

Mental Health and Wellbeing Policy

June 2024

Named Mental Health Lead: **Mike Kelly/Dr Cat Halligan**

1. School Aims

1.1. Our Mission

To provide safe and nurturing educational settings that enable young people to re-engage positively with academic study and develop their social skills to prepare them for a hopeful future.

To do this, young people are supported to demonstrate:

- Cooperation
- Consideration
- Contribution

which enables them to change and grow.

1.2. Aims

- To provide a safe, nurturing educational environment, built on a foundation of supportive, respectful relationships, that promotes emotional wellbeing and a sense of school belonging.
- To support young people to make changes and build self-confidence and resilience to prepare them for life beyond school.
- To ensure that young people can access and make progress with learning, enabling them to achieve the best outcomes for them.
- To use a multi-disciplinary holistic approach to provide bespoke support for young people.
- To consistently hold young peoples' voices in high regard and place them at the centre of their education, health and care planning.

2. Why mental health and wellbeing is important

At RFHCS, we aim to promote positive mental health and wellbeing for our whole school community; young people, staff, parents and carers, and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. 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 through their school career/life and some face significant life events. 1 in 6 children aged 5 to 16 have a probable mental health need and these can have an enormous impact on their quality of life, relationships and academic achievement.

The Department for Education (DfE) recognises that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

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 other challenges and can offer positive role models and relationships, which are critical in promoting wellbeing. Engendering a sense of belonging and community is a core aim of work at the RFHCS.

Our role in school is to ensure that young people are able to manage times of change and stress, be resilient and access help when they need it. We also have a role to ensure that pupils 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.

Our aim is to help develop the protective factors which build resilience to mental health problems and be a school where:

- All young people are valued
- Young people have a sense of belonging and feel safe
- Young people feel able to talk openly with trusted adults about their problems without feeling any stigma
- Positive mental health is promoted and valued
- Bullying is not tolerated

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing. See our Staff Wellbeing Policy for detailed information about how we support staff wellbeing.

3. Aims of the policy

This policy sets out:

- Key information about some common mental health problems
- How we promote positive mental health across the school community
- How our practices aim to prevent mental health problems
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent mental health problems worsening
- How we identify and support young people with mental health needs
- Where parents, staff and young people can get advice and support

4. 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

5. How the policy was developed and who was consulted

The development of this policy was led by our Mental Health lead and Educational Psychologist, staff, parents/carers and young people. We used the Camden example policy as the basis of our policy.

In developing this policy we have taken account of:

- Children and Young People's mental health: state of the nation 2016
- Education, Education, Education, Mental health 2016 (secondary)
- Promoting children and young people's emotional health and wellbeing Public Health England 2015
- Preparing to teach about mental health PSHE Association 2015
- Mental Health and Behaviour in schools DfE 2018
- Supporting pupils with medical conditions DfE 2014

6. Links to other policies

This policy links to our policies on safeguarding, supporting pupils with medical conditions, anti-bullying, PSHE and SEND strategy. It also links to our SEN Information Report. Links with the 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.

7. A whole school approach to promoting positive mental health

We take a whole school community approach to promoting positive mental health that aims to help young people become more resilient, be happy and successful and prevent problems before they arise. Promoting positive mental health at a universal and targeted level is crucial.

This encompasses the 8 principles of Emotionally Healthy Schools (DfE, 2015)

1. Leadership and management that supports and champions emotional health and wellbeing
2. Creating an ethos, and environment that supports mental health, resilience and promotes respect
3. Curriculum, teaching and learning that promotes social and emotional skills and an awareness of mental health
4. Enabling student voice to influence decisions
5. Early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services.
6. Monitoring impact of interventions.
7. Effectively working with parents and carers
8. Supporting and training staff to develop their skills and resilience and support their own wellbeing

To respond to the needs of young people at our specialist provision, we are also guided by the following additional principles:

1. Helping pupils to develop social relationships, support each other and seek help when they need to
 2. Supporting young people to develop resilience to re-engage with education and learning
 3. We aim to create an open and positive culture that encourages discussion and understanding of mental health issues to break the stigma surrounding them
 4. Supporting young people to make changes and build self-confidence to prepare them for life beyond school
8. **Staff-their roles and responsibilities, including those with specific responsibility**

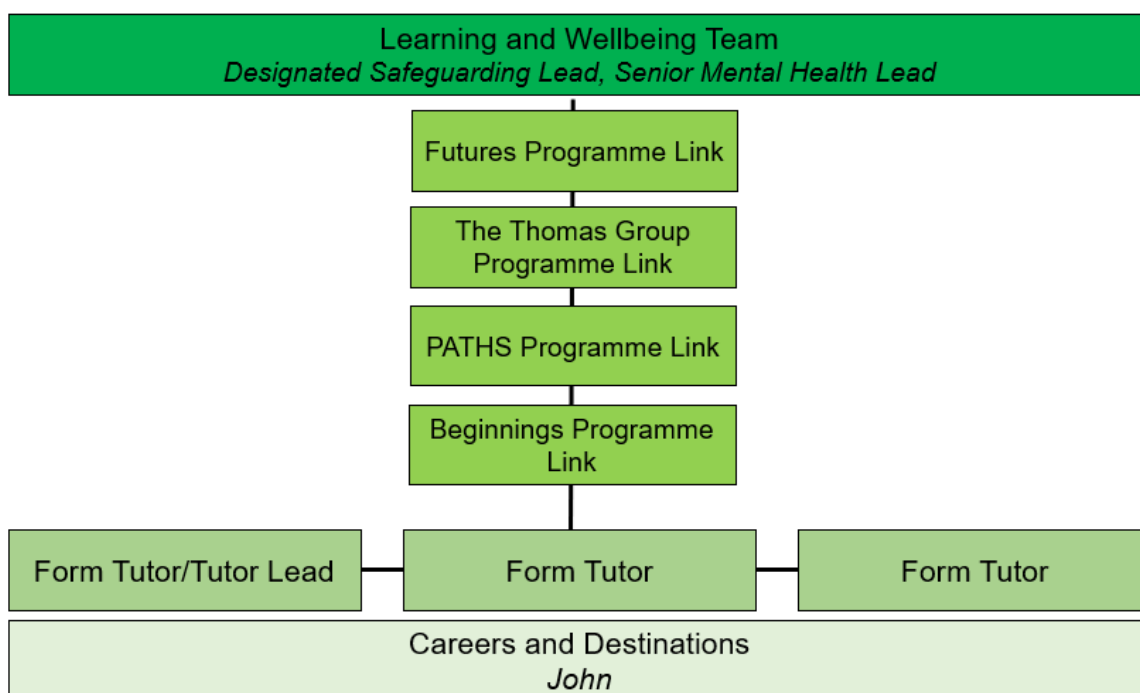
We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs receive 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 a physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown, bullying and other adverse childhood and community experiences. They also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, relationships, a sense of worth and belonging and emotional literacy (*see appendix 1 on risk and protective factors*).

Our Mental Health Lead works with other staff to coordinate whole school activities to promote positive mental health. The Mental Health Lead is primarily responsible for providing advice and support to staff, organising training and keeps staff up to date with information about what support is available in Camden. There are multiple people within the school who are responsible for supporting mental health needs due to the nature of provision at RFHCS, such as the Designated Safeguarding Lead, Educational Psychologist, SENDCO and Head Teacher.

Pastoral Support at RFHCS Konstam

Specific staff members are involved to ensure that young people attending our Konstam provisions are identified and supported if mental health difficulties arise or are worsening. The following structure outlines the staff members involved. The RFHCS has a culture of sharing information about young people across the staff team so that all staff members can be involved in supporting the young person.



Mental Health Support

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 pupils with mental health needs and their families both within RFHS and externally. Some of the most relevant external services available in Camden are listed below.

Internal Support	External Services
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<ul style="list-style-type: none"> • Emotional Literacy Support Assistants (ELSA) 	<ul style="list-style-type: none"> • Speech and Language Therapist
<ul style="list-style-type: none"> • Drama Therapist 	<ul style="list-style-type: none"> • Educational Psychology Service
<ul style="list-style-type: none"> • Music Wellbeing 	<ul style="list-style-type: none"> • CAMHS
<ul style="list-style-type: none"> • Educational Psychology 	<ul style="list-style-type: none"> • Early Help
<ul style="list-style-type: none"> • Equine Therapy 	<ul style="list-style-type: none"> • Fitzrovia Youth in Action (peer mentoring)
	<ul style="list-style-type: none"> • The Brandon Centre
	<ul style="list-style-type: none"> • Coram Creative Therapies
	<ul style="list-style-type: none"> • The Healing Together Programme
	<ul style="list-style-type: none"> • Parent and carer counselling service

9. Universal support to promote positive mental health

We believe we have a key role in promoting young people's positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including:

Pupil-led activities

- Campaigns and Collective Time meetings to raise awareness of mental health
- Individual wellbeing target setting through Learning and Wellbeing Plans which are reviewed termly

Class activities

- Mindfulness sessions for pupils
- Mental health teaching programmes as part of PSHE
- Thinking Cards
- LAMS
- Additional Art sessions
- World Mental Health Day
- Activities Week
- Sports Sessions

Whole school

- Small class sizes
- Programmes designed to meet needs of young people requiring different levels of support
- Pastoral tutoring using Social and Emotional Aspects of Learning (SEAL) schemes
- Support with exams and access arrangements
- Personal learning programmes
- A link Form Tutor
- Working with multi disciplinary teams
- Learning and Wellbeing meetings where students needing additional support are discussed
- Trauma informed behaviour policy
- Daily contact with parents/carers
- Support with transitions to post-16 destinations
- Displays and information around the school about positive mental health and where to go for help and support both within the school and outside the school

Teaching about mental health and emotional wellbeing

Through PSHE we teach the knowledge and social and emotional skills that will help pupils to be more resilient, understand about mental health and help reduce the stigma of mental health

problems. Below are the learning objectives at each Key Stage. PSHE is explicitly taught at Key Stage 3 and 4 as part of our curriculum. Key Stage 1 and 2 pupils who may access our provision at the Royal Free Hospital may work on some of these objectives but, due to the nature of the provision, they do not receive explicit PSHE lessons.

	Learning Objectives
Key Stage 1	<ul style="list-style-type: none"> • To recognise, name and describe feelings including good and not so good feelings • Simple strategies for managing feelings • How their behaviour affects other people • About empathy and understanding other people’s feelings • To cooperate and problem solve • To motivate themselves and persevere • How to calm down • About change and loss and the associated feelings (including moving home, losing toys, pets or friends) • Who to go to if they are worried • About different types of teasing and bullying, that these are wrong and unacceptable • How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
Key Stage 2	<ul style="list-style-type: none"> • What positively and negatively affects their mental and emotional health (including the media) • Positive and healthy coping strategies • About good and not so good feelings • To describe the range and intensity of their feelings to others • To recognise and respond appropriately to a wide range of feelings in others • To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them • About resilience • How to motivate themselves and bounce back if they fail at something • How to empathise and be supportive of others • About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement • About the consequences of discrimination, teasing, bullying and aggressive behaviours(including online bullying, prejudice-based language), how to respond and ask for help • About the importance of talking to someone and how to get help
Key Stage 3	<ul style="list-style-type: none"> • To recognise their personal strengths and how this affects their self-confidence and self-esteem • To recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem • To accept helpful feedback or reject unhelpful criticism • To understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment • What mental health is and types of mental health problems • Strategies for promoting and managing mental health positively • Healthy and unhealthy coping strategies

	<ul style="list-style-type: none"> • To be resilient and manage failure positively • How to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement • About the emotional aspects of relationships • To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted • To reduce and prevent the stigma of mental health
Key Stage 4	<ul style="list-style-type: none"> • To manage transition to KS4 • Healthy and unhealthy coping strategies • Strategies for promoting positive mental health and preventing mental health problems • The cause and symptoms of stress and managing stress, anxiety and depression • Strategies for managing strong emotions and feelings • Evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others • The impact of separation, divorce and bereavement on individuals and families • Where to get help and support

10. Targeted Mental Health Support

Our approach aims to:

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

10.1. Early Identification

All staff have had training on protective and risk factors (see Appendix 1), types of mental health needs (see Appendix 2) 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 relevant member of staff.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn
- Changes in activity or mood or eating/sleeping habits
- Lowering 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 are aware that mental health needs such as anxiety might appear as non-compliant, disruptive or aggressive behaviours, problems with attention or hyperactivity. We understand that all behaviour is communication and are curious about the needs that may contribute to behaviours we observe. When young people feel threatened, stressed or anxious, it is common for them to use fight, flight, freeze or flop coping strategies. This automatic response is often contributing to the observed behaviours (e.g. not engaging in a task, not following instructions, speaking unkindly). This understanding informs how we intervene. See the Behaviour Policy for further information.

We aim to identify young people with mental health needs as early as possible, via our admissions process or systems for young people attending our provisions.

Young people attending provisions

- Using the Learning About Myself and School (LAMS) questionnaire regularly to identify individuals needing support. This self-rated scale has been developed based on staff consultation, the PASS survey (Pupil Attitudes to Self and School) and the Warwick-Edinburgh Wellbeing Scale to ensure it is most appropriate for our young people.
- Three times weekly morning briefings where safeguarding concerns are raised by Programme Links. Other staff can also raise concerns that have arisen
- Staff reporting concerns about individual pupils to the Mental Health Lead, Programme Link, Designated Safeguarding Lead or Form Tutor
- Fortnightly Learning and Wellbeing meetings where young people who may need additional support can be discussed
- Attendance monitoring (see Attendance Policy)
- Contact with professionals, working with the child, to obtain a Psychological Support Plan, where appropriate.
- Enabling parents and carers to raise concerns through the Form Tutor, Class Teacher, Programme Link, SENDCO or directly to the Mental Health lead

Admissions

The following information is gathered when young people begin on any of our programmes:

- Risk assessment
- Psychological support plan
- Student information passport (completed by referring school/professional)
- Medical evidence

Disclosures and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to pupils who disclose a concern about themselves or a friend. The emotional and physical safety of pupils is paramount and staff listen rather than advise. Staff are clear to pupils that the concern will be shared with the school's Designated Safeguarding Leads and recorded in order to provide appropriate support to the pupil. All disclosures are recorded on SIMs and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

Staff are trained to follow the below procedures if a child makes a disclosure about their mental health or another safeguarding concern:

- Reassure the young person that they have done the right thing by telling you
- Do not express your own views or feelings or ask leading questions
- Do not assume that you understand what a young person is referring to. Ask follow up questions to ensure their meaning is clear

- Do not investigate beyond establishing a concern (e.g. do not take photographs, undertake any kind of examination or remove any clothing)
- Do not make a medical diagnosis or judgement
- Do not video record the conversation with the child
- Do not assume that someone else will act following a disclosure
- Do not make promises. Ensure that the young person understands that you may have to pass this information on

10.2. Assessment, Interventions and Support

Assessment and Referral Processes

Young people who may need additional mental health support can be raised through the following means:

- Discussion in staff morning briefings
- Discussion with the school Educational Psychologist, Designated Safeguarding Lead or SENDCO
- Discussion with Programme Link who can raise the young person in fortnightly Learning and Wellbeing meetings

Concerns are recorded in Learning and Wellbeing notes, Briefing notes or on SIMs. We then implement our assessment system which is based on levels of need to ensure that pupils 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.

Mental Health Intervention

Support can be provided by:

- Safeguarding team
- Support staff
- SENDCO
- Drama Therapist
- Music Wellbeing
- Educational Psychologist
- Emotional Literacy Support Assistants (ELSA)
- External agencies such as CAMHS, Early Help, Speech and Language Therapy

Need	Evidence-based Intervention and Support ¹	Monitoring
High <i>High levels of risk (suicide/self harm)</i> <i>Significant impact on daily functioning</i>	<ul style="list-style-type: none"> • Referral to CAMHS or coordination of the existing multi-agency network • Discuss possible need for education, health and care assessment with SENDCO • Ensure there is a safety plan in place, either from external professionals or within school • Wave 3 attendance intervention, including Inreach (see attendance policy) 	All pupils needing targeted individualised support will have a Learning and Wellbeing support drawn up that sets out: <ul style="list-style-type: none"> • The needs of the pupils • How the pupil will be supported • Actions to provide that support • Any special requirements
Moderate	<ul style="list-style-type: none"> • ELSA support • Drama therapy support 	

¹ Intervention will be decided in consultation with key members of staff, young people and parents/carers

<p><i>Some evidence of risk (suicide/self harm)</i></p> <p><i>Mental health difficulties having some impact on daily functioning</i></p>	<ul style="list-style-type: none"> • Music Wellbeing • Educational Psychology support • Referral to external services (e.g. Early Help, Educational Psychology Service, CAMHS, SALT) • Ensure there is a safety plan in place, either from external professionals or within school 	<p>Pupils and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated.</p>
<p>Mild</p> <p><i>Support that can be provided within typical school structures</i></p>	<ul style="list-style-type: none"> • Within class support from support staff, class teachers and programme link • Regular check ins with personal tutor 	<ul style="list-style-type: none"> • Students can be raised in Learning and Wellbeing meetings • Termly review of the Learning and Wellbeing plan

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.

Support for friends

We recognise that when a pupil is experiencing mental health problems it can be challenging for their friends, who often want to help them but are not sure the best thing to do and can also be emotionally affected. In the case of eating disorders and self-harm, it is possible that friends may learn unhealthy coping strategies from each other, and we will consider on a case by case basis what support might be appropriate including one to one and group support.

We will involve the pupil who is suffering and their parents and consider what is helpful for friends to know and what they should not be told, how they can best support, things they should avoid doing/saying which may inadvertently cause upset and warning signs that their friend needs help.

We will also make information available about where and how to access information and support for themselves and healthy ways of coping with the difficult emotions they may be feeling.

Support for pupils after inpatient treatment

We recognise that some pupils will need ongoing support and the Mental Health Lead will meet with pupils on a regular basis. We are careful not to “label” pupils.

We have a duty of care to support pupils and will seek advice from medical staff and mental health professionals on the best way to support pupils. We will carry out a risk assessment and support pupils to re-integrate successfully back to school, where possible.

When a child leaves an inpatient provision and is transitioning back to school we discuss what needs to happen so the transition is smooth and positive.

11. Working with specialist services to get swift access to the right specialist support and treatment

In some case a pupil’s mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders.

We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the pupils' Psychological Support Plan.

School referrals to a specialist service will be made by the relevant staff member following the assessment process and in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the pupil and parent/carer and when it is the most appropriate support for the pupil's specific needs. Below is a summary of some mental health services available in Camden.

Specialist Service	Referral process
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school, GP or self-referral
Educational Psychologist	Accessed through the Mental Health Lead/SENDCO
Speech and Language Therapist	Discussion with SALT allocated to the school
The Brandon Centre	Referral through CAMHS
Coram Creative Therapies	Direct referrals
The Healing Together Programme	Discussion with Educational Psychologist
Parent and carer counselling service	Referral form

SEND and mental health

Persistent mental health problems may lead to pupils having significantly greater difficulty in learning, than the majority of those of the same age. In some cases, the child may benefit from being identified as having a special educational need (SEN)

12. Involving parents and carers

Promoting mental health

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting their children with mental health needs.

On first entry to the school, our parent's meeting includes a discussion on the importance of positive mental health for learning. We ask parents to inform us of any mental health needs their child has and any issues that they think might have an impact on their child's mental health and wellbeing, based on a list of risk factors pertaining to the child or family (see appendix 1). It is very helpful if parents and carers can share information with the school so that we can better support their child.

To support parents and carers:

- We organise parent workshops on topics such as protective and risk factors, mindfulness, safeguarding, exam anxiety, transitions.
- Information is provided to parents via newsletter and our website
- We provide information and websites on mental health issues and local wellbeing and parenting programmes and have produced leaflets for parents on mental health and resilience, which can be accessed on the school website. The information includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support for themselves
- We include the mental health topics that are taught in the PSHE curriculum, on the school website

Supporting parents and carers with children with mental health needs

We are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive. We also help to reassure by explaining that

mental health problems are common, that the school has experience of working with similar issues and that help and advice are available.

When a concern has been raised the school will

- Contact parents and carers and meet with them
- Offer information to take away and places to seek further information
- Be available for follow up calls
- Make a record of the meeting
- Agree a plan together with next steps
- 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

In most case parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as child protection issues. Children over the age of 16 are entitled to consent to their own treatment.

Parents and carers will always be informed if their child is at risk of danger and pupils may choose to tell their parents and carers themselves. We give pupils the option of informing their parents and carers about their mental health need for themselves or go along with them.

We make every effort to support parents and carers to access services where appropriate. Our primary concern are pupils, 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.

13. Involving pupils

We seek pupil's views about our approach, curriculum and promoting whole school mental health activities such as:

- Learning and Wellbeing plans and review meetings
- Planning interventions in school with young people
- Giving pupils a voice through lessons and workshops
- Facilitation by outside speakers e.g. Diversity Role Models
- Thinking Cards discussions

We always seek feedback from pupils who have had support to help improve that support and the services they received.

14. Supporting and training staff

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in pupils and know what to do and where to get help (see Appendix 3). Teaching and support staff have had training in a range of areas relating to mental health, including:

- Mental Health First Aid training
- Solution Focused Therapy Training
- Suicide Prevention Training
- Eating Disorders Training
- Trauma Informed Practice training
- Emotional Literacy Support Assistant
- Safeguarding
- Camden Mental Health Hub (where the school is one of the lead schools)

Those staff with a specific responsibility have more specialised training and where possible access to supervision from mental health professionals

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to support staff wellbeing. See Staff Wellbeing policy for further information.

15. Monitoring and Evaluation

The mental health and wellbeing policy is on the school website and hard copies are available to parents and carers from the school office. All mental health professionals are given a copy before they begin working with the school as well as external agencies involved in our mental health work.

The policy is monitored at an annual review meeting led by the Mental Health Lead and involves staff with a responsibility for mental health, including specialist services supporting the school and governors.

Date updated: June 2024

Date of next review: June 2027

Date approved by the Governing Body: 20/06/2024

Appendix 1 Protective and Risk factors(adapted from Mental Health and Behaviour DfE March 2016)

	Risk Factors	Protective Factors
In the Child	<ul style="list-style-type: none">• Genetic influences• Specific development delay• Communication difficulties• Physical illness• Academic failure• Low self-esteem• SEND	<ul style="list-style-type: none">• Being female (in younger children)• Secure attachment experience• Outgoing temperament as an infant• Good communication skills, sociability• Being a planner and having a belief in control

		<ul style="list-style-type: none"> • Humour • Problem solving skills and a positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the Family	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord
In the School	<ul style="list-style-type: none"> • Bullying • Discrimination • Breakdown in or lack of positive friendships • Negative peer influences • Peer pressure • Poor pupil to teacher relationships 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Positive classroom management • A sense of belonging • Positive peer influences
In the Community	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Other significant life events 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

Appendix 2 Specific mental health needs most commonly seen in school-aged children

For information see Annex C Main Types of Mental Health Needs

Mental Health and Behaviour in School DfE March 2016

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Annex C includes definitions, signs and symptoms and suggested interventions for

- Anxiety (including panic attacks, phobias and Obsessive Compulsive Disorder OCD)

- Depression
- Eating Disorders
- Substance Misuse
- Self Harm

The DfE guide does not include specific information on suicidal thought

Suicidal Thoughts

Young people may experience thoughts and feelings about wanting to end their lives. Some young people never act on these feelings but may openly discuss and explore them, while other young people die suddenly from suicide without any apparent warning signs.

Appendix 3 Where to get information and support

For support on specific mental health needs

Anxiety UK www.anxietyuk.org.uk OCD UK www.ocduk.org

Depression Alliance www.depressoinalliance.org

Eating Disorders www.b-eat.co.uk and www.inourhands.com

National Self-Harm Network www.nshn.co.uk

www.selfharm.co.uk

Suicidal thoughts [Prevention of young suicide UK – PAPHYRUS: www.papyrus-uk.org](http://www.papyrus-uk.org)

For general information and support

www.youngminds.org.uk champions young people's mental health and wellbeing

www.mind.org.uk advice and support on mental health problems

www.minded.org.uk (e-learning)

www.time-to-change.org.uk tackles the stigma of mental health

www.rethink.org challenges attitudes towards mental health