

Supplementary file 3: Table of all items included in Delphi questionnaire with indication of whether the item would have reached consensus at 70% and 80%

	Public					Professionals				
	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
<b>Promotion and prevention</b>										
Most parents or carers teach children how to manage their feelings.	3	16	0	✗	✗	3	32	1	✗	✗
Parents or carers do not really understand how mind and body influence each other (for example if people are sad they may also feel pain somewhere in their body).	3	16	0	✗	✗	3	33	0	✗	✗
Parents know when their child's stress reaction (yelling, crying, silence, tantrums) is a normal response to what is happening around them, and when it might be a sign of more serious problems.	3	16	0	✗	✗	3	33	0	✗	✗
In this country, we do enough to live healthily (for example, by exercising, having a healthy diet, managing stress).	3	16	0	✗	✗	3	33	0	✗	✗
Most people think a healthy mind is as important as a healthy body.	3	16	0	✗	✗	3	32	1	✗	✗
Everyone who works with children and families should help to protect children's mental health and wellbeing.	2	23	0	✓	✓	2	41	3	✓	✓
Most GPs do not know how to help children feel emotionally well and manage their feelings	3	16	0	✗	✗	3	33	0	✗	✗

	Public					Professionals				
	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
Most teachers do not know how to help children feel emotionally well and manage their feelings	3	16	0	✗	✗	3	33	0	✗	✗
If a GP or another health professional (like a paediatrician or a nurse) thinks that a child or young person is having emotional problems, they will talk to the child or young person to see if they can help.	3	16	0	✗	✗	3	33	0	✗	✗
If a teacher thinks that a child or young person is having emotional problems, they will talk to the child or a young person to see if they can help.	3	16	0	✗	✗	3	33	0	✗	✗
GPs, other doctors, and nurses make children, young people and their families feel comfortable to talk about their emotional problems and mental health problems.	3	16	0	✗	✗	3	33	0	✗	✗
People feel embarrassed when they try to get help for emotional problems.	3	16	0	✗	✓	3	33	0	✗	✗
Most people do not like it when someone says “mental health problem”. They should call it something else.	3	16	0	✗	✗	3	33	0	✗	✗
GPs usually know what help can be offered to children showing signs of mental health problems.	3	16	0	✗	✗	3	33	0	✗	✗
Teachers usually know what help can be offered to children showing signs of mental health problems.	3	16	0	✗	✗	3	33	0	✗	✗

	Public					Professionals				
	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
Professionals in specialist services (services that need a referral from another professional, say a GP, to be able to access them) usually know what help can be offered to children showing signs of mental health problems.	3	16	0	✗	✗	3	33	0	✗	✗
Voluntary sector organisations (those which do not make a profit and not run by the government, like charities) usually know what help can be offered to children showing signs of mental health problems.	3	16	0	✗	✗	3	32	1	✗	✗
Schools can reduce bullying on the internet during the school day by not allowing pupils to use mobile phones and other personal electronic devices (tablets, iPods, personal computers).	3	16	0	✓	✓	3	33	0	✗	✗
Children, young people, parents and carers know how to stay safe when using the Internet.	3	16	0	✗	✗	3	32	1	✗	✗
Schools should have the right to delete inappropriate images (or files) on pupil's mobile phones and other personal electronic devices.	3	16	0	✗	✗	3	33	0	✗	✗
Teachers do not notice if someone in school is having emotional problems.	3	16	0	✗	✗	3	33	0	✗	✗
If a child or a young person is having emotional problems, their friends will notice.	3	16	0	✗	✗	3	33	0	✗	✗
Schools should check everyone's mental health in the same way that schools check children's height and weight.	3	16	0	✗	✗	3	33	0	✗	✗

	Public					Professionals				
	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
Pupils' emotional wellbeing should be just as important as their academic performance (for example, exam grades).	2	23	0	✓	✓	2	41	3	✓	✓
Schools should be responsible for assessing whether young children are ready to start primary school.	3	16	0	✗	✗	3	32	1	✗	✗
Being able to participate in a variety of activities and programmes in school builds children's and young people's self-esteem and social skills.	3	16	0	✓	✓	2	41	3	✓	✓
Schools are expected to take too much responsibility for pupils' lives.	3	16	0	✗	✗	3	33	0	✗	✗
Children, young people and their parents trust information on healthy living that they receive from parents/family members	3	16	0	✗	✗	3	32	1	✗	✗
Children, young people and their parents trust information on healthy living that they receive from friends	3	16	0	✗	✗	3	32	1	✗	✗
Children, young people and their parents trust information on healthy living that they receive from school	3	16	0	✗	✗	3	33	0	✗	✗
Children, young people and their parents trust information on healthy living that they receive from GP	3	16	0	✗	✗	3	33	0	✗	✗
Children, young people and their parents trust information on healthy living that they receive from Other health professionals (for example, paediatricians, Children, young people and their parents trust information on healthy living	2	22	1	✓	✓	3	33	0	✗	✓

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	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
that they receive from nurses, mental health workers)										
Children, young people and their parents trust information on healthy living that they receive from websites (for example, mental health charities, NHS)	3	16	0	✓	✓	3	33	0	✗	✗
Children, young people and their parents trust information on healthy living that they receive from social media (Facebook, Instagram, YouTube, etc.)	3	16	0	✗	✗	3	33	0	✗	✗
Children, young people and their parents trust information on healthy living that they receive from other internet sites (forums, blogs, other sites)	3	16	0	✗	✗	3	33	0	✗	✗
Children, young people and their parents trust information on healthy living that they receive from media: TV, radio, cinema	3	16	0	✗	✗	3	33	0	✗	✗
Young people tend to trust online information more than information that comes from their family, friends, and from professionals.	3	16	0	✗	✗	3	31	2	✗	✗
Schools would be able to fulfil our expectations of their responsibility for children's and young people's wellbeing, if we gave schools enough support and training.	3	16	0	✗	✗	3	33	0	✗	✗
Organise local activities, including leaflets, posters, and TV advertisements, to raise awareness about mental health and to promote positive attitudes.	3	16	0	✗	✗	3	33	0	✗	✗
Organise face to face information sessions in the neighbourhood or community	3	16	0	✗	✗	3	33	0	✗	✗

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	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
to tell people more about mental health, and to promote positive attitudes.										
Offer a chance for parents to join a group to learn how to support a child showing early signs of behavioural problems (parenting programmes).	3	16	0	✓	✓	3	33	0	✓	✓
Offer an opportunity to parents who do not want to join a group, to learn about parenting in individual support sessions.	2	23	0	✓	✓	3	32	1	✓	✓
Offer extra help to parents whose children are more likely to develop emotional or mental health problems (such as parents with mental health problems or parents who have problems with drugs or alcohol).	2	23	0	✓	✓	2	39	5	✓	✓
Provide opportunities for families to do things together as it prevents children's mental health problems.	3	16	0	✗	✗	3	33	0	✗	✓
Advertise that GPs are there to help children and young people with emotional health and mental health problems.	3	16	0	✗	✗	3	33	0	✗	✓
Ensure that GPs have information about support that can be offered to young people if they are experiencing any emotional or mental health problems.	2	23	0	✓	✓	2	41	3	✓	✓
Involve religious institutions (like churches or mosques) in promoting the mental health and emotional wellbeing of children, young people, and families.	3	16	0	✗	✗	3	32	1	✗	✗
Offer support to pupils when they move from one school to another (including	2	23	0	✓	✓	3	33	0	✓	✓

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	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
from primary to secondary school).										
Offer support to pupils who are worried about their exams.	2	23	0	✓	✓	2	41	3	✓	✓
Promote a school culture that makes all pupils feel important.	2	23	0	✓	✓	2	41	3	✓	✓
Promote a school culture that makes all pupils feel safe.	2	23	0	✓	✓	2	41	3	✓	✓
Offer special help to children with special educational needs and disabilities (for example, schools apply for a statement if needed).	2	23	0	✓	✓	2	41	3	✓	✓
Offer support to all children who have emotional problems.	2	23	0	✓	✓	2	41	3	✓	✓
Teach life skills (for example, how to say “no”, or how to consider other people) in schools on a weekly basis.	2	23	0	✓	✓	3	33	0	✓	✓
Create a symbol that would show that a website giving information about emotional wellbeing or mental health has been checked by experts and can be trusted.	2	23	0	✓	✓	3	33	0	✓	✓
Create a website that explains causes and signs of mental health problems, and how to get help.	3	16	0	✗	✓	3	33	0	✓	✓
Set up and advertise online resources specifically for professionals working with children, that cover issues such as causes and signs of mental health problems	3	16	0	✓	✓	3	33	0	✓	✓

	Public					Professionals				
	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
and how to get help.										
<b>Getting help</b>										
Parents and carers do not know how to support children who have problems with mental health.	3	15	1	✗	✗	3	31	2	✗	✗
Parents are afraid that others might think they are a bad parent if their child has problems with their behaviour or with their emotional wellbeing.	3	15	1	✗	✗	3	31	2	✗	✗
Children, young people and parents know how to get the help they need if they are experiencing emotional or mental health problems.	3	14	2	✗	✗	3	32	1	✗	✗
Before trying to get help from a mental health service, children, young people and their families should try out some self-help strategies (things they can do themselves like using self-care mobile apps or trying out techniques from booklets).	3	15	1	✗	✗	3	32	1	✗	✗
Mental health services should allow parents and children to go to them directly (also called self-referral). If people have to wait for a referral from a GP or another professional, their problems might continue to get worse while they wait.	2	22	1	✓	✓	3	32	1	✗	✗



	Public					Professionals				
	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
Children, young people and their families should not be able to go directly to a mental health service (self-refer). They should only be referred by a professional (such as a teacher or a GP). This stops services from getting too busy.	3	15	1	✗	✗	3	32	1	✗	✗
If a young person is sure that what they say to a GP will not be told to their family, they are more likely to trust the GP and openly talk about their worries.	2	21	2	✓	✓	3	32	1	✗	✗
Mental health services should only be available to children and young people with serious problems that stop them from getting on with their everyday life.	3	15	1	✗	✗	3	32	1	✗	✗
If a parent is worried about their child's mental health, GPs listen and try to help.	3	15	1	✗	✗	3	32	1	✗	✗
If a parent is worried about their child's mental health, teachers listen and try to help.	3	15	1	✗	✗	3	32	1	✗	✗
If a parent is worried about their child's mental health, professionals in specialist services (such as paediatrics) listen and try to help.	3	15	1	✗	✗	3	32	1	✗	✗
If a child or a young person is worried about their emotional wellbeing or mental health, teachers and other school professionals listen and try to help.	3	15	1	✗	✗	3	32	1	✗	✗
GPs generally know where to get help for a child who is showing signs of mental health problems.	3	15	1	✗	✗	3	32	1	✗	✗

	Public					Professionals				
	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
Teachers generally know where to get help for a child who is showing signs of mental health problems.	3	15	1	✗	✗	3	32	1	✗	✗
Every school should have someone who is responsible for the mental health of pupils, including arranging staff training, finding expert advice, and arranging extra help for pupils who need it (making referrals).	2	22	1	✓	✓	2	38	6	✓	✓
Children and young people should only be offered the kind of help (therapies and interventions) that has strong scientific evidence to show that it works.	3	15	1	✗	✗	3	32	1	✗	✗
Children and families should be able to choose any type of therapy or support they want, even if there is little scientific evidence that it works.	3	15	1	✗	✗	3	31	2	✗	✗
Programmes that are not proven to work can do more harm than good, even if they are well-meaning.	3	15	1	✗	✗	3	32	1	✗	✗
It is a waste of public money to pay for interventions which are not scientifically proven to work.	3	15	1	✗	✗	3	31	2	✗	✗
If a child or a young person already has a disability or a physical health problem (for example, autism, asthma), GPs find it difficult to recognise other problems the child or a young person may have (for example with mental health).	3	15	1	✗	✗	3	32	1	✗	✗
If a child or a young person already has a disability or a physical health problem (for example, autism, asthma), teachers find it difficult to recognise other problems the child or a young person may have (for example with mental	3	15	1	✗	✗	3	32	1	✗	✗

	Public					Professionals				
	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
health).										
If a child or a young person already has a disability or a physical health problem (for example, autism, asthma), professionals in specialist services (such as paediatrics or mental health services) find it difficult to recognise other problems the child or a young person may have (for example with mental health).	3	15	1	✗	✗	3	32	1	✗	✗
There is enough support available to make sure all children, young people, and parents get help, no matter how big or small their problems are.	3	15	1	✓	✓	2	37	7	✓	✓
It is important to offer help that the person wants and needs, and not just what the professional thinks is best.	3	15	1	✗	✗	3	32	1	✗	✗
It costs too much money to offer everyone help that is fitted to their particular needs. We should only offer standard options for everyone, even if it's not ideal for their situation.	3	15	1	✗	✗	3	32	1	✗	✗
Young people and parents who are confident in themselves find it easier to get the help they need to deal with their problems.	3	15	1	✓	✓	3	32	1	✗	✓
To offer the best possible care, we should open specialised mental health services for certain groups of children and young people (for example young people who are gay, lesbian, bisexual or transgender or have specific problems, like behavioural problems). General mental health services would not be able	3	15	1	✗	✗	3	32	1	✗	✗

	Public					Professionals				
	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
to meet their needs.										
Right now, children and young people who have serious mental health problems have to go to a different mental health service to those children and young people with less serious problems. Instead mental health services should include different types of professionals with different skills so that every child or young person could get help from the same place.	3	15	1	✗	✗	3	32	1	✗	✗
People who are supported by a mental health service often do not get information about what is happening and what they can expect.	3	15	1	✗	✗	3	31	2	✗	✗
It is difficult for parents to talk about their child's problems at an appointment with a mental health professional, when the child is in the room with them.	3	15	1	✗	✗	3	31	2	✗	✗
It is easy for children and young People to talk about personal things at an appointment a mental health professional when their parent is in the room with them.	3	15	1	✗	✗	3	29	4	✗	✗
If an appointment is postponed by a mental health professional, It makes people think they don't get much help from the service.	3	14	2	✗	✗	3	32	1	✗	✗
A named point of contact in mental health services for GPs would not improve the communication between services.						3	32	1	✗	✗
If there was a named point of contact in mental health services for schools, it would improve the communication between services, and it would improve						2	33	11	✓	✓

	Public					Professionals				
	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
referral accuracy.										
Vulnerable children and young people do not always need to be seen by highly specialist services. Professionals who regularly interact with these children and young people, such as teachers, can help them if the professionals are supported by relevant specialist services.						3	32	1	✗	✗
Mental health services should only help children, young people and their families who are aged 0-18	3	15	1	✗	✗	3	31	2	✗	✗
Mental health services should only help children, young people and their families who are aged 0-13	3	15	1	✓	✓	3	32	1	✓	✓
Mental health services should only help children, young people and their families who are aged 13-25	3	15	1	✓	✓	3	31	2	✓	✓
Mental health services should only help children, young people and their families who are aged 18-25	3	15	1	✓	✓	3	31	2	✓	✓
Mental health services should only help children, young people and their families who are aged 0-25	3	15	1	✗	✓	3	32	1	✗	✓
Services should be based on need and not on some arbitrary criteria, such as age: someone might be 20 but feel like 16. Instead, the move to adult services should be flexible, depending on the person.	3	15	1	✓	✓	3	31	2	✗	✗

	Public					Professionals				
	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
School-based counselling services should follow with the same rules and standards as community-based mental health services.	3	15	1	✗	✗	3	31	2	✗	✗
If we offer help to all children and young people with any emotional problems, they might learn that they cannot cope on their own and become too dependent on the services.	3	15	1	✗	✗	3	30	3	✗	✗
Make sure that anyone working with children and young people is able to recognise when a child or young person is showing signs of a mental health problem.	2	22	1	✓	✓	2	38	6	✓	✓
Set up a single point of contact for children, young people and families so they can easily get information, advice and support if they are worried about mental health.	2	22	1	✓	✓	3	31	2	✓	✓
Offer counselling or talking therapies to all children and young people if there is a chance they could benefit from it, regardless of how big or small their problems are.	2	22	1	✓	✓	3	30	3	✗	✗
Some vulnerable children, young people and their parents or carers might not recognise that they have mental health problems. To help them, a mental health practitioner should be a part of a team in places that those children and young people visit, such as youth clubs and hostels.	3	15	1	✗	✓	3	32	1	✗	✓

	Public					Professionals				
	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
Educate children and young people who get help from a mental health service on how to stay well in the future.	2	22	1	✓	✓	2	38	6	✓	✓
When helping a child or young person recover from mental health problems, professionals should also take care of their social needs (for example housing or family finances).	3	16	0	✗	✓	3	32	1	✗	✓
Teach professionals to first help children and young people to decide what kind of support they need, and then to help children and young people to find that support.	3	16	0	✗	✗	3	32	1	✓	✓
Children's mental health services should also pay attention to parents' mental health, and help parents find services if they need support.	3	16	0	✓	✓	2	38	6	✓	✓
Create groups where parents and carers supporting children with mental health problems are able to talk about their experiences with other parents and carers in a similar situation.	2	22	1	✓	✓	3	32	1	✓	✓
Have schools work together with mental health services, to help children who have a mental health problem to learn how to take care of themselves.	2	22	1	✓	✓	3	32	1	✓	✓
Organise groups where children and young people experiencing mental health problems can meet and talk to other children and young people in a similar situation.	3	16	0	✓	✓	3	32	1	✗	✓

	Public					Professionals				
	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
Set up a mental health advice service that children, young people and parents can access 24 hours a day.	2	22	1	✓	✓	3	32	1	✗	✓
Offer children, young people and their families some self-help strategies to try out if they are on a long waiting list for a mental health service.	2	20	3	✓	✓	2	35	9	✓	✓
Ensure that if a child or a young person is on a long waiting list for a mental health service, they receive regular updates about where they are on the list and how quickly they will reach the top.	2	20	3	✓	✓	3	32	1	✓	✓
If a child or a young person is referred to a mental health service, give them information about what to expect during the first visit.	2	22	1	✓	✓	2	33	11	✓	✓
Allow children, young people and parents to choose the most convenient place for them to meet a mental health professional (for example, in a clinic, café, community centre).	3	16	0	✗	✓	3	31	2	✗	✓
Allow children, young people and parents to choose the most convenient time for them to meet a mental health professional.	3	16	0	✗	✗	3	32	1	✗	✗
Offer transport for children, young people and parents who do not have their own car, or who live a long way away.	3	16	0	✗	✗	3	32	1	✗	✓
If a child, young person or a family miss their appointment with a mental health professional, try to find out why and try to solve the issue, rather than close	2	22	1	✓	✓	2	37	7	✓	✓



	Public					Professionals				
	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
their case.										
Wherever possible, make sure that a child, young person or a family sees the same person every time they have an appointment.	2	22	1	✓	✓	3	32	1	✓	✓
Tell children, young people and parents what to do if they want to see a different mental health professional, for example if they do not get on with the person they have been seeing.	2	21	2	✓	✓	2	35	9	✓	✓
Include parents or carers in their child's mental health support and in planning the support.	2	22	1	✓	✓	2	31	13	✓	✓
Allow children and young people to decide themselves how long they are supported by a mental health service, even if it means that not as many children and young people get help because there are not enough workers to go around.	3	16	0	✗	✓	3	32	1	✗	✗
Have mental health services keep in contact with children and families to support them after they have overcome a crisis.	2	20	3	✓	✓	3	32	1	✗	✗
Offer a chance to all parents of children and young people with a diagnosed mental health problem to learn more about parenting (take part in parenting programmes).	3	16	0	✓	✓	3	32	1	✓	✓
Offer support for children and young people who have been diagnosed with autism or attention deficit and hyperkinetic disorder (ADHD) to prevent	2	21	2	✓	✓	3	32	1	✓	✓

	Public					Professionals				
	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
behavioural problems.										
Assign a professional to work with children and young people with complex needs (for example, more than one problem occurring at the same time like mental health and substance misuse issues), so that they have someone specific to support them, a	2	21	2	✓	✓	2	36	8	✓	✓
Make sure a clinician who works with children and young people is trained to work with children and young people	2	22	1	✓	✓	2	38	6	✓	✓
Make sure a clinician who works with children and young people is trained to offer therapy	2	22	1	✓	✓	3	32	1	✓	✓
Make sure a clinician who works with children and young people is positive and relaxed	2	22	1	✓	✓	2	38	6	✓	✓
Make sure a clinician who works with children and young people is open-minded and fair	2	22	1	✓	✓	2	38	6	✓	✓
Make sure a clinician who works with children and young people is trustworthy	2	22	1	✓	✓	2	38	6	✓	✓
Make sure a clinician who works with children and young people is trusting and believes in the young person	2	22	1	✓	✓	2	38	6	✓	✓
Make sure a clinician who works with children and young people is interested in the child's, young person's and their family's opinion on how to best support	2	22	1	✓	✓	2	38	6	✓	✓

	Public					Professionals				
	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
them										
Make sure a clinician who works with children and young people is reliable – they do what they promise	2	22	1	✓	✓	2	38	6	✓	✓
<b>Measuring success</b>										
The outcomes measured by services working with children, young people and their families should be closely linked to a local plan for mental health services, which has been agreed by all relevant agencies.						3	31	2	✓	✓
The outcomes measured by services should be aligned with national recommendations and policy on outcome measurement in mental health services.						3	32	1	✗	✓
Services working with children and young people should be able to decide what outcomes they want to measure for their own work.						3	32	1	✗	✗
Having a shared set of outcomes that all services measure (as a minimum standard) would help services to work together more effectively, because it creates a sense of joint ownership.						3	32	1	✓	✓
Measuring a joint set of outcomes creates fear that services will be judged and						3	32	1	✗	✗

	Public					Professionals				
	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
compared against one another.										
National targets for how long someone can wait to receive a service will help services improve their efficiency.	3	32	1	✗	✗					
National targets for how long someone can wait to receive a service will make services discharge service users too early, just to increase the number of people they see.	3	32	1	✗	✗					
When services share information about a child or a young person with other services, they are not respecting that child's or young person's privacy.	3	32	1	✗	✗					
For services to work together more efficiently, it is essential that they share information about children, young people and families in their care.	3	31	2	✓	✓					
Services should be offered financial incentives to gather agreed outcome data.	3	32	1	✗	✗					
Currently, service managers feel ill-equipped to analyse and interpret outcome data. They are not able to use outcome data they collect to inform their decision making.	3	32	1	✗	✗					
Commissioners need additional help to analyse and interpret data collected locally for it to be used in decision making.	3	32	1	✗	✓					
Even where children, young people's and parents' feedback is collected, it is	3	16	0	✗	✗	3	31	2	✗	✗

	Public					Professionals				
	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
mostly not used to make changes in services.										
Children, young people and their families should be asked feedback on the service after some time has passed since receiving help. This way, they could reflect in how receiving help has changed their lives.	3	16	0	✗	✓	3	31	2	✗	✗
Provide additional administrative support within services to ensure timely collection of high quality data.						3	32	1	✗	✗
Offer more training to help services collect good quality outcome data.						3	32	1	✗	✗
Set up IT systems to help practitioners use routine data to monitor progress of young people they are supporting.						3	30	3	✗	✓
The outcomes measured by services must reflect children's, young people's and parents' ideas of what success looks like.						3	31	2	✗	✓
We need to have a clear overview of levels of investment made into children's mental health across all agencies.						3	32	1	✓	✓
To understand whether services are making a difference to children and young people overall, each service should keep a record of indicators of physical health (for example whether a child is overweight);	3	16	0	✗	✗	3	32	1	✗	✗
To understand whether services are making a difference to children and young people overall, each service should keep a record of symptoms of emotional	2	23	0	✓	✓	2	35	9	✓	✓

	Public					Professionals				
	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
and mental ill health (for example specific signs of depression or anxiety);										
To understand whether services are making a difference to children and young people overall, each service should keep a record of the number of children who have been diagnosed with a mental health problem by a mental health specialist;	3	16	0	✗	✓	3	32	1	✗	✓
To understand whether services are making a difference to children and young people overall, each service should keep a record of signs of psychological wellbeing (feelings of independence and autonomy, ability to manage own emotions);	3	16	0	✓	✓	2	35	9	✓	✓
To understand whether services are making a difference to children and young people overall, each service should keep a record of signs of social wellbeing (ability to form and maintain positive relationships with others);	2	23	0	✓	✓	3	32	1	✓	✓
To understand whether services are making a difference to children and young people overall, each service should keep a record of signs of emotional wellbeing (feelings of happiness and confidence);	2	23	0	✓	✓	3	32	1	✓	✓
To understand whether services are making a difference to children and young people overall, each service should keep a record of service user satisfaction with the care and support received;	2	23	0	✓	✓	3	32	1	✓	✓

	Public					Professionals				
	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
To understand whether services are making a difference to children and young people overall, each service should keep a record of knowledge about mental health problems;	3	16	0	✗	✓	3	32	1	✓	✓
To understand whether services are making a difference to children and young people overall, each service should keep a record of functioning at school (attendance, attainment);	2	23	0	✓	✓	2	35	9	✓	✓
To understand whether services are making a difference to children and young people overall, each service should keep a record of the number of children who are looked after by the local authority;	3	16	0	✗	✗	3	32	1	✗	✓
<b>Getting services to work better together: service design and commissioning</b>										
There is not enough money to make any changes to the way that services are delivered in the region.						3	32	1	✗	✗
There is not enough money to make all necessary changes to the way that services are delivered, but it will be possible to make some improvements.						3	32	1	✗	✗
It will be possible to make significant improvements to the way children with mental health problems are supported without extra funding, simply by changing the way things are done.						3	32	1	✗	✗

	Public					Professionals				
	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
There should be a lead commissioner working in close collaboration with local authorities, health services, and schools to develop a plan for children and young people's mental health and wellbeing services, that is agreed by everyone.	3	32	1	x	✓					
Different types of services can work together effectively if they share policies and procedures.	3	32	1	x	✓					
Involving children, young people, parents and carers in designing referral pathways and services, improves the experience of families who access the service.	3	32	1	x	✓					
We need formal inspections by an independent agency to ensure that services (statutory and voluntary) are delivering high quality support and care.	3	32	1	x	x					
Making changes means taking a risk. We should be bolder taking these risks.	3	32	1	x	x					
Development of a local plan to improve mental health and wellbeing services will have a significant effect on the delivery of mental health services in the region.	3	32	1	x	x					
Usually, when making changes to the way we work, relevant people (from front line staff to senior managers) are not included in the planning and implementation processes.	3	31	2	x	x					



	Public					Professionals				
	Round	N	Missing	80%	70%	Round	N	Missing	80%	70%
Establish a shared vision between decision makers and professionals of all levels with respect to the design and delivery of effective services.						3	32	1	✓	✓
Ensure that each organisation working with children, young people and their families has a written document explaining how they seek their views, and provide feedback to children and young people.						3	32	1	✗	✓
Advertise the procedure for making a complaint about a service for children and young people and ensure it is understandable, so people know what to do when they are unhappy.						3	32	1	✗	✓
Speed up the processes of making changes—too many good ideas get stuck in the decision making pipeline.						3	32	1	✓	✓
Nurture trust in commissioners and managers at the grass root level in services—this will help to implement changes.						3	31	2	✗	✓
Organise shared training events that are attended by different types of professionals to build stronger links between services.						2	33	11	✓	✓
Ensure that school-based counselling services work together with mental health services.						3	32	1	✓	✓