to improve the recognition and treatment of perinatal mental health problems.

Action 3: Commission the development of a Matrix of evidence interventions to improve the mental health and wellbeing young people.

Action 4: Complete the rollout of national implementation support for targeted parenting programmes for parents of 3- and 4-year olds with conduct disorder by 2019-20.

Action 2: Roll out improved mental health training for those who support young people in educational settings.

Action 8: Work with partners to develop systems and multiagency pathways that work in a coordinated way to support children's mental health and wellbeing.

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Action 4: Complete the rollout of national implementation support for targeted parenting programmes for parents of 3- and 4-year olds with conduct disorder by 2019-20.

Scottish Government – Getting It Right For Every Child (GIRFEC)

Nurtured - growing, developing and being cared for in an environment which provides the physical and emotional security, compassion and warmth necessary for healthy growth and to develop resilience and a positive identity.

Safe - growing up in an environment where a child or young person feels secure, nurtured, listened to and enabled to develop to their full potential. This includes freedom from abuse or neglect.

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Respected - being involved in and having their voices heard in decisions that affect their life, with support where appropriate.

Nurtured - growing, developing and being cared for in an environment which provides the physical and emotional security, compassion and warmth necessary for healthy growth and to develop resilience and a positive identity.

Included - having help to overcome inequalities and being accepted as part of their family, school and community.

Active - having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.

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Achieving - being supported and guided in learning and in the development of skills, confidence and self esteem, at home, in school and in the community.

Respected - being involved in and having their voices in decisions that affect their life, with support where appropriate.

Responsible - having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision.

Included - having help to overcome inequalities and being accepted as part of their family, school and community.

Healthy - having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices.

Nurtured - growing, developing and being cared for in an environment which provides the physical and emotional security, compassion and warmth necessary for healthy growth and to develop resilience and a positive identity.

Responsible - having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision.

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United Nations - Convention on the Rights of the Child (UNCRC)

Article 5 - Parental guidance and a child's evolving capacities.

Article 18 - Parental responsibilities and state assistance.

Article 19 - Protection from violence, abuse and neglect.

Article 39 - Recovery from trauma and reintegration.

Article 3 - Best interests of the child.

Article 12 - Respect for the views of the child.

Article 13 - Freedom of expression.

Article 19 - Protection from violence, abuse and neglect.

Article 3 - Best interests of the child.

Article 15 - Freedom of association.

Article 23 - Children with a disability.

Article 31 - Leisure, play and culture.

Article 18 - Parental responsibilities and state assistance.

Article 26 - Social security.

Article 27 - Adequate standard of living.

Article 3 - Best interests of the child.

Article 12 - Respect for the views of the child.

Article 13 - Freedom of expression.

Article 14 - Freedom of thought, belief and religion.

Article 23 - Children with a disability.

Article 28 - Right to education.

Article 29 - Goals of education.

Article 30 - Children from minority or indigenous groups.

Article 31 - Leisure, play and culture.

Article 5 - Parental guidance and a child's evolving capacities.

Article 3 - Best interests of the child.

Article 12 - Respect for the views of the child.

Article 13 - Freedom of expression.

Article 24 - Health and health services.

Article 31 - Leisure, play and culture.

Independent Care Review - The Promise

Family - Where children are safe in their families and feel loved, they must stay. Families must get support together to nurture that love, and to overcome the difficulties which get in its way.

Care - Where it's not possible for children to live with their family, they should still be able to live with their brothers and sisters. They must belong to a loving home, staying there as long as they need to.

Scaffolding - Children, families, and the workforce must be supported by a system that is there when it is needed: scaffolding of help, support, and accountability.

Voice - Children must be listened to and involved in decisions about their care.

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Scottish Government - Early Years Framework

2. Helping children, families and communities to secure outcomes for themselves.

4. A focus on engagement and empowerment of children, families and communities.

5. Using the strength of universal services to deliver prevention and early intervention.

3. Breaking cycles of poverty, inequality and poor outcomes in and through early years.

4. A focus on engagement and empowerment of children, families and communities.

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5. Using the strength of universal services to deliver prevention and early intervention.

6. Putting quality at heart of service delivery.

7. Services that meet the needs of children and families.

8. Improving outcomes and children's quality of life through play.

Education Scotland - Curriculum for Excellence

Confident Individuals

Confident Individuals

Responsible Citizens
Confident Individual
Effective Contributors

Responsible Citizens
Successful Learners
Confident Individuals
Effective Contributors

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