



Appendix 2: Summary of what information should be collected, when and why

The tables below set out for each intervention type, the information that should be collected, when it should be collected and the purpose of collecting the information. Overall, the information collected is gathered in order to:

- Inform the Place2Be School Project Manager (or Place2Be Counsellor¹) or Parent Counsellor about the children, young people and parents they see and inform the assessment and formulation process
- Enable Place2Be to monitor its services
- Enable Place2Be to evaluate the outcomes of its services.

Intervention type: Place2Talk

What to collect	When to collect it	Why collect it
Name	When child self-refers	To uniquely identify children so we can count the reach and uptake of our service
Date of birth	When child attends PlaceTalk	
Gender	When child attends PlaceTalk	To monitor our reach and who is using our service
Year Group	When child attends PlaceTalk	
Ethnicity	When child attends PlaceTalk	
Issues discussed	When child attends PlaceTalk	To review the main issues that are concerning children to demonstrate the need for our service and be a voice for children and young people
Child Protection concerns and action taken	When child attends PlaceTalk	To ensure we are undertaking our child protection responsibilities

¹ These may be an Assistant School Project Manager, a School-based Counsellor, or a Mental Health Practitioner.

Who held the session	When child attends PlaceTalk	To monitor who is delivering the service
Is the child in receipt of Pupil Premium (optional)	When child record is added to the system	To establish the proportion of Place2Talk attenders who are from the Pupil Premium funded group

Intervention: Assessment (all children and young people referred to Place2Be)

What to collect	When to collect it	Why collect it
Name	When the child is referred	To uniquely identify children so we can count the reach and uptake of our service
Date of Birth	When the child is referred	
Parent / Carer / Young person (KS5) Agreement form	When the child is referred	To ensure we have parental agreement to assess and provide appropriate support for the child / young person
Referrer's name	When the child is referred	To be able to contact referrer if needed
Date of referral	When the child is referred	To monitor time between referral and start
Role of referrer	When the child is referred	To review where referrals come from
Home postcode	When the child is referred	This is gathered only where the service is funded by the NHS and is required to share anonymised data with the NHS Mental Health Services Dataset (MHSDS)
Gender	When the child is referred	To be aware of the child's context in the assessment and formulation process. To monitor our reach and who is using our service and explore differences in outcomes for children with different characteristics
Year group	When the child is referred	
Ethnicity	When the child is referred	
Early Help Assessment and Plan (e.g. CAF) open	At assessment	
Child in Need?	At assessment	
Subject of a Child Protection Plan	At assessment	
Subject to a Care order	At assessment	
Receiving free school meals	At assessment	
SIMD (Scotland only)	At assessment	
Receives Pupil Premium Funding	At assessment	
Are one or more of the child's parents currently in the armed forces?	At assessment	

Special Educational Needs (SEN) – main categories (England and Wales)	At assessment	
Categories of SEN need (England only)	At assessment	
Additional Support Needs (ASN) – main categories (Scotland only)	At assessment	
Is the child a refugee/asylum seeker	At assessment	
Is the child on a CAMHS waiting list?	At assessment	
Language spoken at home	At assessment	
English an Additional Language?	At assessment	
Child's main carer	At assessment	
Other agencies involved with the family	At assessment	
Parent / carer's education	At assessment	To explore outcomes for children from different backgrounds
Recommendations for counselling type	At assessment	To monitor the type of support offered
Place2Be EP has been consulted	At any point in time	To monitor and review engagement with this in-house resource
Assessment and Formulation	At assessment	To clinically assess the situation around the child's need for support and formulate the best response.
Presenting Issues	As part of Assessment and Formulation process	To monitor the issues that children present with including those that may not be identified by the SDQ
Parent mental health / substance / alcohol use / domestic violence	As part of Assessment and Formulation process	To identify relevant contextual issues for the child
Parent completed SDQ	At assessment	
Teacher completed SDQ	At assessment	
Child completed SDQ (Secondary schools - optional for Primary schools)	At assessment	To identify the level of difficulties for a child to inform assessment and formulation
Attitude to Learning	At assessment	To assess the attitude and approach to learning of children who use the service and inform the assessment and formulation
Child and Young Person's Voice Form	At assessment	To obtain the perspective of the CYP and assess the CYP's understanding of why they are coming to Place2Be and what they expect to get out of it.

Intervention: One-to-one counselling (excluding brief)

What to collect	When to collect it	Why collect it
UPN (Unique Pupil Number) England & Wales only	At any point in time	To monitor the academic progress of all children seen in 1:1 and brief counselling over time and compare the progress of children supported by Place2Be with other children who did not receive the service.
Place2Be EP has been consulted	At any point in time	To monitor and review use of additional resources / support
Name of counsellor	Before counselling starts	To monitor the type of counsellors providing counselling
Counsellor qualified or in training?	Before counselling starts	
Counsellor trained through Place2Be?	Before counselling starts	
Review point teacher SDQ (Primary age children only)	At 7 sessions into the intervention	To understand a child's progress and outcomes across the services at the average mid-point of an intervention
Review point Child SDQ (secondary age young people only)	At 7 sessions into the intervention	
Did the review take place?	At 7 sessions	To determine how many children/young people are reviewed during their intervention and who is consulted.
Teacher completed SDQ	At the end of counselling	To evaluate the outcomes for children and young people who use the service
Parent completed SDQ	At the end of counselling	
Child completed SDQ (Secondary schools - optional for Primary schools)	At the end of counselling	
YP CORE pre- and post- (Secondary schools only)	Before counselling starts and at the end of counselling	
Child and Young Person's Voice Form	At the end of counselling	The scored goals mean we can evaluate quantitatively how the CYP feels they have progressed. And to find out the CYP's experience of Place2Be counselling.
School Attendance	Before counselling starts: relating to the whole term before the start of counselling After counselling ends: relating to the whole term in which counselling ends	

School Exclusions – fixed term and permanent	Before counselling starts: relating to the whole year before the start of counselling After counselling ends: relating to the year in which counselling ends	To evaluate the attendance and exclusions of children and analyse this in relation to improvements in their mental health
Attitude to Learning	At the end of counselling	To evaluate the attitude and approach to learning of children who use the service, explore whether this changes after counselling and analyse in relation to improvements in children's mental health
End date of counselling	At the end of counselling	To clearly identify when a child's counselling has ended
Reason for ending	At the end of counselling	To understand the different reasons why counselling ends
Sessions attended or not	Throughout counselling	To monitor attendance
Final summary	At the end of counselling	An ending assessment of the child and any further actions

Intervention: Brief counselling (secondary schools only)

What to collect	When to collect it	Why collect it
UPN (Unique Pupil Number) England & Wales only	At any point in time	To monitor the academic progress of all children seen in 1:1 and brief counselling over time and compare the progress of children supported by Place2Be with other children who did not receive the service.
Place2Be EP has been consulted	At any point in time	To monitor and review use of additional resources / support
Name of SPM / ASPM	Before counselling starts	To monitor the type of counsellors providing counselling
End date of counselling	At the end of counselling	To clearly identify when a child's counselling has ended
Reason for ending	At the end of counselling	To understand the different reasons why counselling ends
Sessions attended or not	Throughout counselling	To monitor attendance
YP CORE session by session	Before counselling starts and at the beginning of each session if appropriate and at the end of counselling	To identify the level of difficulties for a child at the start of counselling and evaluate the outcomes for children who uses the service
Final summary	At the end of counselling	An ending assessment of the child and any further actions

Intervention type: Group work (including Journey of Hope)

What to collect	When to collect it	Why collect it
Agreement form	When the child is assessed for group	To update the parent on assessment decision and group information (e.g. Place2Be group work / Journey of Hope)
Group type	After assessment	To distinguish between Place2Be group work / Journey of Hope
Place2Be EP has been consulted	At any point in time	To monitor and review use of additional resources / support
Name of SPM / ASPM	Before group starts	To monitor the type of counsellors providing group work
End date of counselling	At the end of group work	To clearly identify when group work has ended
Reason for ending	At the end of group work	To understand the different reasons why group work ends
Sessions attended or not	Throughout group work	To monitor attendance
Teacher SDQ (Journey of Hope only)	At the end of group work	To evaluate the outcomes for children who use the service
Child and Young Person's Voice Form (Journey of Hope only)	At the end of group work	The scored goals mean we can evaluate quantitatively how the CYP feels they have progressed. And to find out the CYP's experience of Place2Be group work.
Final summary	At the end of group work	An ending assessment of the child and any further actions

Intervention type: A Place for Parents parent counselling

What to collect	When to collect it	Why collect it
Parent's Name	When the parent is referred	To uniquely identify parents so we can count the reach and uptake of our service
Parent's Date of Birth	When the parent is referred	
Address of parent	When the parent is referred	To have a contact base for the parent
Parent's home and mobile contact numbers	When the parent is referred	
Parent's email address	When the parent is referred	
Referrer name	When the parent is referred	So that PC can know who referred the parent
Referrer Address	When the parent is referred	So that PC can know where the referrer is and contact them
Referrer phone number	When the parent is referred	So that PC can contact the referrer

Date of referral	When the parent is referred	To identify when they were first referred and monitor the time from referral to assessment
Source of referral	When the parent is referred	To be able to contact referrer if needed
Reason for referral	When the parent is referred	To understand the reason a parent has been referred and inform the assessment process
Gender	When the parent is referred	To understand who we are seen and monitor the reach of the service
Household composition	When the parent is referred	
Ethnicity	When the parent is referred	
Other Services/Agencies Involved	When the parent is referred	
Languages spoken at home	When the parent is referred	
Employment status	When the parent is referred	
Details of children in the parent's care inc. dob, schools, CP concerns	When the parent is referred	
GP Contact Details	When the parent is referred	To ensure the safety of the parent being seen
Parent of child seen in Place2Be	At any point during counselling	To inform the parent counsellor that a child is also being seen by Place2Be and to explore outcomes for parents and children who both receive Place2Be's support
Outcome of referral	After referral	To monitor whether parents accepted or declined the service
Counselling agreement	Before assessment	To ensure that the parent has understood the nature of the counselling and agrees to continue with it
Date of assessment	At assessment	To identify when the parent was assessed and monitor the time from referral to assessment and assessment to start
Assessment and Formulation	At assessment	To clinically assess the situation around the parent's need for counselling and formulate the best response.
Sessions attended	Throughout counselling	To monitor attendance
CORE OM questionnaire	Before counselling starts, at 7 sessions and at the end of counselling as appropriate. A before counselling CORE OM and an end of counselling CORE OM	To identify the level of need of a parent at the start of counselling and evaluate the outcomes for parents who use the service

	must always be collected	
Concerns form	Before counselling starts, at 7 sessions and at the end of counselling as appropriate. A before counselling concerns form and an end of counselling concerns form must always be collected	To identify the main concerns and the level of severity of parents who use the service and evaluate how far these change after counselling
SCORE-15 questionnaire	Before counselling starts, at 7 sessions and at the end of counselling as appropriate.	To explore family functioning and change
Teacher completed SDQ	At the end of counselling	To evaluate the impact on the child of the parent using the service
Parent completed SDQ	At the end of counselling	
Reason for ending	When a parent ceases attending	To monitor why parents cease to use the service
Issues discussed in the session	At each session	To identify the main issues that parents bring to counselling
Referrals and signposting	At the end of counselling	To monitor what other agencies or organisations parents are referred or signposted to