OUR LADY OF LINCOLN SCHOOL

Mental Health and Well Being Policy

DATE OF NEXT REVIEW – October 2021

Our Lady of Lincoln Catholic Primary School
Mission Statement

Our Lady of Lincoln Catholic Primary School is a living and caring community, an extension of our homes and an integral part of our wider Community.

Everyone is given the opportunity for a complete educational journey, embracing their spiritual, emotional, social, intellectual and physical needs.

Following Christ's teaching to love God and love our neighbour, our school aims to provide a living and learning experience, responsive to the individual's needs, preparing our children for further growth and development and helping them to realise their full potential.

We seek to inspire the children entrusted to us to value themselves and each other.

We do this through:

- The care and example set by all of our staff
- The delivery of a broad, rich and inspiring curriculum
- Recognising and affirming the achievements of each individual child
- Working in partnership with the home, the Parish and the wider Community
- Our policies of inclusion

Our ultimate aim is to enable our children to be good citizens here and in the kingdom of God, to sow seeds based on Christ's commandments 'to love God and love one another', providing an education that will help equip them for life, giving values which will shape their growth and development as human beings long after they leave Our Lady's School.

WELL-BEING POLICY

Section 1- Pupil Mental Health and Well-being

1. Introduction

Mental health disorders are on the rise among children.

NHS figures (Nov 2018) shows I in 8 (12.8%) children aged 5-19 years in England have a mental health disorder, which is the first official statistics to be published for 13 years. The Research also showed that 1 in 18 pre-school children aged 2 to 4 years had a mental health disorder.

Action for Children director Imran Hussain states; 'Every Day our frontline services, (which include schools), see children and teenagers struggling to understand how they fit into the world. Early prevention is essential'.

At Our Lady of Lincoln Catholic Primary Academy School, one of our core aims is to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers). We recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health and we invest heavily in ensuring this is a high priority and have a clear offer to promote pupils' mental health and wellbeing, noting priorities for the Department for Education (DfE) in terms of the links between key school policies,(Mental Health and wellbeing provision in schools- Oct 2018).

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events.

Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing; and is dealt with in Section 2 of this policy.

We also recognise the impact of the Early Help Assessment as an effective tool in signposting support where parental/carer mental health needs are identified, which is highlighted later in this policy.

This policy aligns with the school mission statement: '*Everyone is given the opportunity for a complete educational journey, embracing their spiritual, emotional, social, intellectual and physical needs'.*

2. Purpose of the policy

This policy sets out:

- How we promote positive mental health.
- How we prevent mental health problems.
- How we identify and support children with mental health needs.
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems
- Key information about some common mental health problems.
- Where parents, staff and children can get further advice and support.

3. Definition of mental health and wellbeing

We use the World Health Organisation's definition of mental health and wellbeing " 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". Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- feel confident in themselves.
- be able to express a range of emotions appropriately.
- be able to make and maintain positive relationships with others.
- cope with the stresses of everyday life.
- manage times of stress and be able to deal with change.
- learn and achieve.

4. Links to other policies

This policy links to our policies on Safeguarding, Medical Needs, Anti-Bullying, SEND and Equality. Links with the School's Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

5. A whole school approach to promoting positive mental health

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise.

This involves:
1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
2. Helping children to develop social relationships, support each other and seek help when they need it.
3. Helping children to develop good resilience skills as pivotal to succeeding.
4. Teaching children social and emotional skills and an awareness of mental health.
5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
6. Effective working partnerships with parents and carers.
7. Supporting and training staff to develop their skills and their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

6. Staff roles and responsibilities, including those with specific responsibility

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need. All staff understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy (see appendix 1 on risk and protective factors).

Our Inclusion Leader and Mental Health Lead: Fiona McGinty.
Our named Governor for Mental Health: Theresa Inman.
Our Education Mental Health Practitioner: Chris Konrath

Our Inclusion Leader and Mental Health Lead:

- Is Mental Health First Aid Trained- Mental Health First Aid England 2 day training
- Leads and works with other staff to coordinate whole school activities to promote positive mental health and wellbeing.
- Leads on PSHE teaching about mental health.
- Provides advice and support to staff and organises training and updates.
- Is the first point of contact with mental health services, and makes individual referrals to them. We recognise that many behaviours and emotional problems can be supported within the School environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families.

Other sources of relevant support include:

- Our school website: www.ourladylincoln.lincs.sch.uk (Key Information, SEN, Emotional Wellbeing and Mental Health)

- Our School TWITTER feed: @InclusionOlol

- Emotional Wellbeing and Mental Health Lincolnshire FSD

- Family Line 0808 302 0666 www.family-action.org.uk/familyline

- **Mental Health Support Team** (We are a pilot school for the new NHS EMHP Education Mental Health Practitioner Team) and have regular consultations with practising NHS Mental Health Professionals

7. Supporting children's positive mental health

We believe the School has a key role in promoting children positive mental health and helping to prevent mental health problems. Our School has developed a range of strategies and approaches including:

- Pupil-led activities
- Place2be Campaigns and assemblies to raise awareness of mental health.
- Peer mediation and Peer mentoring – children working together to solve problems and planned sessions where identified adults mentor a designated child
- Year 6 Friendship Mentors – a lunchtime group supporting younger children at lunchtime.
- Transition Programmes to secondary schools
- Worry Monsters in each class or access to in the SEMH room
- Mental health teaching programmes e.g. based on cognitive behavioural therapy
- Circle times
- Wellbeing week – whole school focus on doing things which make us feel good
- Displays and information around the School about positive mental health and where to go for help and support
- Resilience Training and focus through PSHE curriculum
- Wishes and feelings work
- Restorative sessions a small group intervention to improve children's communication skills around turn taking, dealing with issues, resolving conflict on the playground or classroom
- Self-esteem groups
- Lego Therapy sessions to improve social communication skills
- Friendship-circle of friends groups
- Wellbeing toolkits in each classroom
- School approved *'Chewbuddy's'*™ for those children identified as benefitting from requiring feedback from biting to regulate anxiety levels
- School approved sequinned snap bands for those children identified as benefiting from having sensory feedback from textured materials
- Triple A™ online app
- Lunchtime coaching support
- Regular surveys for children's voice to be heard
- Voice of the child work obtained during all EHA (Early Help Assessment),TAC(Team Around the Child), CIN(Child in Need) and CP(Child Protection) work.
- MHST- Mental Health Support Team

8.Teaching about mental health and emotional wellbeing

Through PSHE we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems. Please see the PSHE curriculum document.

9. Identifying, referring and supporting children with mental health needs

Our approach:

- Provide a safe environment to enable children to express themselves and be listened to.
- Ensure the welfare and safety of all children is paramount.
- Identify appropriate support for children based on their needs.
- Involve parents and carers when their child needs support.
- Involve children in the care and support they have.
- Monitor, review and evaluate the support with children and keep parents and carers updated.

10. Early Identification

Our identification systems involve a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Daily monitoring of CPOMS(Child Protection Online Monitoring System)
- Completion of school internal SEMH(Social, Emotional, Mental Health) referral form (See appendix 1)
- Boxhall™ Profiling Tool
- SDQ (Social Difficulty Questionnaires),
- Analysing behaviour, exclusions, accident and medical records, attendance and sanctions.
- Staff report concerns about individual children to the relevant lead persons.
- Worry boxes in each class for children to raise concerns which are checked by the Class Teachers and Mental Health Lead (these are anonymous but give an indication of needs in a particular classes regularly).
- Pupil Progress Review meetings x6
- Regular meetings for staff to raise concerns.
- A parental information and health questionnaire
- Pupil surveys
- Gathering information from a previous school at transfer.
- Ethos that enables children to raise concerns to any member of staff.
- Ethos that enables parents and carers to raise concerns to any member of staff.
- Healthy Minds Lincolnshire Toolkit / advice support from duty line 01522 307999(9:30-4:30)
- Discussion at the MHST consultation

All staff at Our Lady of Lincoln Catholic Primary Academy School have had training on the protective and risk factors (see Appendix 2), types of mental health needs (see Appendix 3) and signs that might mean a pupil is experiencing mental health problems. Any member of staff concerned about a pupil will take this seriously and talk to the Inclusion Lead.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE.
- Wearing long sleeves in hot weather.
- Drugs or alcohol misuse.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.

Staff at Our Lady of Lincoln are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity where regular training and INSET acknowledges DfE Guidance 'Mental Health and Behaviour in Schools', November 2018.

This may be related to home problems, difficulties with learning, peer relationships or development. If there is a concern that a pupil is in danger of immediate harm then the School's child protection procedures are followed. If there is a medical emergency then the School's procedures for medical emergencies are followed.

11. Disclosures by children and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advice.

Staff make it clear to children that the concern will be shared with the Mental Health Lead/Designated Safeguarding Lead and recorded, in order to provide appropriate support to the pupil. All disclosures are recorded and held on the pupil's confidential file on CPOMS.

12. Tracking of Pupils Social, Emotional and Mental Health (SEMH) progress

At Our Lady of Lincoln Catholic Primary Academy we use the Wellbeing Compass from Evolve to measure SEMH progress of our pupils through an online survey which measures the 5 areas of Physical Health, Emotional Wellbeing, Personal Development, Cognitive Health and Diet.

We also carefully track the academic progress and attainment of pupils who have been identified as requiring SEMH support. This is reported at the end of the academic year to the Governing Body.

13. Assessment, Intervention and Support

All concerns are reported to the Mental Health Lead through CPOMS. We then implement our assessment system, which responds to levels of need (1, 2 or 3) to ensure that children get the support they need, either from within the School or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

1	2	3
General Classroom Support Access to classroom SEMH Toolkit Classroom Worry Monster Pupil Profile Children and Young Peoples Nursing Team Family Self-Referral SEMH School Internal referral form Parenting Support Programme referral ChewBuddy's Sequin Sensory Snap Bands Healthy Minds Classroom Workshops PSHE Curriculum Healthy Minds Workshops for Parents	Early Help Assessment Targeted work with school Learning Mentor Healthy Minds Referral- EHA- SPA Circle of Friends Self Esteem Group Lego Therapy Group Boxhall Profiling SDQ EP Bookable session consultation SEND Register (Persistent problems leading to a greater difficulty than peers with their learning) Voice of the child/3 Houses Agreed Access to key member of staff or SLT Healthy Minds Group (x12) Targeted Sessions MHST consultation leading to (x6 session with EMHP)	EHA-TAC Community Paediatrician Referral CAMHs Referral Lincolnshire Ladder of Behavioural Intervention BOSS Team Consideration of EHCP Needs assessment Educational Psychologist Intervention

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 are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs, which may be benefit through completion of an Early Help Assessment if thought relevant, (Lincolnshirechildren.net).

Section 2- Staff Mental Health and Wellbeing

AIMS:

Our Lady of Lincoln Catholic Primary School recognises that staff are its most important resource. We seek to ensure that all staff feel valued, appreciated and that their contribution to the whole school agenda is recognised through personal and professional feedback and support, involvement in school decisions and access to professional development. In addition to acknowledging the school's responsibility to staff well-being, the school also recognises that staff have the primary responsibility for their own health and well-being. This involves taking care of oneself and letting the school know about any aspect of work or the working environment which may be affecting health.

We are committed to ensuring the health, safety and welfare of all employees and we believe that all employees should have the benefit of a working environment that creates a sense of well-being and security. The "working environment" includes the way in which workloads and the workplace are managed as well as the physical conditions in which the work is done. All well-being activities should be focused on all staff working together to improve their working conditions and this should be done within a "no-blame" environment.

PRACTICE:

The Governors and Headteacher assess the working environment continually for any potential sources of stress, illness or related problems. Staff are responsible for alerting the Headteacher at the earliest opportunity, to any situation or factor that may be a source of stress, illness or other related problems. We accept that stress can be a legitimate workplace issue and do not subscribe to the view of it being a sign of personal weakness.

All instances of concerns will be treated with sensitivity and, if necessary, confidentiality in making efforts to reduce or eliminate the source of the stress and in providing support to the employee to minimise any harmful effects and hasten recovery.

We believe it is important that all members of staff have the proper skills, facilities and equipment to be able to do their jobs. We also prioritise clear and regular communication between staff and the Headteacher.

We accept that circumstances in a member of staff's personal life can affect behaviour and performance at work and, whilst it may be beyond the scope of the Governors and Headteacher to directly address those personal issues, it is right that managers take these into consideration in assessing any sense of well-being.

How Staff can support themselves primarily:

- School TWITTER @InclusionOlol for sources of information
- Speaking with Mental Health First Aider: Fiona McGinty
- Arrangement of mentor or coaching session
- Seeking information from the Staff wellbeing board

CMAT Support:

The Human Resources (HR) Manager at The St Therese of Liseux Catholic Muti-Academy Trust can signpost specialist staff through Occupational Health who can provide professional advice about emotional wellbeing issues.

Occupational Health provides support and advice to schools. By pre-employment medical screening they will ensure that recruits are fit to undertake the range of duties within the job and can identify the type of support that a person may require to perform effectively in the job. In the event of employees suffering ill-health, they will carry out health assessments and, if appropriate, facilitate a return to work.

Health and Safety Advisers provide advice and support to enhance the physical working environment and systems of work. They will also contribute to the risk assessment process.

At Our Lady of Lincoln Catholic Primary School we recognise the importance of addressing any well being and work related stress issues promptly. The following areas cover the primary sources of stress at work as identified by the HSE:

■ **Demands** – such as workload, work patterns and the work environment.
■ **Control** – such as how much say the person has in the way they do their work.
■ **Support** – such as the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.
■ **Relationships** – such as promoting positive working to avoid conflict and dealing with unacceptable behaviour.
■ **Role** – such as whether people understand their role within the organisation and whether the organization ensures that they do not have conflicting roles.
■ **Change** – such as how organisational change (large or small) is managed and communicated in the organisation.

IMPLEMENTATION:

At Our Lady of Lincoln Catholic Primary School we will undertake the following to ensure that the areas outlined above are addressed and that staff well being remains of paramount importance:

(The following is not placed in priority order)

Email Curfew Staff are encouraged not to send or open emails 6pm-7am or over the weekends. *'Email curfews do help cope with stress', The Telegraph 2015 Paul Ainsworth.* It is acknowledged however that home is often the most convenient place for some staff to complete email admin, all staff have enabled the '**boomerang**' facility on their lap-top's to enable them to complete their emails with a delayed sending date and time.

Provide Induction training to introduce employees to the working environment and the work methods. Refer to Staff Induction Policy for further details.

Provide regular INSET and training opportunities to enable all members of staff to work efficiently, effectively, safely or within stressful situations, and to be kept informed of the whole school agenda and how all staff can contribute to it; such as: Team Teach training, Child Protection training, Health and Safety training, Behaviour Management training, First Aid training etc

The School's Mission Statement is reviewed annually so that both staff and children feel valued and involved in the life of the school. Staff have the opportunity to celebrate staff liturgies together on INSET days, in order to reinforce the Catholicity of the school and to promote the culture of support for one another.

Flexible working arrangements may be possible to accommodate personal circumstances. This should be discussed with the Headteacher in the first instance. Refer to the Staff Absence Policy for further information.

The School's Performance Management Cycle allows for work to be discussed and evaluated and for mutually agreed workloads and targets to be established. All staff have a copy of the Whole School Objectives which identifies how their particular role contributes to the whole school agenda.

Performance Management Meetings take place on an annual basis for both teaching and non-teaching staff. Job Descriptions may also be reviewed at these meetings in order to ensure clarity and to provide an opportunity to discuss workload if necessary. Aspects of work undertaken during the previous academic year will be celebrated, which the school recognises as a vital opportunity to ensure that all staff feel valued and that their contributions to the school are recognised.

The School Development Plan is developed in consultation with all members of staff and the online system 'School Aspect' enables collation of all the information from each member of staff. The Senior Leadership Team review the School Development Plan regularly throughout the course of the year. Each class teacher is responsible for a curriculum area and contribute to the School Development Plan via their Subject Action Plans. Teaching Staff also have opportunities to contribute to whole school development issues at weekly staff meetings. Teaching Assistants are invited to suggest areas that they feel need to be improved throughout the school at Teaching Assistant Meetings. Other members of staff are also encouraged to express their views in terms of school improvement. Any areas for development or improvement suggestions are welcomed from any member of staff at any time of the year. The Headteacher is available to listen to the viewpoints of all members of staff throughout the working week.

The School's Risk Assessment Documents compiled with the use of the 'Evolve' online system; identify areas in which employees' health or safety are vulnerable and provide a means to introduce more adequate control measures. All members of staff are expected to be aware of their own responsibility for health and safety issues identified in the school's Health and Safety Policy. All staff will receive a copy of the school's Health and Safety policy. Copies of the Risk Assessments are available in the School Office and are reviewed annually.

Weekly Staff meetings, **Termly Teaching Assistant Meetings, the Staff Room Wellbeing Noticeboard**, **newsletters, emails** and **other means of communicating information** help to ensure that all employees are kept abreast of workplace issues which may affect them. All staff receive a copy of the Staff Meeting minutes. Health and Safety and Well being will be a weekly agenda item.

School Policy Documents related to Well Being such as: the Staff Absence Policy, the Sickness Absence Policy, The Health and Safety Policy, the Whistle Blowing Policy, The Grievance Policy and The Equality Policies which cover: Gender, Disability, Equal Opportunities, Race Discrimination

and The Anti-bullying Policy are all available to offer support to staff in terms of advice and agreed procedures in dealing with any grievances, conflict or harassment.

Workload re-allocation and/or **re-deployment** may be considered to provide temporary or permanent relief, after discussion with the individual concerned.

Mentoring and/or Coaching may be used to assist individuals to develop their strengths and to strengthen particular areas identified which need developing. This may be undertaken by the Headteacher or any member of staff who is deemed the most suitable person for that role.

The **Occupational Health Service** can provide advice, support and lifestyle screening and advise on whether rehabilitation following a period of absence can help employees return to work without experiencing a recurrence of the cause of absence.

Paid and **unpaid time off** is available in some circumstances for family emergencies and personal or parental needs. For further details please consult the Staff Absence Policy. Any Special Leave of Absence must be requested in advance to the Headteacher – a request form is available in the School Office.

The School Operates an Open Door Policy which applies to staff as well as parents. Staff are encouraged to approach the Headteacher or member of the Senior Management Team with any concerns that they have with regard to their well being.

Feedback to staff, via Lesson Observation or general feedback provides a vital opportunity to celebrate successes and to address any areas for future development which would make further contributions to raising standards of attainment and achievement amongst our pupils.

Staff are encouraged to belong to a Trade Union / Professional Association.

Staff Consultation takes place on aspects concerning the Working Environment. For examples, Subject Managers have access, where possible, to a resources budget; staff are consulted on premises matters such as improvements to different areas of the school building, such as when any improvements to the Staff Room are planned etc

A Staff Questionnaire/Survey is utilised regularly, which will include aspects of Staff Wellbeing and will provide evidence to inform the school's Behaviour and Safety Self Evaluation Document, the Whole School Improvement Plan which will include a section of improving staff well being.

End of Term Social gatherings are arranged for all staff members

It is acknowledged that staff have families and other commitments out of the workplace and therefore **all staff are encouraged to adopt a healthy Work / Life Balance.**

Teaching Staff receive their full PPA entitlement of 10% in long sessions rather than in half hourly slots and have the opportunity to take their PPA time off site where possible. Members of the SLT also receive non-contact time on a weekly basis. Teaching Assistants with an HLTA contract to cover PPA time receive additional time paid to cover their planning, preparation and assessment for that session.

All Subject Leaders are given additional Subject Leader release time (currently 1 ½ days release per subject per term) to complete the required subject leadership activities for the year. This is budgeted for annually to prioritise equally prioritise all curriculum areas and to ease this workload.

WHEN PROBLEMS ARISE:

The school will provide support and discuss options as appropriate to the circumstances.

In some cases this may well include seeking external help such as accessing support from the CMAT Human Resources Manager; Sue Witham. Occupational Health and GP services may also be used. The school will continue to support staff even when external services are involved.

The outcome of stressful or threatening incidents will often be influenced by the response of pupils**.** This will also be considered in a school response. During this time the school will seek at all times to maintain the confidentiality, rights and dignity of the staff involved.

This policy should be read in conjunction with the following documents:

- Sickness Absence Policy
- Staff Absence Policy
- Equality Policies
- Whistle Blowing Policy
- Grievance Procedure Policy
- Performance Management Policy
- Health and Safety Policy, including the school's Risk Assessments
- No smoking policy
- Safe Recruitment Policy
- Staff Induction Policy
- Behaviour Management Policy
- Exclusion Policy

The Mental Health and Well Being Policy will be reviewed annually with the Governing Body.

OUR LADY OF LINCOLN
***School Referral Form SEMH* Provision**

St Thérèse of Lisieux
Catholic Multi Academy Trust

Appendix 1

Name of Student: Click here to enter text. **Male**: ☐ **Female**: ☐		**Referral Date:**	**Pupil Premium:**
DOB:	**Ethnicity:**	**Status: (EHA, TAC, CIN, CP, SEND)**	
Year Group:	**Referred by (name & title):** Click here to enter text.		
Names *(of both parents/carers):* **Home Address:** **Phone Contact Details:**			

Have parents/carers been notified of involvement: Yes both parents/carers verbally
Date parents/carers notified:
If parents/carers <u>were not</u> notified state why: Click here to enter text.

Reason for Social Emotional Mental Health Referral (*tick all that apply*):			
Behaviour	☐	Mental Health Issue	☐
Bereavement	☐	Physical Health Issue	☐
Family Issue	☐	Anxiety	☐
Anger Management	☐	*Other	☐
Self Esteem	☐	*if other please note: Click here to enter text.	
Peer Difficulties	☐		
Bullying	☐		

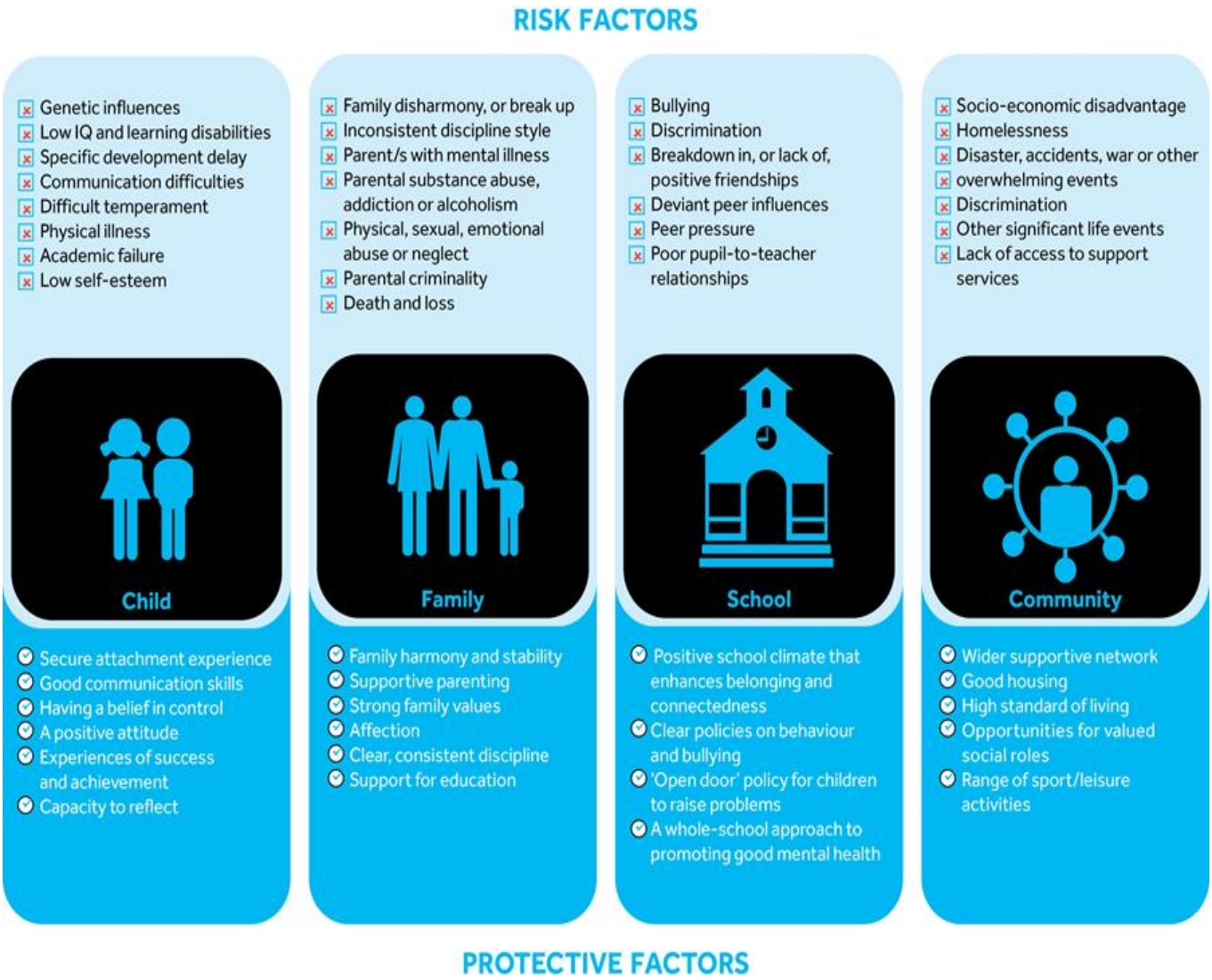
<u>Background Information & Current Concerns:</u> **Parents signature:** **Date :**

For SLT use only : SEMH Provision decision/ Frequency and duration: **Provision to commence:**

Other professionals involved/consulted: ***(please Tick or insert if not listed)***		
Teaching staff: ☐	**MHST :** ☐	**Pastoral staff:** ☐
School SEMH : ☐	**Social Care:** ☐	**Health:** ☐
EWO: ☐	**CAMHS:** ☐	**Other :** Click here to enter text.

Appendix 2

Protective and Risk Factors- Mental Health



The Mental Health of Children and Young People in England, Public Health England December 2016

Appendix 2

Mental illness in children: Know the signs

Children can develop the same mental health conditions as adults, but their symptoms may be different. Know what to watch for and how you can help.

By Mayo Clinic Staff

Mental illness in children can be hard for parents to identify. As a result, many children who could benefit from treatment don't get the help they need. Understanding the warning signs of mental illness in children and how you can help your child cope is crucial.

Why is it hard for parents to identify mental illness in children?

It's typically up to the adults in a child's life to identify whether the child has a mental health concern. Unfortunately, many adults don't know the signs and symptoms of mental illness in children.

Even if you know the red flags, it can be difficult to distinguish signs of a problem from normal childhood behavior. You might reason that every child displays some of these signs at some point. And children often lack the vocabulary or developmental ability to explain their concerns.

Concerns about the stigma associated with mental illness, the use of certain medications, and the cost or logistical challenges of treatment might also prevent parents from seeking care for a child who has a suspected mental illness.

What mental health conditions affect children?

Children can develop all of the same mental health conditions as adults, but sometimes express them differently. For example, depressed children will often show more irritability than depressed adults, who more typically show sadness.

Children can experience a range of mental health conditions, including:

Emotional disorders

◆ Depression (Mood disorders — such as depression and bipolar disorder — can cause a child to feel persistent feelings of sadness or extreme mood swings much more severe than the normal mood swings common in many people.)

◆ Anxiety disorders (Children who have anxiety disorders — such as obsessive-compulsive disorder, post-traumatic stress disorder, social phobia and generalized anxiety disorder — experience anxiety as a persistent problem that interferes with their daily activities. Some worry is a normal part of every child's experience, often changing from one developmental stage to the next. However, when worry or stress makes it hard for a child to function normally, an anxiety disorder should be considered).

Conduct disorders

◆ Oppositional Defiant Disorder
◆ Conduct Disorder

Hyperkinetic disorders

◆ Attention Deficit Hyperactivity Disorder (ADHD)

Less common disorders

◆ Pervasive developmental disorder

◆ Psychotic disorders (eg **Schizophrenia-** This chronic mental illness causes a child to lose touch with reality (psychosis). Schizophrenia most often appears in the late teens through the 20s.

◆ Eating disorders

What are the warning signs of mental illness in children?

Warning signs that your child might have a mental health condition include:

- **Mood changes.** Look for feelings of sadness or withdrawal that last at least two weeks or severe mood swings that cause problems in relationships at home or school.
- **Intense feelings.** Be aware of feelings of overwhelming fear for no reason — sometimes with a racing heart or fast breathing — or worries or fears intense enough to interfere with daily activities.
- **Behaviour changes.** These include drastic changes in behaviour or personality, as well as dangerous or out-of-control behaviour. Fighting frequently, using weapons and expressing a desire to badly hurt others also are warning signs.
- **Difficulty concentrating.** Look for signs of trouble focusing or sitting still, both of which might lead to poor performance in school.
- **Unexplained weight loss.** A sudden loss of appetite, frequent vomiting or use of laxatives might indicate an eating disorder.
- **Physical symptoms.** Compared with adults, children with a mental health condition might develop headaches and stomach aches rather than sadness or anxiety.
- **Physical harm.** Sometimes a mental health condition leads to self-injury, also called self-harm. This is the act of deliberately harming your own body, such as cutting or burning yourself. Children with a mental health condition also might develop suicidal thoughts or attempt suicide.
- **Substance abuse.** Some kids use drugs or alcohol to try to cope with their feelings.

What should I do if I suspect my child has a mental health condition?

If you're concerned about your child's mental health, consult your child's doctor. Describe the behaviour that concerns you. Consider talking to your child's teacher, close friends or loved ones, or other caregivers to see if they've noticed any changes in your child's behaviour. Share this information with your child's doctor, too.

How do health care providers diagnose mental illness in children?

Mental health conditions in children are diagnosed and treated based on signs and symptoms and how the condition affects a child's daily life. There are no simple tests to determine if something is wrong.

To make a diagnosis, your child's doctor might recommend that your child be evaluated by a specialist, such as a psychiatrist, psychologist, social worker, psychiatric nurse, mental health counsellor or behavioural therapist.

Your child's doctor or mental health provider will also look for other possible causes for your child's behaviour, such as a history of medical conditions or trauma. He or she might ask you questions about your child's development, how long your child has been behaving this way, teachers' or caregivers' perceptions of the problem, and any family history of mental health conditions.

Diagnosing mental illness in children can be difficult because young children often have trouble expressing their feelings, and normal development varies from child to child. Despite these challenges, a proper diagnosis is an essential part of guiding treatment.

How can I help my child cope with mental illness?

Your child needs your support now more than ever. Before a child is diagnosed with a mental health condition, parents and children commonly experience feelings of helplessness, anger and frustration. Ask your child's mental health provider for advice on how to change the way you interact with your child, as well as how to handle difficult behaviour.

Seek ways to relax and have fun with your child. Praise his or her strengths and abilities. Explore new stress management techniques, which might help you understand how to calmly respond to stressful situations.

Consider seeking family counselling or the help of support groups, too. It's important for you and your loved ones to understand your child's illness and his or her feelings, as well as what all of you can do to help your child.

To help your child succeed in school, inform your child's teachers and the school counsellor that your child has a mental health condition. If necessary, work with the school staff to develop an academic plan that meets your child's needs.

If you're concerned about your child's mental health, seek advice.

Don't avoid getting help for your child out of shame or fear.

With appropriate support, you can find out whether your child has a mental health condition and explore treatment options to help him or her thrive.