

Mental Health & Emotional Wellbeing Policy for Pupils Kelvin Hall School

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1 Thrive Charter

Thrive Mission Statement

Inspiring pupils to thrive in life

Thrive Values¹

Thrive Co-operative Learning Trust **understands thriving to mean learning**, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when **we work together for the common good**. This sense of agency plays out at three scales as it affects the future of **the individual, their community (local and national), and their planet**.

To thrive, pupils and staff need **environments that are safe**, for **equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

¹ Thrive's values are directly descended from the [Co-operative Values](#)

2 Named Designated Wellbeing Lead

Charlotte Counter

3 Why mental health and wellbeing is important in our school

- 3.1 At Kelvin Hall School, we are committed to promoting positive mental health and wellbeing for our whole school community (students, staff, parents and carers), and recognise its importance as being equal to that of good physical health. We understand that students' mental health is a crucial factor in their overall wellbeing and can have a significant impact on their learning and overall academic achievement. We recognise that mental health is not a constant entity and that all of our students will experience times of feeling low and that some will face significant problems.
- 3.2 "Approximately **one in five teens** (aged 12 to 18) suffer from at least one mental health disorder. Mental health disorders can have a significant impact on daily life and overall wellbeing, and depending on what type, may affect relationships, physical health, academic performance, etc. While depression and anxiety are the most commonly diagnosed mental illnesses, teens can also suffer from eating disorders, personality disorders, substance-abuse disorders, psychotic disorders, and more" (Polaris Teen Centre 2021).
- 3.3 The Department for Education (DfE) states that "in order to help their children succeed, schools have a role to play in supporting them to be resilient and mentally healthy". We recognise that, for some of our students, school can be a place of respite and the only place where they receive the support they need and we do not underestimate this responsibility.
- 3.4 As a school, we are dedicated to providing our students with the support and skills they need to manage times of change and stress, and to reach their full potential. We aim to equip our students with the skills they need to manage their own mental health and wellbeing, not only in their time at school but looking into the future and their adult lives.
- 3.5 We are committed to being a school where:
- all students feel valued;
 - they have a sense of belonging in the school and feel safe, secure and supported;
 - students feel they can talk to ANY adult in school about their mental health or wellbeing issues and be listened to and taken seriously;
 - positive mental health and wellbeing are actively promoted and valued;
 - bullying and discrimination are not tolerated.
- 3.6 At Kelvin Hall School, we also recognise the importance of promoting and supporting the positive mental health and wellbeing of our staff. We understand that, in order to be able to support our students to the best of their ability, our staff need to feel valued, listened to and supported.

4 Purpose of the policy

4.1 This policy sets out:

- how we promote positive mental health and wellbeing;
- how we try to prevent mental health problems from developing;
- how we identify and support students with mental health needs;
- how we train and support staff to understand mental health issues and how to spot early warning signs of potential problems;
- key information about some of the common mental health problems experienced by young people;
- where students, staff, parents and carers can access further help and support as needed.

5 Definition of mental health and wellbeing

5.1 The World Health Organisation (WHO) conceptualises mental health as a *“state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”*.

5.2 It is important to acknowledge that mental health and wellbeing should not be defined as simply the absence of mental health problems. At Kelvin Hall School, we strive for our students to:

- develop a strong sense of self and high self-esteem;
- feel able to express their emotions appropriately;
- be able to form positive relationships with both peers and staff;
- have the skills needed to cope with the stresses of everyday life;
- adapt to change in a healthy way;
- know who and where to go to and have the confidence to ask for help;
- learn and achieve to their highest potential.

3 How the policy has developed

3.1 The development of this policy has been led by our Designated Wellbeing Lead, in consultation with other key staff including the Designated Safeguarding Lead, SENCO and the school nurse. As part of the Senior Mental Health Lead course (Leeds Beckett University) the development of this policy was reviewed and moderated by Mental Health professionals. We also consulted our students via the student leadership team, wider staff, parents/carers, and local governing body.

3.2 We organised a series of consultations to gather views including:

- student voice regarding what they think the school already does well and what could be improved;
- a draft policy that was shared with all staff, with opportunities were given to respond.

3.3 In the development of this policy, we have consulted and taken account of the following documents:

- Mental Health and Behaviour in Schools - November 2018 - DfE;
- Promoting and supporting mental health and wellbeing in schools and colleges - June 2021 - gov.uk;

- Mental health support in schools and colleges and faster access to NHS care - NHS England;
 - Green Paper for Transforming children and young people's mental health - 2017 - gov.uk;
 - Education staff wellbeing charter - November 2021.
- See Appendix for further relevant documentation.

4 Links to other policies

4.1 This policy should be read in conjunction with our other policies on:

- Safeguarding
- Supporting pupils with medical conditions
- Behaviour and discipline
- SEND
- Children with health needs who cannot attend school

5 Our whole-school approach to promoting positive mental health and wellbeing

5.1 Our whole-school approach encompasses these key principles:

- creating and maintaining an ethos of promoting positive mental health and wellbeing for all;
- helping students to establish and nurture healthy relationships with their peers, to support each other and to seek help if needed;
- teaching students to be independent and resilient learners;
- equipping students with strong social and emotional skills, and educating them on mental health issues;
- early identification of students who demonstrate signs of mental health issues;
- providing fast and effective intervention to meet their needs, both in school and referring to external specialist agencies if needed;
- communicating and working effectively with parents and carers and supporting them in supporting their child;
- giving staff the up-to-date knowledge and training they need to feel confident in supporting students with their mental health needs;
- providing staff with support for their mental health and wellbeing with no stigma.

6 Staff roles and responsibilities

6.1 At Kelvin Hall School, it is our strong belief that all staff have a responsibility to promote positive mental health and wellbeing for everyone in our school community. We are committed to providing all staff with the training and skills they need to identify risk factors in students potentially struggling with their mental health and to act quickly in signposting them for support.

6.2 All staff are aware of possible risk factors that increase the chance of a student experiencing problems including: physical long-term illness, having a parent/carer with a mental health problem, bereavement or trauma, bullying or the breakdown of relationships. Staff have received training in how Adverse Childhood Experiences (ACEs)

can impact our students' mental health and wellbeing, and know the protective factors that can help such as: high self-esteem, communication and problem-solving skills, a sense of belonging, and emotional literacy.

7 Our Designated Wellbeing Lead

7.1 The Designated Wellbeing Lead will:

- lead and train staff in promoting positive mental health and wellbeing for our whole-school community;
- see all students who are referred by Pastoral teams for wellbeing support and carry out an initial assessment before deciding what further support is needed, including: 1:1 or group support from the Wellbeing team, a referral to the school nurse or a referral to an external agency or specialist service;
- provide advice, support and supervision to staff to help them best support students;
- be the first point of contact with external agencies and specialist services when working with our students;
- work closely with parents to help them support their children with mental health issues - this includes creating webinars on relevant and timely issues.

8 Other key staff in school

8.1 As a large secondary school, we recognise the importance of having many sources of support available to students, staff and parents/carers. Whilst ALL staff are available for help and advice, the following staff can offer more specialist support when needed:

- Our **Safeguarding** team: DSL and DDSL;
- Our **Wellbeing team**: DWL and Wellbeing Coordinator;
- Our **Pastoral team**: PYLs, AYLs and SSOs;
- Our **Senior Leadership** team: Head of School, Deputy Headteachers and Assistant Headteachers;
- Our **SEN** team: SENCO, SEN manager, ACCESS room manager;
- Our **Personalised Learning Department** team;
- Our **Hub** team;
- **First aid** staff and **school nurse**;
- Our team of **support staff**.

9 Supporting students' positive Mental Health and Wellbeing

9.1 In order to fulfil our commitment to promoting positive mental health and wellbeing, we have developed a range of strategies including:

10 Support from our Wellbeing team

- The Wellbeing team comprises our Designated Wellbeing Lead and our Wellbeing Coordinator.
- The Wellbeing team works closely with the Pastoral team and we have weekly meetings where all concerns are discussed.
- When our PYLs identify a concern about a student, they make a referral directly to the Wellbeing team.
- The DWL arranges to meet all students who are referred for a 1:1 triage appointment to establish need.

- The DWL then makes a decision regarding the support needed and puts this in place for the student.
- This support includes: being seen by one of the Wellbeing team for 1:1 or group sessions, seeing the school nurse, having check-ins with their SSO, or a referral to an outside agency/specialist service.
- We work with a number of agencies/services including: HeadStart, CAMHS, Advotalk, Mind, CornerHouse, CRUSE, MESMAC, the Life Skills Hub (the latter being a service that the school buys into to provide tailored support to the student).

11 Teaching and Learning

- 11.1 The skills, knowledge, and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our subject curriculum, through the assembly programme, PSHE lessons, Focus Groups and Drop Down days. The content of lessons is determined by the specific needs of the cohort, but always with an emphasis on enabling students to develop the skills, knowledge, understanding, language, and confidence to seek help, as needed, for themselves or others. Signposting is an important aspect for all of these elements as well as teaching about the underlying protective factors of SEMH.
- 11.2 We follow the PSHE curriculum to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner, which helps and empowers students to look after themselves in the first instance and to seek help if they need it.
- 11.3 The school follows the JIGSAW programme and the curriculum plans are found on the website.

12 Whole school

- Displays and posters around the school promote positive mental health and signpost to sources of support.
- We have links with services such as Kooth, an anonymous online service providing mental health support to young people, and hold assemblies promoting them and informing students how to access them.
- Significant dates and events such as World Mental Health Day are marked by sending out emails to parents and holding assemblies for students.
- All students have daily Focus Groups with their tutor, which is a time for them to discuss issues in a supportive environment.
- Whole staff training is arranged to ensure all staff feel confident in talking to students about mental health issues and about topics which may affect students' mental health such as sexuality, identity and discrimination.
- We have a "self-help" section in our student library with a range of books covering relevant issues for our students .

13 Student-led activities

- KS4 students can volunteer and be trained as peer mentors to work with KS3 students.
- We regularly collect pupil voice information and use this to make changes to the school.

14 Identifying, referring and supporting students with Mental Health needs

14.1 We are committed to providing a safe environment where all of our students feel able to express their needs knowing that they will be listened to and taken seriously. The welfare and safety of our students is paramount. All staff are trained to be vigilant in spotting early warning signs and acting quickly to identify appropriate support for students based on their needs. We work closely with parents and carers to involve them in any support needed by their child. We listen carefully to what our students tell us and include them in decisions about their wellbeing.

15 Early Identification and Intervention

15.1 We aim to identify any students in need of support quickly and get support in place as soon as possible to prevent things from getting worse. This early identification can happen in many ways including:

- **Self-referral:** our students have been taught to be aware of their own needs and who to go to if they need help;
- **Staff referrals:** if ANY member of staff in school is concerned about a student, they know to contact the appropriate PYL to share their concerns. The PYL will then speak to the student and parents, if appropriate, and then make a referral to the Wellbeing team for an initial assessment;
- **Parent/carer referrals:** We have a Parents page on our website which includes a section on wellbeing and mental health. This page signposts parents to who to contact in school if they are concerned about their child;
- **Peer referrals:** Our students are taught to be aware of how their peers are feeling and to seek help if they have any concerns. Students can speak to their PYL/AYL/BSO about these concerns or they can come straight to the Wellbeing team;
- **Pastoral team meetings:** these are held weekly and are an opportunity for staff to discuss any concerns they have about a student. This allows for effective information sharing and for all key staff to have an overview of what is going on for any students whom we are concerned about. During times when we are not in school, such as lockdown periods, these meetings are still held virtually;
- **Safeguarding training:** all staff are given regular training and updates on any new legislation, policy or concerns about specific students. This means that all staff are aware of students who may be experiencing difficulties and know to be vigilant regarding any issues;
- **Skodel check-ins:** this is an app used by staff to check in with students regularly via their school email. This allows students to let staff know how they are feeling in a quick and discreet manner.

15.2 All staff at Kelvin Hall School have received training on the protective and risk factors, types of mental health needs and signs that a student may be struggling. All staff know that if they have any concerns, they have a duty of care to pass these on to relevant staff.

15.3 Signs that a student may be in need of support with their mental health include (but are not limited to):

- a change in behaviour, mood or appearance;

- a drop in academic interest and/or performance;
- losing interest in friends, socialising or hobbies;
- an increase in lateness and/or poor attendance;
- talking about self-harm or expressing suicidal ideations (even if said in an apparently jokey way);
- drugs or alcohol use;
- expressing feelings of failure, uselessness, or loss of hope for the future;
- secretive behaviour.

15.4 Staff are aware that mental health needs do not always present in an obvious or straightforward manner. A student may appear to be disruptive or aggressive rather than obviously upset or worried. To help staff recognise and identify students with mental health needs, we refer to the “Mental Health Flowchart” and “Emotional Resilience Wheel” diagrams (see Appendix).

15.5 If any member of staff is concerned that a student may be **in danger of immediate harm**, then the school’s safeguarding policy is followed. If there is a **medical emergency**, then the school’s medical procedures are followed.

16 Dealing with student disclosures

16.1 All staff in school receive regular training by both the Safeguarding and Wellbeing teams on how to deal with any disclosures made to them by students. It is made clear to all students that our staff can offer *discretion but not confidentiality* as we have a duty of care to safeguard them and this may involve sharing information with key people. All disclosures are recorded on CPOMS and relevant staff, parents/carers, and external agencies are informed as needed to ensure timely and appropriate support is provided.

17 Assessment, interventions and support

17.1 All concerns are reported to the PYLS, Safeguarding team or Wellbeing team and logged. The Designated Wellbeing Lead then implements our assessment system to establish the level of need and ensure that appropriate support is put in place. We aim to hold these initial “triage” appointments as soon as possible to prevent the possibility of problems escalating.

18 Categories of need/support

Level of need	What this presents like in the student	Possible support provided/action taken
Emergency	Suicidal intent - when a student says they have the <u>desire and a plan in place</u> to kill themselves, peer-on-peer abuse	Call an ambulance, contact Hull CAMHS Crisis Team, contact parents/carers immediately, contact police
High	Suicidal ideations, self-harm, severe	Weekly 1:1s with Wellbeing team, referral

	anxiety, close family bereavement, drug or alcohol use, OCD, eating disorders, bullying	to external agency/specialist service such as Mind, Life Skills Hub or MESMAC
Medium	Family breakdown, general anxiety, sexuality/identity issues, poor body image, anger management, LAC	Fortnightly 1:1s or group sessions with Wellbeing Team, appointments with the school nurse, taking part in WRAP groups with HeadStart, Skodel virtual check ins, Advotalk sessions
Low	Friendship issues, social skills, separation anxiety	Check-ins/drop-ins with the Wellbeing Team or SSOs, peer mentoring
Normal	Age-appropriate concerns and worries that are not impacting on their ability to cope with everyday life	General support by staff as needed

19 Working with specialist services

- 19.1 In some, more severe cases, we may need to refer students to specialist services for targeted mental health support.
- 19.2 We work closely with a wide range of specialist services and maintain close contact with them throughout their involvement with our students.
- 19.3 Referrals to these services are made by our Pastoral team in consultation with the parent and student. Referrals only go ahead with the consent of the parent/carer and the student and when it is the most appropriate course of action for the student's needs.

20 Table of services working with the school

Service	Link
Child and Adolescent Mental Health Service (CAMHS) - CAMHS is the name for the NHS services that assess and treat young people with emotional, behavioural or mental health difficulties.	https://www.humber.nhs.uk/Services/camhs-crisis-team.htm
HEYMIND - Our MISSION is to work with partners to intervene as early as possible, providing advice and support to empower and give hope to anyone experiencing a mental health problem.	https://www.mind.org.uk/information-support/tips-for-everyday-living/
HeadStart Hull - HeadStart Hull is a collection of services	https://www.howareyoufeeling.org.uk/headstart-hull

and interventions for supporting young people's emotional health and well-being.	
MESMAC - Yorkshire MESMAC is one of the oldest and largest sexual health organisations in the country.	https://www.mesmac.co.uk/
Advotalk - Advotalk offers 1:1 bespoke support to empower children and young people who are experiencing personal, emotional and social difficulties.	https://www.advotalk.co.uk/
Life Skills Hub - Offering Specialist Wellbeing & SEND consultancy providing a wide range of targeted interventions, staff training & audits.	https://www.lifeskillshub.org/
Cornerhouse - WE ARE CORNERHOUSE. We work with young people around sexual health and emotional well-being.	http://www.wearecornerhouse.org/
Kooth - Kooth is your online mental wellbeing community. Access free, safe and anonymous support.	https://www.kooth.com/
Papyrus - A society which speaks openly about suicide and has the resources to help young people who may have suicidal thoughts.	https://www.papyrus-uk.org/
Barnardo's - We offer practical and emotional support so that young people can enter adulthood with the confidence they need to achieve their full potential.	https://www.barnardos.org.uk/
Children, Young People and Family Services - We provide a wide range of services for children in need and their families.	https://www.hull.gov.uk/children-and-families
Hull DAP - The Hull DAP team are a group of professionals who work together in the same office to provide a support service for victims/survivors of domestic abuse.	https://www.hulldap.co.uk/

21 Involving parents and carers

21.1 Promoting mental health

21.1.1 We recognise the important role parents and carers play in promoting, supporting and maintaining the positive mental health and wellbeing of their children. It is our aim to provide parents with as much information and support as possible to help them perform this role.

21.1.2 Before our new cohort of Year 7 students join our school, our transition process involves liaising closely with our feeder primary schools and parents/carers to obtain any information we need to support these students with their mental health needs. The Year 7 Pastoral team shares this information with the Wellbeing team so that support can be put in place before the students start.

21.1.3 To support parents and carers:

- We have a parents' page on our website which includes a "mental health and wellbeing" section with links to a wide range of services, websites, charities and agencies;
- This page also has a range of webinars that parents can access. These webinars are written and recorded by our Wellbeing Team to address issues faced by our students. These webinars are added regularly to ensure they are current and relevant to our school;
- Parents and carers can also use this page to find out who they can talk to in school if they have concerns about their child;
- We send regular texts and emails to parents and carers sharing updates from services such as Kooth;
- We also send information about any special events or awareness days coming up in school.

22 Supporting parents and carers with children with mental health needs

22.1 We understand that it can be very difficult for parents to hear and accept that their child has mental health problems. Parents can feel like it is a failure on their part, they can be in denial or they may have mental health problems of their own. We offer a sensitive and supportive approach to helping parents accept their child's problems. We reassure parents that mental health problems are common, that the school has extensive experience of working with similar issues and that they are not on their own.

22.2 If a concern is raised about a child by a member of staff, the school will:

- contact parents/carers to discuss the concern (*in almost all cases, parents and carers will be involved in any intervention their child receives, although there may be circumstances when this may not happen, such as where child protection issues are raised*);
- offer information, help and support to the parent;
- be available for follow up calls;
- discuss how the parents and carers can support their child;
- keep parents and carers up to date and fully informed of decisions about the support and interventions provided.

22.3 *Parents and carers will always be informed if their child is in danger. We give students the option of telling their parents themselves or of supporting them to do so.*

22.4 We make every effort to support parents and carers to access services where appropriate. Our primary concern is the children, and in the rare event that parents and carers do not access support from these services, we will seek advice from relevant authorities. We also provide information for parents and carers to access support for their own mental health needs.

23 Involving students

23.1 We involve students in looking after their own, and their peers', mental health by:

- having a students' page on our website which includes a section on supporting their mental health and wellbeing (*this page tells them who they can speak to to get help in school, and signposts them to websites and helplines they can access out of school hours. It also includes recorded mindfulness sessions they can access and listen to at home to support their wellbeing*);
- encouraging students to speak to staff about any concerns they have about themselves or a friend and seek help;
- covering relevant topics in assemblies, Focus Group sessions, PSHE lessons and specialist drop-down days;
- seeking feedback from students who have received support to help us to continuously improve this support;
- displaying and promoting mental health support services, such as Kooth, around school.

24 Supporting and training staff

24.1 We recognise how important it is that all of our staff feel confident in their knowledge of mental health and wellbeing, and their ability to have conversations with students and parents on this topic. All staff need to be able to identify the signs and symptoms of mental health issues early and know what to do and where to get help. Our Designated Wellbeing Lead is a qualified "mental health first aider" (a number of our staff have also completed this training) and is working on the "Developing a Whole School Approach - Mental Health Leads" course.

24.2 The Designated Wellbeing Lead will continue to provide up to date training sessions with all staff covering topics such as how to support students' mental health during the Covid pandemic, talking to students about difficult subjects and mental health and wellbeing for all. The DWL will also lead regular training with key staff on topics such as how to deal with students who are self-harming or experiencing suicidal thoughts.

24.3 The school has a separate Supervision Policy and, in accordance with this, ensures that key staff receive termly supervision. The Wellbeing team and Deputy DSL have their supervision externally with an Educational Psychologist. The Designated Wellbeing Lead then provides internal supervision for other key teams in school.

24.4 We have developed a Staff Wellbeing Action Plan (SWAP), based on the MIND Wellness Action Plan for employees. This is a confidential document that staff can complete if they are experiencing mental health and/or wellbeing issues, and share with their Line Manager or the Designated Wellbeing Lead to ask for help and support in school.

24.5 Staff can also ask to be referred to our external counselling service if they are experiencing difficulties.

25 Monitoring and evaluation

25.1 This policy will be reviewed every three years as a minimum. The first review date is September 2025
In between updates, the policy will be updated when necessary to reflect local and national changes. It will be monitored annually by the Mental Health Lead and other staff and governors with a responsibility for mental health.

Appendix 1 - Website Links

A1.1 Overview and statistics

- Counselling Directory, 19 February 2016. [Key statistics about children and young people.](#)
- Public Health England, 2016. [The mental health of children and young people in England.](#)
- Margaret Murphy/Peter Fonagy, 2012. [Chapter 10: Mental health problems in children and young people.](#) From the Annual Report of the Chief Medical Officer: our children deserve better – prevention pays.
- Centre for Mental Health/Lorraine Khan, 2016. [Missed opportunities: a review of recent evidence into children and young people's mental health.](#) (Chapter on risk and protective factors and mental health difficulties affecting the mental health of children during primary school years).
- BBC, 2017. [Mental health: ten charts on the scale of the problem.](#) An article looking at trends in all-age mental health.

A1.2 Key government documents:

- Public Health England/Children and Young People's Mental Health Coalition, 2015. [Promoting children and young people's emotional health and wellbeing: a whole school and college approach.](#)
- Public Health England, 2014. [The link between pupil health and wellbeing and attainment: a briefing for head teachers, governors and staff in education settings.](#)
- Public Health England, 2015. [Measuring mental wellbeing in children and young people.](#)
- Department for Education, 2014. [Statutory policies for schools: advice on the policies and documents that governing bodies and proprietors of schools are required to have by law.](#)
- Department for Education, 2016. [Mental health and behaviour in schools: departmental advice for school staff.](#)
- Department for Education, 2016. [Behaviour and discipline in schools: advice for headteachers and school staff.](#)
- Department for Education, 2017. [Supporting mental health in schools and colleges: summary report.](#) The results of school surveys on what they are providing to support children's mental health and wellbeing. Has sections on prevention, engaging parents and children, case study examples, survey results etc.
- Department for Education, 2017. [Developing character skills in schools: summary report.](#)
- Department of Health and Social Care/Department for Education, 2017. [Transforming children and young people's mental health provision: a green paper.](#)
- Department of Health, 2015. [Future in mind: promoting, protecting and improving our children and young people's mental health and wellbeing.](#)
- House of Commons, Education & Health Committees, 2017. [Children and young people's mental health: the role of education.](#)

A1.3 Developing a whole-school approach

- Katherine Weare/National Children's Bureau, 2015. [What works in promoting social and emotional well-being and responding to mental health problems in schools.](#)
- National Children's Bureau, 2016. [A whole school framework for emotional well-being and mental health: a self-assessment and improvement tool for school leaders.](#) Outlines a four-stage approach, including first identifying what is already in place in the school.

- National Children’s Bureau, 2016. [A whole school framework for emotional well-being and mental health: supporting resources for school leaders.](#)
- PSHE Association, 2015. [Teacher guidance: preparing to teach about mental health and emotional wellbeing.](#)
- PSHE Association, 2017. [PSHE education: programme of study: key stages 1–5.](#)

A1.4 Key safeguarding documents

- Department for Education, 2016. [Keeping children safe in education: for schools and colleges.](#)
- Department for Education, 2016. Keeping children safe in education. [Part 1: Information for all school and college staff.](#)
- Department for Education, 2015. [What to do if you’re worried a child is being abused: advice for practitioners.](#)
- HM Government, 2015. [Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children.](#)

A1.5 Key websites for general information/advice and resources on child mental health and wellbeing

- [MindEd](#): is a free educational e-learning resource for professionals on children and young people’s mental health. Their resources can be used for individual professional training as well as for prompting wider staff discussion. They are highlighted across this website.
- [KidsMatter](#): an Australian website, which pulls together quality materials and resources for primary school teachers.
- [Anna Freud National Centre for Children & Families](#): working to transform current mental health provision by improving the quality, accessibility and effectiveness of treatment.
- [Place2Be](#): providing emotional and therapeutic services in primary and secondary schools, building children’s resilience through talking, creative work and play.
- [YoungMinds](#): working to prevent mental health illness from developing and to improve early intervention and care for children and young people living with a mental health problem.
- [Charlie Waller Memorial Trust](#): working to educate young people about the importance of staying mentally well and helping them understand how to maintain wellbeing.

A1.6 Identifying needs

- [SSAT Mental Health Flow chart](#)
<https://webcontent.ssatuk.co.uk/wp-content/uploads/2018/09/14091425/2018-09-14-Mental-Health-Flow-Chart.pdf>:

The flow chart uses a red, amber & green system to identify students’ mental health state and how it should be addressed. The framework categorises many different types of behaviours that could be present in students. Along with recommendations on what staff should do. The green category identifies students who have a positive mental health and are coping well with day-to-day issues. Amber shows behaviours that are beginning to become a concern and gives staff advice on how to support students. The red category outlines behaviours of somebody who is having extreme issues with their mental health and needs urgent intervention. Created by Dayne Meakin, SSAT Leadership Legacy Fellow, 2018

- [Mental Health Foundation - Emotional Resilience Wheel](http://www.northlincslocaloffer.com/wp-content/uploads/2018/04/Presentation-Promoting-Positive-Mental-Health-a.pdf)
<http://www.northlincslocaloffer.com/wp-content/uploads/2018/04/Presentation-Promoting-Positive-Mental-Health-a.pdf>: Dr April Frearson (Senior Specialist Educational and Child Psychologist) has written this document for promoting positive mental health and has adapted the “Emotional Resilience Wheel” first created by the Mental Health Foundation in 1999.

