



Mental Health & Wellbeing Policy

Leading a Mentally
Healthy School

SCHOOL POLICY
Review: Every Two Years
Next Review Date: June 2025

Role	Name
Headteacher	Caroline Rodgers
Chair of Governors	Linda Mosley
Designated Governor	
Designated Senior Lead	Caroline Rodgers – Headteacher

Mental Health and Emotional Wellbeing Policy



Prevalence of Mental Health and Emotional Wellbeing issues

- 1 in 10 children and young people aged 5-16 from a diagnosable mental health disorder – that is around three children in every class.
- Between 1 in every 12 and 1 in 15 children and young people deliberately self-harm.
- There has been a big increase in the number of young people being admitted to hospital because of self-harm. Over the last ten years this figure has increased by 68%.
- More than half of all adults with mental health problems were diagnosed in childhood. Less than half were treated appropriately at the time.
- Nearly 80,000 children and young people suffer from severe depression.
- The number of young people aged 15-16 with depression nearly doubled between the 1980s and the 2000s.
- Over 8,000 children aged under 10 years old suffer from severe depression.
- 3.3% or about 290,000 children and young people have an anxiety disorder.
- 72% of children in care have behavioural or emotional problems – these are some of the most vulnerable people in society.

Policy Statement

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to her or his community.

(World Health Organisation)

At Brockley Primary School, we aim to promote positive mental health for every member of our staff and children. We pursue this aim using both universal, whole school approaches and specialised, target approaches aimed at vulnerable children. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health in a positive and support approach.

By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for children affected both directly and indirectly by mental ill health.

Brockley Primary School our approach

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors. This policy should be read in conjunction with our medical policy in cases where a child's mental health overlaps with or is linked to a medical issue and the SEND policy where a child has an identified special need.

The policy aims to:

- Promote positive mental health in all staff and children
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to children suffering mental ill health and their peers and parents/carers

Lead members of staff

Whilst all staff have a responsibility to promote the mental health of children. Staff with a specific, relevant remit include:

- Caroline Rodgers – Designated Child Protection Officer
- Caroline Rodgers – Mental Health Lead
- Jayne Saxton – Lead First Aider
- Julie Shirley – Listening Ear/Learning Mentor
- Caroline Rodgers – CPD Lead
- Caroline Rodgers – Head of PSHE

Any member of staff who is concerned about the mental health or wellbeing of a child should speak to the mental health lead in the first instance. If there is a fear that the child is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated child

protection officer of staff or the Headteacher. If the child presents a medical emergency then the normal procedure for medical emergencies should be followed, including alerting the first aid staff and contact the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by Caroline Rodgers, mental health lead. Guidance about referring to CAMHS is available by contacting her directly. There is also a referral form available on pages 17-78.

Individual Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawing up involving the pupils, the parents and the relevant health professionals. This can include:

- Details of pupil's conditions
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

Teaching about Mental Health

The skills, knowledge and understanding needed by our children to keep themselves and other physically and mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling children to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves and others.

We will follow the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Signposting

We will ensure that staff, children and parents are aware of sources of support within school and the local community.

What support is available within our school and local community, who it is aimed at and how we access it is available in this document.

We will display relevant sources of support in communal areas such as common rooms and toilets and will regularly highlight sources of support to children within relevant parts of the curriculum. This information will also be published on our school website.

Whenever we highlight sources of support, we will increase the chance of child help-seeking by ensuring children understand:

- What help is available
- Who it is aimed at

- How to access it
- Why to access it
- What is likely to happen next

Warning Signs

School staff become aware of warning signs which indicate a child is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with Caroline Rodgers, our mental health and emotional wellbeing lead. Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating/sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Managing Disclosures

A child may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure. If a child chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental. Staff should listen, rather than advise and our first thoughts should be of the child's emotional and physical safety rather than of exploring 'Why?'

All disclosures should be recorded in writing and hold on the child's confidential file. A referral form is available on page 16.

This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agree next steps

This information should be shared with the mental health lead, Caroline Rodgers who will store the record appropriately and offer support and advice about next steps.

Confidentiality

We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a child on then we should discuss with the child;

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a child without first telling them. Ideally we would receive their consent, though there are certain situations when information must always be shared with another member of staff and/or a parent this is to protect children up to the age of 16 years who are in danger of harm and are not of legal consent.

It is always advisable to share disclosures with a colleague, usually the mental health lead, Caroline Rodgers this helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the child, it ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the child and discuss with them who it would be most appropriate and helpful to share this information with.

Parents must always be informed and children may choose to tell their parents themselves. If this is the case, the child should be given 24 hours to share this information before the school contacts parents. We should always give children the option of us informing parents for them or with them.

If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the Child Protection Officer at Derbyshire County Council must be informed immediately.

Working with parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the child and other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect. We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing.

Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums. We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record.

Working with all parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their own children or a friend of their child.
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information evenings
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

Supporting Peers

When a child is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations by the child who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing/saying which may advertently cause upset
- Warning signs that their friend help (e.g. signs of relapse). Additionally, we will want to highlight with peers:
 - Where and how to access support for themselves
 - Safe sources of further information about their friend's condition
 - Healthy ways of coping with the difficult emotions they may be feeling

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep children safe. We will host relevant information on our virtual learning environment for staff who wish to learn more about mental health. The MindEd learning portal² provides free online training suitable for staff wishing to know more about a specific issue. Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more children.

Where the need to do so become evident, we will host twilight sessions for all staff to promote learning or understanding about specific issues related to mental health. Suggestions for individual, group or whole school CPD should be discussed with Caroline Rodgers, our CPD Coordinator who can also highlight sources of relevant training and support for individuals as needed.

Sources of information, advice and guidance

We have sign-posted information and guidance about the issues most commonly seen in school-aged children. The links will take you through to the most relevant page of the listed website.

Some pages are aimed primarily at parents but they are listed here because we think they are useful for school staff too.

[http://www.healthyschoolslondon.org.uk/sites/default/files/EH WB. pdf](http://www.healthyschoolslondon.org.uk/sites/default/files/EH%20WB.pdf)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWP_draft_20_03_15.pdf

Social and emotional aspects of learning (SEAL) are materials used in primary and secondary schools to deliver a whole-school approach to promoting social, emotional and behavioural skills
webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/87009

PSHE Association helps support PSHE practitioners across all phases to raise the quality of PSHE teaching and raise its status in the curriculum www.pshe-association.org.uk/

Primary age

Feeling good: promoting children's mental health are activity sheets aimed at children aged 4-7
www.centreformentalhealth.org.uk/publications/feeling_good.aspx?ID=510

How to get up and go when you are feeling low is a booklet providing top tips for year 4 students when they are feeling upset or stressed
www.annafreud.org/datalfiles/CAMHS_EBPU/Publications_and_Resources/year4_help4pupils.pdf

Stop stigma is a classroom-based resource for secondary schools that helps address mental health stigma and raise awareness about mental health www.cornwallhealthyschools.org/stop-stigma/

Time to change provides a collection of resources including videos, lessons, assemblies, and toolkits for teachers and youth workers to reduce stigma and discrimination faced by people with mental health problems
www.time-to-change.org.uk/resources-youth-professionals-thank-you www.time-to-change.org.uk/youngpeople

What's on your mind? is a resource pack that includes a video along with downloadable lesson plans to help teachers introduce the subject of emotional wellbeing and mental health to students. Produced by the Scottish anti-stigma programme 'See Me' www.seemescotland.org/whatsonyourmind/

I gotta fee/in' is a booklet providing top tips for year 7 students on how to feel good www.ucl.ac.uk/ebpu/docs/publication_files/year1_help4pupils

Children and young people with learning disabilities: understanding their mental health is an information pack providing an introduction to learning disabilities among children and young people
www.mentahealth.org.uk/content/assets/PDF/publications/children-and-youngpeople.pdf?view=Standard

FRIENDS for life: learning disabilities is part of FRIENDS for Life, a group programme that teaches children and young people techniques to cope with anxiety and promote wellbeing, social and emotional skills and resilience.

The FRIENDS for Life Learning Disabilities development project was adapted to be accessible for children and young people with learning disabilities

www.learningdisabilities.org.uk/our-work/health-well-being/friends-for-life

Feeling down: looking after my mental health is an easy-read guide for people with learning disabilities from the Foundation for People with Learning Disabilities. The guide provides information and advice on how to look after oneself and get the best out of life

www.learningdisabilities.org.uk/publications/feeling-down-looking-after-my-mental-health/

Circle of friends helps children, especially those with a disability, to build a support network

www.autism.org.uk/working-with/education/educational-professionals-in-schools/resources-for-teachers/circle-of-friends-promoting-inclusion-and-interaction.aspx

I Can produces factsheets about speech, language and communication difficulties, and has a helpline for parents and practitioners

www.ican.org.uk/

National autistic society has a website that provides information about autism www.autism.org.uk/our-services/advice-and-information-services.aspx www.autism.org.uk/about-autism.aspx Specific issues

Ofsted has produced short videos that help illustrate what a primary school and a secondary school have done to reduce bullying

webarchive.nationalarchives.gov.uk/20141124154759

www.ofsted.gov.uk/resources/good-practice-film-edith-neville-primary-school-antibullying

webarchive.nationalarchives.gov.uk/20141124154759

www.ofsted.gov.uk/resources/good-practice-film-hillcrest-school-and-community-college-bullying

Childhood bereavement network offers resources to help schools deal with a bereavement within the school www.childhoodbereavementnetwork.org.uk/for-schools-professionals.aspx

OCD action has produced an online guide on OCD for teachers, parents and young people school.ocdaction.org.uk/

MindEd is a portal that provides free, online bite sized chunks of 'e-learning' available on tablets, phones or computers to help adults to identify, understand and support children and young people with mental health issues. The learning materials were written and edited by leading experts from the UK and around the world. Different learning pathways can be followed according to professional or other interests

www.minded.org.uk

ADDISS is the National Attention Deficit Disorder Information and Advice Service this provides training for schools on ADHD management and information about ADHD. 'School Report: Perspectives on ADHD' illustrates what it is like to be a child with ADHD in the school system www.addiss.co.uk/schoolreport.pdf

www.addiss.co.uk/

Alumina is an online course for young people aged 14-19 years and provides group and individual courses alumina.seljharm.co.uk/

How to thrive provides training for teachers who want to teach the UK Penn Resilience Programme (PRP). Participants develop their own personal resilience and then apply this insight to teaching the curriculum to young people. The PRP is a licenced model, and only those who have received training through an accredited body such as How to Thrive can legitimately teach the PRP curriculum

In our hands provides training on a wide range of emotional wellbeing and mental health issues from promoting positive mental health to holding sessions on eating disorders, and self-harm. It ensures that advice, guidance and support is practical and relevant to the school environment by working with school staff to develop new materials. The website includes some free resources that can be delivered to young people, teachers and parents

www.inourhands.com/

Intellectual disability mental health first aid manual provides guidance on how to support people with a learning disability who are experiencing difficulties associated with emerging mental health problems including mental health crises mhfa.com.au/file/1592/download

Mental health first aid England is an educational course focussing on young people's mental health and how to identify, understand and help a young person who may be developing mental health problems

mhfaengland.org/first-aid-courses/first-aid-youth/

Mindfulness in schools project offer a range of courses including ".b," which stands for 'Stop, Breathe and Be,' and can be used with a range of different age groups

mindfulnessinschools.org/

National Association of Independent and Non-Maintained Special Schools (NASS) is a membership organisation working with and for special schools in the voluntary and private sectors within the UK. 'Making sense of mental health' is an e-learning resource for staff working in schools with children and young people who have complex special educational needs. The e-learning training increases staff knowledge about mental health and how this relates to children with disabilities

www.nassschools.org.uk/making_sense_of_mental_health.aspx www.nassschools.org.uk/

Place2Be provides counselling services for children and support for teachers and parents. It also provides continuous professional development training sessions that address themes related to children's emotional wellbeing in schools, such as safeguarding, attachment, understanding risks and resilience and others. The sessions help reduce teacher and staff stress by providing practical approaches that help them deliver effective support. It also provides a range of professional qualifications around counselling in schools

www.place2be.org.uk/

YoungMinds provides a range of support to schools, including training. It provides a varied training calendar and schools are also able to commission bespoke training packages

www.youngminds.org.uk/training_services/training_calendar

www.youngminds.org.uk/training_services/training_and_consultancy

www.youngminds.org.uk

Achievement for All (AJA) delivers a whole school improvement framework that raises the aspirations, access and achievement of vulnerable and disadvantaged pupils, including those with special educational needs and disabilities, EAL, looked after children and children on free school meals. The programme has four elements: leadership, teaching and learning, parental engagement, and wider outcomes

www.afa3as.org.uk/achievement-for-all/programme-guide/case-studies

AcSEED encourages all UK schools to achieve and maintain an acceptable threshold of support and to align on best practices that provide a common language and understanding between schools, parents, young people, and associated organisations and charities. The AcSEED initiative was founded by young people with direct

personal experience of mental illness at a young age, and is entirely dedicated to supporting the emotional wellbeing and mental health of young people in schools www.acseed.org/

Boing Boing is an evidence based resilience framework for parents, practitioners and young people www.boingboing.org.uk/index.php/resilience-in-practice www.boingboing.org.uk/

Children and young people's mental health coalition produced a resource entitled Resilience and results that helps schools understand why it is important to promote emotional wellbeing within the school. Insights into a range of support offers available to support schools are also provided www.cypmhc.org.uk/resources/resilience_results/

Family Links offers a range of 'transforming learning' workshops for schools and trainee teachers to create a school community in which children aspire, flourish and achieve. It also offers training in a parallel programme for parents, providing a consistent positive approach at home and at school. The following link provides more information about its work in schools www.familylinks.org.uk/schools/evaluation-and-case-studies/case-studies www.familylinks.org.uk/

Humanutopia is a social enterprise that works with schools to offer a range of workshops and courses for students that focus on personal, social development and employability skills. The workshops can help to build confidence, leadership skills, peer mentoring skills and help students overcome barriers to engaging in their own education www.humanutopia.com/

Mental Health Foundation provides useful information about mental health www.mentalhealth.org.uk/

Mentoring and Befriending Foundation provides services that increase the effectiveness and quality of mentoring and befriending as methods of enabling individuals to transform their lives and/or reach their full potential. It has produced guidance and quality standards to help schools implement peer mentoring support for students www.mandbf.org/wpcontent/uploads/2011/02/Peer_Mentoring_in_Schools.pdf <http://www.mandbf.org/>

Nurture Group Network promotes the development of nurture groups that are small groups of children who need short, focussed support to help address issues connected to social, emotional and behavioural difficulties. It ensures the continuing quality of delivery through accredited training programmes, research on effective practice, relevant publications and information exchange www.nurturegroups.org/

Rethink Mental Illness produces useful information for young people about mental health www.rethink.org/living-with-mental-illness/young-people

Royal College of Psychiatrists provides a wide range of leaflets and other information for parents, young people and professionals www.rcpsych.ac.uk/expertadvice.aspx

Samaritans can support schools by giving talks, providing a teaching resource called DEAL, and hosting a suicide response service to support schools following a suicide www.samaritans.org/your-community/supporting-schools

YoungMinds in Schools programme was funded by the Department for Education and piloted a programme of consultancy and training to four cluster schools in England. This Young Minds website also provides a useful library of resources for schools www.youngminds.org.uk/training_services/young_minds_in_schools
Therapeutic story writing from Young Minds is an approach to helping support students' emotional wellbeing whilst at the same time improving writing skills vimeo.com/40733400

Academic Resilience from YoungMinds is a free resource to help schools support pupils' academic resilience and was devised by Lisa Williams and Professor Angie Hart
www.youngminds.org.uk/training_services/academic_resilience

Circle time is an approach used in classrooms with a group of children that can help them to develop social and emotional skills
www.circle-time.co.uk/page/our-approach/quality-circle-time-1

Classroom Dinosaur Curriculum is a prevention program delivered by teachers in the classroom and includes group activities and activities for parents and children to do at home
incredibleyears.com/programs/child/classroom-curriculum/

Friends for life is a cognitive behavioural (CBT) intervention designed to help children with significant emotional problems www.interactive-connections.co.uk/The%20Books.htm

Roots of Empathy offers empathy-based programmes for children. The following video shows how it is being used in schools www.tes.co.uk/teachingresource/Teachers-TV-Babies-in-School-6044451
www.rootsofempathy.org/en/where-we-are/united-kingdom.html

Therapeutic story writing from YoungMinds is an intervention that helps support students' emotional wellbeing as well as improve their writing skills vimeo.com/40733400

UK Resilience Programme/Penn Resilience Programme - How To Thrive provides expertise in the skills that allow children and young people to thrive and flourish
www.howtothrive.org/

Zippy's Friends is a programme that helps young children, aged five, six and seven, to develop coping and social skills www.partnershipforchildren.org.uk/zippy-s-friends.html

Good practice guidance for counselling in schools is in its fourth edition from the British Association for Counselling and Psychotherapy (BACP)

School Based Counselling - What it is and why we need it is a short paper from the British Association for Counselling and Psychotherapy
www.bacp.co.uk/admin/structurelfiles/pdJ/11791_sbc_may2013.pdf
Other resources from the BACP on school based counselling are also available at www.bacp.co.uk/research/publications/School_Counselling.php

Helplines

Childline School Service is a service that uses specially trained volunteers to talk to primary school children about abuse. The aim is to give them the skills to protect themselves and know where to go for help. There is also a free helpline for children and young people. The helpline number is 0800 1111
www.nspcc.org.uk/fighting-/or-childhood/our-services/services-/or-children-andfamilies/childline-school-service/

Get connected is a free, confidential helpline service for young people under 25, who need help, but don't know where to turn. The helpline number is 0808 808 4994 www.getconnected.org.uk/

Papyrus is a charity that aims to prevent young suicides. It has a helpline for young people at risk of suicide or for people worried about a young person at risk of suicide called HOPELineUK. The helpline number is 0800 068 41 41

www.papyrus-uk.org/

Relate provides local counselling services for all ages including young people. It also has an online emotional support and advice resource called !Relate which provides information and access to an online counsellor

www.relate.org.uk/relationship-help/help-children-and-young-people/children-and-young-peoples-counselling www.ire/ate.org.uk/

Rise Above helps 11-16 year olds build emotional resilience by equipping them with knowledge and skills to deal with pressures they may face. It also provides an online platform through which young people can converse with peers alongside professional support riseabove.org.uk/

YoungMinds Parents' Helpline is a free, confidential helpline for any adult who is concerned about the emotional problems, behaviour or mental health of a child or young person up to the age of 25. The helpline number is 0808 802 5544 www.youngminds.org.uk/for_parents/parent_helpline

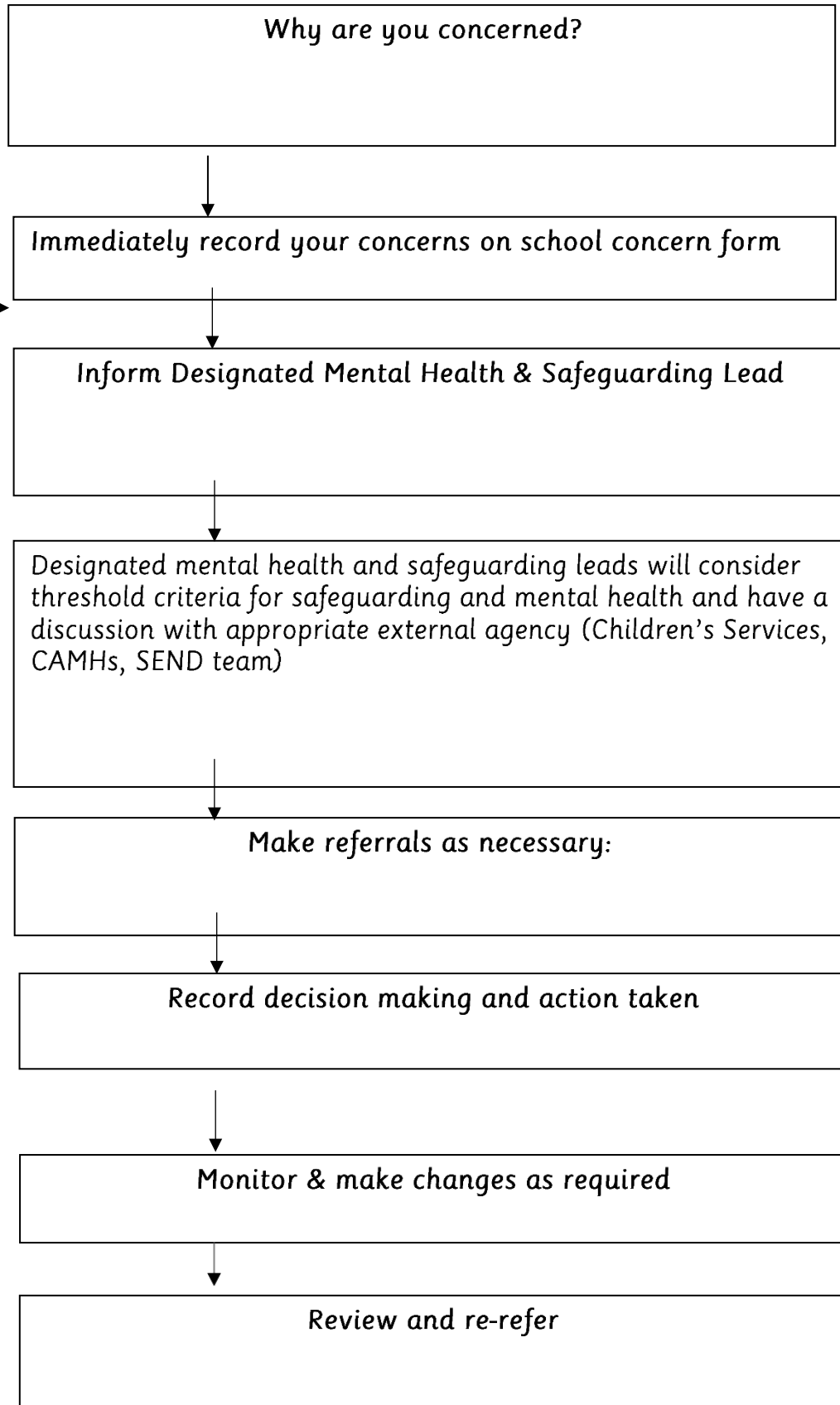
Youth Access offers a directory of local youth information, advice and counselling services for young people aged 14-25 youthaccess.org.uk/find-your-local-service/

Youth Health Talk provides advice and support on mental health issues from young people for young people healthtalkonline.org/young-peoples-experiences

Leading a Mentally Healthy School

Flowchart for the process of raising a concern

Parent Voice/Child Voice



Leading a Mentally
Healthy School

Name of Child	Class	Date of Concern	Concern	Additional Information	Concern Logged by



Brockley Primary School

Referral for 1:1 Support from Pastoral Team

Name of Student

Year Group

Class

Staff Making Referral

Date of Referral

Reason for Referral (please be clear)

Action Taken so far

Due to confidentiality this form must be handwritten and given directly to a member of the pastoral team listed on page 2

CAMHS Referral Form

Involvement with CAMHS	Duration of Difficulties	
Current involvement with CAMHS *	1 – 2 weeks	
Previous history of CAMHS involvement	Less than 1 month	
Previous history of mental health issues	1-3 months	
Any current medication for mental health issues	More than 3 months	
Developmental issues – ADHD, ASD, LD	More than 6 months	

***Ask for parental/carer consent to telephone CAMHS clinic for discussion with clinician involved in young person's care.**

Mental Health Symptoms		
1	Panic attacks (overwhelming fear, heart pounding, breathing fast)	
1	Mood disturbance (low mood – sad – apathetic or high mood – exaggerated/unrealistic elation)	
2	Depressive symptoms (tearful, irritable, sad)	
1	Sleep disturbance (difficulty getting/staying asleep)	
1	Eating issues (change in weight/eating habits negative body image, purging/binging)	
1	Difficulties following traumatic experiences (flashbacks powerful memories)	
2	Psychotic symptoms (hearing and or appearing to respond to voices overly suspicious)	
2	Delusional thoughts (grandiose thoughts, thinking they are someone else)	
1	Hyperactivity (levels of over activity and impulsivity above expected)	
2	Obsessive thoughts and/or compulsive behaviours (handwashing, cleaning checking)	

Impact on above symptoms on functioning – circle the relevant and add to the total

Little or none Score = 0	Some Score = 1	Moderate Score = 2	Severe Score = 3
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Harming Behaviours		
1	History of self-harm (cutting burning etc.)	
1	History of thoughts of suicide	
2	History of suicidal attempts (deep cuts to wrist overdose attempting to hang self)	
2	Current self-harm behaviours	
2	Anger outbursts aggressive behaviours towards children and or adults	
5	Verbalised suicidal thoughts * Talking about wanting to kill themselves/how they might do this	
5	Thoughts of harming others* or actual harming/violent behaviours towards others	
<p>If yes * call CAMHS team to discuss an urgent referral and immediate risk management strategies Urgent Care Team CAMHS for North Derbyshire and High Peak 2nd floor, The Den, Chesterfield Royal Hospital Available between 10:00 – 22:00 7 days a week</p> <ul style="list-style-type: none"> • For Serious Self-harm • Active Suicidal Thoughts and Behaviours • Acute Mental Health Presentation or Relapse <p>Tel: 07901330724 to discuss a child or make a possible referral.</p>		

Social Setting - for <i>these</i> situations you may also need to inform <i>other</i> agencies (e.g. Child Protection)			
	Famil4 Health Issues		Ph4sical issues
	Histor4 of bereavement		Alcohol/drug use
	Problems in famil4 relationships		Living in care
	Problems with peers		Involved in criminal activit4
	Non attending/functioning in school		Histor4 of social services and/or MAT involvement
	Excluded from school (FTE, permanent)		Child protection concerns

How many social setting boxes *have* you ticked? Circle *the* relevant score and add *the* total

0 or 1 Score = 0	2 or 3 = 1	4 or 5 = 2	6 or more = 3
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Add up all *the* scores for the young person and enter into table below:

Score 0 - 4	Score 5-7	4 Score 8+
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Further Resources Useful Links

There are many resources and a wide range *of* information available on areas *of* mental health *for* young people. We have compiled some useful links which may be helpful in implementing your action plans.

MindEd *for* Professional and Volunteers

MindEd provided *free* educational resources containing advice, guidance and information on managing a wide range *of* mental health issues in children and teen.
<https://www.minded.org.uk/>

PSHE Association

The national body *for* PSHE education. Quality resources, guidance, training and support *for* school. *The* website *offers* a range *of* guidance and lesson plans *for* across *the* age range -KS1-4 and can *offer* useful guidance linked to mental health and wellbeing and your curriculum.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and>

Time to Change

Learning a bit about mental health might make it easier to be there *for* someone *who* needs your help. *If* you want to work with young people to create an open, supportive culture around mental health, we have *the* resources to help you do it.

<https://www.time-to-change.org.uk/get-involved/resources-youth-professionals>

Mental Health First Aid

Mental Health First Aid is an educational course which teaches people *how* to identify, understand and help a person *who* may be developing a mental health issue. In *the* same way as we learn physical first aid, Mental Health First Aid teaches you *how* to recognise those crucial warning signs *of* mental ill health.

<https://mhfaengland.org/>

Anna Freud National Centre *for* Children and Families

Anna Freud National Centre *for* Children and Families is a children's mental health charity which *has* been developing and delivering pioneering mental health care *for* over 60 years. Their vision is a world in which children and their families are effectively supported to build on their own strengths to achieve their goals in life.

<http://www.annafreud.org/>

Child Outcomes Resources Consortium (CORC)

The Child Outcomes Research Consortium (CORC) is *the* UK's leading membership organisation *that* collects and uses evidence to improve children and young people's mental health and wellbeing. Founded in 2002 by a group *of* mental health professionals determined to understand *the* impact *of* their work, today our members include mental health service providers, schools, professional bodies and research institutions *from* across Europe and beyond. We hold data relating to mental health and wellbeing outcomes *of* more than 400,000 children and young people in *the* UK, representing *the* largest data set *of* this kind worldwide.

<http://www.corc.uk.net/>

How to Thrive: Resilience Skills *for* Young People (Penn Resilience)

We are specialists in practical resilience training in schools. All our work is based on research evidence and years *of* experience *of* working with schools and young people. We are a charity and we work in partnership with schools across *the* UK, developing solutions with *them that* answer *the* challenges they and their students *face*. We deliver flexible, practical programmes *that* can transform behaviour and learning.

<http://www.howtothrive.org/>

Solihull Approach

We are a team *of* registered professionals within *the* National Health Service in *the* UK, working with practitioners and parents to develop new resources to support emotional health and well-being in children, families and adults. We are a 'not *for* profit' organisation. *The* Solihull Approach is all about emotional health and well-being. *The* sound and well-researched ideas *that* underpin *the* Approach are embedded in every aspect *of* our trainings *for* practitioners, comprehensive resources and 'Understanding your child' courses *for* parents. Dr Hazel Douglas MBE originally developed *the* model whilst working with a team *of* health visitors, child and adolescent mental health services and families. *The* Solihull Approach model is now used in most areas *of the* UK with many projects across *the* world, applied *from* midwives to firefighters and in *homes*, hospitals, clinics, companies, schools and prisons.

<https://solihullapproachparenting.com/>

Mellow Parenting

Mellow Parenting is a Scottish Organisation *who* research, develop and implement evidenced based Parenting Programmes. *The* original programme was delivered using Scottish Families in 1996 with a grant *from the* Department of Health. One *of the* trials was held in *the* Alloa Family centre, *where* Mellow Groups are still being delivered! Mellow Parenting *has* grown since *the* initial trials, building up its evidence base and family *of* Programmes *which* now include: Mellow Bumps *for* Mums and Dads-to-be, Mellow Mums, Mellow Dads, Mellow Futures, our perinatal programme *for* parents with Learning Difficulties and Mellow Ready, our preconception programme *for* Young People.

<http://www.mellowparenting.org/>

Incredible Years Parenting Programme

The Incredible Years Parenting Programme was developed by Carolyn Webster-Stratton within *the* University of Washington Parenting Clinic. *The* programme, aimed at children aged 3 to 12 years, is founded on social learning theory and consists *of* at least 12 weekly, two-hour group sessions delivered by skilled practitioners.

http://www.barnardos.org.uk/pp_no_12_incredible_years.pdf

Triple P

The Triple P - Positive Parenting Program is one *of the* most effective evidence-based parenting programs in *the* world, backed up by more than 35 years *of* ongoing research. Triple P gives parents simple and practical strategies to *help* them build strong, healthy relationships, confidently manage their children's behaviour and prevent problems developing. Triple P is currently used in more than 25 countries and *has* been shown to work across cultures, socio-economic groups and in many different kinds *of* family structures.

<http://www.triplep.net/glo-en/home/>

Whole School Mental Health Guidance and Frameworks

Future in Mind: Promoting, protecting and improving our children and young people's mental *health* and wellbeing. Department for Health (March 2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf

Mental Health and Behaviour in *schools*: Departmental advice for *school staff*.
Department for Education (March 2016)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

Promoting children and young people's emotional *health* and wellbeing: A *whole school* and college approach. Public Health England (2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWP_draft_20_03_15.pdf

What works in promoting social and emotional wellbeing and responding to mental *health* problems in

schools. Guidance for *Schools*. NCB (2015)

https://www.ncb.org.uk/sites/default/files/uploads/documents/Health_wellbeing_docs/ncb_framework_for_promoting_well-being_and_responding_to_mental_health_in_schools.pdf

A *whole school* framework for emotional well-being and mental *health*. NCB (2016)