

Introduction to the LGBTQIA friendly CAMHS tool

As part of the National NHSE Amplified programme, YoungMinds worked in partnership with Manchester University Hospitals NHS Foundation Trust CAMHS (MFT CAMHS) to create a tool that service staff and young people can use together to ensure CAMHS services are accessible, relevant and empowering for LGBTQIA users.

As a lead partner, MFT CAMHS brought together young people from across Manchester to co-produce this tool, including:

- MFT CAMHS Participation Groups
- The Proud Trust's Sidney Street LGBTQIA Youth Group
- The Salford Youth Service LGBTQIA Youth Group

We would like to thank all of the young people involved for volunteering their time to co-produce this resource.

Knowing what matters: 5 priority areas

Young People working on this project used benchmarking exercises against their own personal experiences and best practice documents in the health sector to identify 5 priority areas that CAMHS services need to think about:

- 1. The CAMHS environment and clinical spaces**
- 2. Staff communication**
- 3. Staff recruitment, training and support**
- 4. Assessments and monitoring**
- 5. Service user participation**

Using the LGBTQIA friendly CAMHS tool

The tool provides a checklist of elements that young people see as essential to LGBTQIA positive practice.

You can use this for a self-audit within a service, but ideally this audit should be carried out in collaboration with young people.

Recruit: have a think about who in your service will carry out your audit; will it be staff, current services users, external young people or a combination of all three?

How will you recruit these people and support them to be able to take part? Think about accessibility and barriers to taking part such as travel costs, time available to take part and motivators for being part of a CAMHS service audit.

Visit: ideally the tool needs to be completed over a number of visits, checking online resources and meeting with staff and service users in the process. Go through the categories and think with your auditors where and how you will find evidence of good practice happening, and who you will need to talk to. This may include carrying out your audit at times where a mixture or staff will be available, where you have space to look at information available online, and how you will access documents such as policies or template letters sent to young people for appointments and assessments.

Reflect: once you have carried out your visits and completed the tool, think about where this information will go and where it will be shared. It may be meaningful for auditors to meet with service leads to review the results of the audit and put an action plan together to improve relevant areas. You will need think about how you communicate the outcome of the audit to your service users and young auditors, and what changes they can expect to see. You may also want to set a date for the next audit!

Resources used for best practice benchmarking in LGBTQIA accessible health services:

LGBT Health and Wellbeing Audit Tool

<https://www.lgbthealth.org.uk/online-resources/mental-health/#audittools>

Pride in Practice

<http://lgbt.foundation/who-were-here-for/pride-in-practice>

Brighton and Hove Switchboard

<http://www.switchboard.org.uk/wp-content/uploads/2016/10/LGBT-Kitemark-Final.pdf>

The Proud Trust

<https://www.theproudtrust.org/wp-content/uploads/download-manager-files/The%20simple%20guide%20to%20LGB%20and%20T%20monitoring%2014.09.16.pdf>

The Gay, Lesbian, Bisexual, and Transgender (GLBT) Health Access Project

<http://www.glbthealth.org/CommunityStandardsOfPractice.htm>

Improving Lesbian Gay Bisexual and Trans (LGBT) equality across the NHS: a paper for the Equality and Diversity Council

<https://www.england.nhs.uk/wp-content/uploads/2015/11/edc1-lgbt-equal-pap-20-10-15.pdf>

National LGBT Health Education Centre - Affirmative Care for Transgender and Gender Non-Conforming People: Best Practices for Front-line Health Care Staff

http://www.lgbthealtheducation.org/wp-content/uploads/13-017_TransBestPracticesforFrontlineStaff_v9_04-30-13.pdf

Gay and Lesbian Medical Association – Guidelines for care of Lesbian, Gay, Bisexual and Transgender Clients

http://www.glma.org/data/n_0001/resources/live/Welcoming%20Environment.pdf

Stonewall – Sexual Orientation: A Guide for the NHS

<https://www.stonewall.org.uk/sites/default/files/stonewall-guide-for-the-nhs-web.pdf>

1. LGBTQIA positive environment & clinical spaces

Quality Standards What indicates a LGBTQIA supportive service?	Can you see evidence of this? Has a staff member demonstrated this happening or young person told you they experience this as part of using CAMHS?			Comments If in progress, who will be responsible for making this happen? By when?
	Yes	In Progress	No	
Posters with a commitment to CAMHS services being a LGBTQIA safe space are visible				
Resources for local and digital LGBTQIA support services are available				
Gender Neutral Bathrooms are available				
Events, days, or celebrations relevant to the LGBTQIA community are visible through displays and posters				
Ways to give feedback or make a complaint about the service are clearly advertised				
Peer led LGBTQIA support groups are advertised				

2. Staff communication

Quality Standards What indicates a LGBTQIA supportive service?	Can you see evidence of this? Has a staff member demonstrated this happening or young person told you they experience this as part of using CAMHS?			Comments If in progress, who will be responsible for making this happen? By when?
	Yes	In Progress	No	
All staff have a pronoun positive approach				
Clinical staff will explain how LGBTQIA inclusion is part of CAMHS services to new service users				
Staff feel comfortable asking questions related to gender rather than avoiding the topic				
Staff offer ways for patients to discuss gender and sexuality privately and at a time that is right for them				
Staff are LGBTQIA role models or champions				
LGBTQIA service users report that staff work in a person centred, non-judgemental way				
Staff will challenge negative stereotypes in group sessions or with other staff members				

Staff are aware of/or contribute to visible campaigns for LGBTQIA equality				
Printed information about your CAMHS service mentions you are LGBTQIA friendly				
Website information about your CAMHS service mentions you are LGBTQ friendly				
Accessible Policy available online or at request which clearly commits to anti-discrimination practice				
Accessible Policy available online or at request which clearly commits to clear and respectful confidentiality practice				
Service users preferred pronouns are clearly display on their notes				

3. Staff recruitment, training and support

Quality Standards What indicates a LGBTQIA supportive service?	Can you see evidence of this? Has a staff member demonstrated this happening or young person told you they experience this as part of using CAMHS?			Comments If in progress, who will be responsible for making this happen? By when?
	Yes	In Progress	No	
All staff (not just clinical) in your service have training to be aware of the inequalities LGBTQIA people face				
There is evidence that continual LGBTQIA training takes place (that training is not just a one off)				
Clinical staff training includes how to approach monitoring questions with respect				
LGBTQIA training is part of all staff members' induction.				
Staff have training on the risks & harm to development specific to LGBTQIA discrimination				
Staff know other relevant agencies to signpost to				
All staff (not just clinical) recruitment processes include a question on LGBTQIA inclusion and commitment to best practice.				

Staff have the space and support to regularly review and reflect on their own anti-discriminatory practice, and develop in line with feedback				
All staff are trained on using pronouns				
Staff are aware of sexual health topics that would support healthy LGBTQIA relationships				
Staff are aware of what relevant screenings LGBTQIA service users should have				

4. Assessments and Monitoring

Quality Standards What indicates a LGBTQIA supportive service?	Can you see evidence of this? Has a staff member demonstrated this happening or young person told you they experience this as part of using CAMHS?			Comments If in progress, who will be responsible for making this happen? By when?
	Yes	In Progress	No	
Assessment and monitoring forms address sex and gender separately				
Service users report that assessment process is focused on the experience of the young people and includes the importance of gender and/or sexuality to their lives				
All service-related forms have the option "name you wish to be known as"				
All forms include preferred pronoun				
Simple information sheets are provided about why monitoring info is collected, and why those particular details are being requested				
Monitoring info follows ethical standards of collection				

All forms have an open gender box rather than pre-defined categories				
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5. Service user participation

Quality Standards What indicates a LGBTQIA supportive service?	Can you see evidence of this? Has a staff member demonstrated this happening or young person told you they experience this as part of using CAMHS?			Comments If in progress, who will be responsible for making this happen? By when?
	Yes	In Progress	No	
There is a LGBTQIA service user champion or group to represent LGBTQIA service users' needs and experiences of CAMHS				
There is evidence of joint working with local LGBTQIA groups to ensure great practice is being used across CAMHS services				
Staff have professional skills training to run effective and meaningful participation activities				
There is evidence that young people have designed resources for the service				
There is evidence that young people have contributed to policy and recruitment processes				
There is evidence that feedback from LGBTQIA service users has been collected and used to improve services				