

CORPORATE OFFICE

Level 1
32 Oxford Terrace
Christchurch Central
CHRISTCHURCH 8011

Telephone: 0064 3 364 4160

Fax: 0064 3 364 4165

Ralph.Jasalle@cdhb.health.nz

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9(2)(a)

RE Official information request CDHB 10468

I refer to your email dated 3 November requesting the following information under the Official Information Act from Canterbury DHB regarding Mana Ake. Specifically:

- **Could you please send me through the operational policy document (or equivalent) that outlines the permissions you require in order to share information at different stages in the onboarding process that your explanation is based on and please make sure it has the date it was signed off and by whom.**

Mana Ake is a collaborative initiative led by a Canterbury Clinical Network (the District Health Alliance for Canterbury region) Service Level Alliance (SLA), comprising leaders and managers from Primary Health, Canterbury District Health Board, the Ministry of Health, the Ministry of Education, schools, representatives from the Mana Ake social service provider network and Oranga Tamariki, and a Māori perspective. The Mana Ake Service Level Alliance (SLA) reviews operational guidance for Mana Ake kaimahi.

Because Mana Ake funding is managed by Canterbury District Health Board, the practice of Mana Ake kaimahi must also comply with the guidance related to disclosure of health information.

All procedures that relate to client information are approved by the Canterbury District Health Board Privacy Officer, following a full Privacy Impact Assessment, prior to review by the SLA.

The Service Guidelines attached (**Appendix 1**) were presented to the SLA on 26 September 2018. Sections 5,6 and 7 refer to the onboarding process and the permissions that Mana Ake kaimahi need regarding client information.

In addition to any Mana Ake operational guidelines, each of the 13 NGO (Non-Governmental Organisation) partners who employ the Mana Ake kaimahi have their own operational policies to which their employees must adhere.

Mana Ake kaimahi come from a range of professional backgrounds. Kaimahi who are required to hold registration with professional bodies have professional standards to which they must also adhere.

I trust this satisfies your interest in this matter.

Please note that this response, or an edited version of this response, may be published on the Canterbury DHB website after your receipt of this response.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'R La Salle', is positioned above the printed name.

Ralph La Salle
Acting Executive Director
Planning, Funding & Decision Support



SERVICE GUIDELINES

RELEASED UNDER THE OFFICIAL INFORMATION ACT

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Objectives of Mana Ake

Mana Ake - Stronger for tomorrow is a response by the Government to enhance wellbeing and promote mental health for children in years 1-8 and their families/whānau by increasing collaboration between and across agencies and schools and providing additional workers to enhance the capacity and effectiveness of the pastoral support network.

Partnering Principles

Across the Mana Ake initiative we agree to:

- ✓ act honestly and in good faith
- ✓ communicate openly and in a timely manner
- ✓ work in a cooperative and constructive manner
- ✓ recognise and respect each other's responsibilities to children and stakeholders
- ✓ encourage quality and innovation to achieve positive outcomes for children and their families/whānau who receive the Mana Ake service
- ✓ encourage collaboration between all parties represented in the pastoral care network.

Outcomes of Mana Ake

The outcomes sought through Mana Ake are:

- ✓ Healthy, safe, resilient whānau
- ✓ School communities strengthen wellbeing for children and whānau
- ✓ Children are supported by their whānau, schools and community to stand tall and confident in their unique identity and to engage with their school and community
- ✓ Better connection and collaboration across the system

Our role

The Mana Ake initiative has the scope to support school clusters to:

- Enhance existing services and supports
- Map and engage with the pastoral support networks available within their community and to promote or enhance connection and collaboration
- Identify trends and opportunities to maximise the use of the resource to promote wellbeing
- Develop a wellbeing strategic approach
- Identify good practice that can be shared within and across schools
- Provide interventions that promote wellbeing and positive mental health for children and whānau
- Build a sustainable approach to supporting and promoting wellbeing.

Kaimahi will be guided in their work by the priorities of the school cluster they work to. The work we do will look different in different schools and across different clusters, in accordance with the resources that are already in place.

1. Working as a virtual team

As kaimahi working in a virtual team, each kaimahi brings their personal skills and experience as well as the skills knowledge and culture of your organisation to the team. This gives communities, schools, children and whānau the opportunity to benefit from a rich kete or resource.

To maximise the benefit of this approach, it is important for kaimahi to spend time to get to know each other's skills and strengths as well as identifying opportunities to learn and grow from each other.

As each team forms, seeking opportunities to co-work and complement each other is a valid and valued practice.

Teams need to be confident that they are giving consistent messages to schools and pastoral support networks across their cluster. Working together, as the team forms, and building frequent and open communication channels amongst kaimahi is essential to ensure we do this well.

The Team Leader provides a point of central coordination and helps teams to build and embed a consistent approach. The Team Leader will be supported by their colleagues and by the Mana Ake Project team to ensure consistency of approach across the Mana Ake initiative. Feedback from kaimahi and their Team Leaders will inform the Project Team and help them to better support kaimahi, schools and communities.

2. Supporting clusters of schools

Mana Ake Team Leaders and Kaimahi will be supporting clusters to improve the wellbeing of their students (especially those with mild/moderate needs).

This will require systems and processes to be set up that ensure there is equity across the cluster and flexibility of service provision. These systems must be transparent and communication between schools and Mana Ake team must be open.

Regular problem solving and adaptation of systems through collaboration and consultation will ensure the principles of equity and transparency are upheld.

Clusters will identify individuals/ groups as well as trends across the whole cluster for support from the Mana Ake team.

Mana Ake team leaders will ensure all members of the cluster are kept informed.

Supporting establish cluster processes

Schools will want to know what processes they should use to engage with Mana Ake. This is an important part of supporting the implementation of Mana Ake in each cluster.

Information about what other clusters have found helpful can be shared to help set up processes but should not be a substitute for the cluster working together to find a solution that works best for them.

3. Supporting school communities

Mana Ake Team Leaders and Kaimahi will:

- Be aware of other support services within the school community
- Develop relationships within the school community
- Be visible within the community – attending events where appropriate

- Be flexible in accessing the people with the skills necessary to support their school communities (e.g health programmes/ parenting programmes etc)

4. Working in schools

Where you are a liaison person for a school, you should spend time becoming familiar with:

- Key personnel in the school (eg Deputy Principal, SENCo, Admin person)
- Pastoral care systems and networks
- Engagement with local community organisations/networks
- Opportunities to engage with parents/whānau
- Opportunities to engage with students.

Every school is different in how and who they will want you to connect with, but all will want to know when you are there and what is happening for students for whom they request support.

The school liaison kaimahi is responsible for building an 'on the ground' relationship with the school/kura, becoming a familiar face for teachers, students and parents/whānau.

It is important that you ask schools when the best time to visit is, whether this is a regular commitment as liaison person or when responding to a request for support.

If, for some reason, you are going to be late or cannot be there at the agreed time, you should contact the school as soon as possible to let them know.

5. Consent for Requests for Support

Consent to request support

Schools must have verbal consent from a parent or caregiver to engage with support from Mana Ake. This allows kaimahi to be confident that their first contact with the parent/caregiver will not be a surprise to them.

Contacting parents/caregivers

The conversation the school has had with the parent/caregiver might be quite basic and/or the parent/caregiver may not understand much about why support is being sought for their child.

It is, therefore, a good idea when making initial phone contact and once you have provided a brief introduction, to ask the parent/caregiver what their understanding is of why you have been asked to become involved.

Once you are confident that the parent is happy for you to be involved, you will need to make a time to talk through the Informed Consent process with them. Ideally this would be done face to face so that you can cover any queries or concerns raised.

Informed Consent

Informed Consent ensures that parents/caregivers know that information about their child will be kept as part of the Mana Ake service, what the information will be used for and their rights to access the information held. This should be a conversation with the parents/caregivers, supported by the written form. Once signed, the Informed Consent form should be uploaded into the child's record in Paua.

The Informed Consent form provides the starting point for ongoing informed consent, which ensures parents/caregivers and children, wherever possible, are party to the decision

making that supports the intervention they receive. Ongoing Informed Consent does not require a signature, but a record of discussion with the parent/caregiver, if there are significant changes to the support offered, should be noted in Puaa.

Seeking feedback

When engaging with school or parent/caregiver, a copy of the Feedback about Mana Ake information should be shared. Kaimahi should ensure that parents/caregivers are reassured that we use feedback to improve our services and are interested in understanding what is working well – or not – for them.

6. Responding to Requests for Support

When a school makes a request for support, this will usually come to the liaison person, in the first instance.

Depending on the presenting issues, the liaison person may take the request back to the team for discussion and allocation. (As teams become established, this step may become less necessary – but as teams are becoming established, this is an important step.)

Team allocation meetings should occur weekly. Following each meeting, schools, parents and other referrers or organisations involved with the child (where relevant) should be contacted to inform them of next steps for students and timeframes for when the allocated kaimahi will contact them.

Clusters and kaimahi will work together to develop a process to ensure allocation across the cluster is transparent and equitable. This will guide the team with prioritising requests for support once capacity of caseload is reached.

Some clusters may have a representative attend allocation meetings, along with the Team Leader – this is important to ensure processes are transparent and kaimahi are supported in their decision making and managing of case loads

7. Allocating Requests for Support

1. Request for Support meeting:

- Current caseload reported
- Requests tabled and discussed (what support required – home/ anger management/ self-regulation etc)
- Capacity of Kaimahi discussed (caseloads)
- Prioritisation of needs according to skill and capacity
- Allocated to Kaimahi – recorded on caseload summary document for Cluster

2. Kaimahi notify school within 2 days that they are picking up request (email)

3. Kaimahi make contact with whanau and informed consent form explained and completed

4. Assessment of needs made (through contact with whanau/teachers/ observation/ meeting with student)

5. School notified of action plan (email) and timeline for beginning support

6. Support begins within the agreed timeframe

7. School updated of outcomes/ referral to agencies or any matters of concern

School notified when case closed with summary of support provided/further action needed/ any ongoing concerns

8. Keeping client records

Paua is the Client Management System for Mana Ake.

You should refer to the **Mana Ake Paua Software guidance** and the **Mana Ake Record Keeping Guidelines**.

9. The Mana Ake Practice Framework

Mana Ake uses the Choice approach to assessment.

All kaimahi should be familiar with the Assessment Framework

The Practice Framework guides the way we work. It is informed by a set of values, and describes a set of competencies which define the expected practice of each person on the Team(s). Following a description of the competencies, the expected outcomes of practice are described.

The Practice Framework is a living document and as such is maintained on the Canterbury Clinical Network (CCN) drive.

10. Assessment

Mana Ake uses the Choice approach to assessment.

All kaimahi should be familiar with the Assessment Framework

11. Tū Tauira

12. Developing an intervention plan

All interventions should be informed by the Mana Ake Practice and Assessment Frameworks. Intervention can range from providing reassurance, advice and guidance to supporting a student/whānau to make changes that will promote or enhance wellbeing.

When engaging with a student, whānau and teacher, it is important to understand what they want to be different as a result of the support offered and what enablers and/or barriers they perceive to achieving this.

Your approach should seek to understand how best to enable the desired changes, building on what is already working well and empowering the student and those around them to implement the changes themselves.

An intervention plan should inform the student, their whānau and/or teacher(s):

- What outcomes you are supporting the student/whānau to achieve
- What you will do to support those outcomes
- How they can support progress
- When you will review the plan. (see Paua template)

13. Working with individuals and families/whānau in their home

When visiting students/whānau at home, you should always refer to your agency's health and safety policy.

If you have concerns about visiting a home, talk to your Mana Ake Team Leader and, if appropriate, arrange to take a colleague with you.

Having a professional come to your home can be threatening.

When organising a home visit to a family for the first time, ensure that you:

- take time to understand what important cultural protocol for the whānau/family is
- provide the opportunity for them to invite key family members/support people to meet with you
- explain the purpose of your visit, to allay any anxiety they may have
- offer to meet with them in a different venue, if they would prefer
- be clear about how long you intend to be there
- make sure they have your contact details.

Once you have met with the family/whānau, you can set up ongoing contact in a way that works for them.

Safety first.

Always remember:

- Your safety is paramount
- Make contact with families before any home visit. –establish information around safety dogs etc
- Always tell someone from your organisation and team where you are visiting – family name, address, contact number etc
- Have some established code that you can use if you find yourself in an unsafe situation and need assistance to get out safely e.g ring the office and leave a coded message
- Never interview children or adults in bedrooms or rooms away from the main living area
- Never agree to stay in the home with younger children while a care giver goes out to get a message e.g “I will just call down to the dairy for some cigarettes!”
- Be careful about sharing sensitive / confidential information if there are other parties present – it may be better to go back and have a meeting at later date if it is not suitable time to share information. Exit the situation politely and professionally – “I see that you are busy at the moment so I will come back when it is more convenient for you – can we arrange a time?”
- Do not leave notes, files etc open especially information that pertains to other families/whanau or students
- If you do not feel safe about your proposed visit, do not go there and arrange for the meeting to take place in some other neutral place.

14. Working with children/young people in school setting

Every school is different, so it is important to understand how the school would like you to engage with their students.

If you are working one to one with a student it is important that you are in an area where you can be seen by other adults.

Wherever possible, you should seek to support a student’s engagement in learning as much as possible. This means disrupting their time in class as little as possible.

Where you need to work with a student on a one to one basis, you should talk with the school about the best way to ensure any strategies/approaches you are working on can be transferred back into the classroom and into their school day.

15. Working with groups of children

1. Request for service – information collated and presented to team by liaison
2. Decision to implement group intervention made –evidence based/ researched programme decided on
3. Facilitators decided at team meeting – wherever possible 2 Mana Ake Kaimahi will take a group intervention. This is for professional safety and also to ensure effective delivery of programme
4. Facilitators finalise programme and share content summary with Key staff at school – DP/SENCO/ Class Teacher
5. Once confirmed that this programme will meet their needs the times and day are established.(suggestion - Once a week – allowing time for students to practise skills)
6. Letter of explanation and consent distributed to whanau with outline of programme and facilitators contact details to allow Whanau to make contact and find out more about the programme
7. Programme beings – focus shared with school to allow reinforcement of skills
8. End of programme – evaluation of programme with tamariki/whanau/teachers