

Severn Vale School
Whole School Approach to Mental Health and Well-being
September 2021

At Severn Vale School, we aim to promote positive mental health and well-being for both students and staff, working together alongside families, outside agencies and the community.

We pursue this aim using both universal, whole school approaches and specialised, targeted approaches to support students where risk factors are identified. In addition, we aim to recognise and respond to mental health concerns. By developing and implementing a practical, relevant and effective whole school approach we can promote a safe and stable environment for all and in particular, identified students.

This document describes the school's approach to preventing harm and promoting positive mental health and well-being and is intended as information and guidance for all staff including non-teaching staff and governors.

This document should be read in conjunction with our Health and Safety Policy in cases where a student's mental health overlaps with or is linked to a medical issue; the SEN and Disabilities Policy where a student has an identified special educational need; the Safeguarding and Child Protection Policy where there are safeguarding concerns; the Behaviour Policy where there are concerns about attitude to learning and conduct and the Attendance Policy where attendance is affected by mental health; the Whole School Approach for Young Carers and the Whole School Approach for Looked after Children and Previously Looked after Children.

This document has been developed in accordance with guidance in:

DfE Mental Health and behaviour in schools November 2018

DfE The Teachers Standards 2012 (Introduction updated June 2013, terminology updated July 2021)

DfE Keeping Children Safe in Education 2021

Guidance from Public Health England: Promoting children and young people's emotional health and well-being March 2015

DfE Government Response to the Consultation on Transforming Children and Young People's Mental Health Provision: a Green Paper and Next Steps 2018

We AIM to:

- Promote positive well-being and mental health in all staff and students
- Increase understanding and awareness in staff and students
- Provide support and training to staff working with young people with mental health issues
- Encourage and support students to be resilient and mentally healthy

- Make appropriate referrals for intervention from internal and external mental health support
- Provide support and advise students, parents and carers in securing further support from medical professionals
- Provide information to raise awareness of where staff can secure further support from medical and other professionals

KEY staff:

All staff, teaching and non-teaching, have a responsibility to both promote the positive mental health of students and help identify concerns. Staff with a specific, relevant remit include:

- Mark Nichols - Assistant Head Inclusion and Designated Safeguarding Lead (DSL)
- Michell Littlegray - Assistant Head and SENDCO
- Deb Jordan - Inclusion Manager, Deputy Designated Safeguarding Lead and Designated Lead for Mental Health (DLM)
- Pastoral staff – tutors/relevant Heads of Year / Assistant Head teachers for KS3/4
- Andy Oldham - Operations Manager and lead first aider
- Kirsten Prescott – Deputy Head Teaching, Learning and Assessment
- Julia Atkinson – School Business Manager
- Barry Hockaday - Head of Futures
- Virginia Martin – Attendance Improvement Officer

Any member of staff who is concerned about the mental health or well-being of a student should speak to the Pastoral Head of Year in the first instance.

If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the DSL, Deputy DSL or the head teacher.

If the student presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Mental health problems in Young People:

Mental health professionals have classified these as:

- emotional disorders, for example phobias, anxiety states and depression
- conduct disorders, for example stealing, defiance, fire setting, aggression, and anti-social behaviour
- hyperkinetic disorders, for example disturbance of activity and attention

- developmental disorders, for example delay in speech, social ability, or bladder control
- attachment disorders, for example children who are markedly distressed or socially impaired as a result of an abnormal pattern of attachment to parents or major care givers
- trauma disorders, such as post-traumatic stress disorder, as a result of traumatic experiences, abuse and neglect
- other mental health problems including eating disorders, habit disorders, somatic disorders, psychotic disorders

Adverse Childhood Experiences:

ACEs is an acronym for adverse childhood experiences. ACEs are specific events that occur before the age of 18 years and can be grouped into three types: abuse, neglect and household dysfunction.

These include:

- loss or separation – resulting from death, parental separation, divorce, hospitalisation, family conflict or breakdown, being taken into care or adopted, deployment of parents in armed forces families
- life changes – such as the birth of a sibling, moving house, changing school
- traumatic experiences – abuse, neglect, domestic violence, bullying, violence, accidents, injuries
- other traumatic incidents – natural disaster, attack

All staff receive training on ACES <https://www.acesonlinelearning.com/>

Warning Signs:

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional well-being issues. These warning signs should be taken seriously and staff observing any of these warning signs should communicate their concerns with the Pastoral Head of Year in the first instance, who will liaise with the Designated Lead for Mental Health if needed.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming fearful, socially withdrawn, low self esteem
- Changes in behaviour, activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Possible abuse of drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly

- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Managing student disclosures:

A student may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Students may present as 'sad', anxious or depressed.

Students may present or disclose thoughts of self-harm, actual self-harm (i.e. cuts, burns, scratches).

Students may present or disclose as having had suicidal thoughts or feeling suicidal.

Mental Health and Wellbeing is included within KCSIE 2021. Severn Vale School is committed to help prevent the impairment of children's mental and physical health or development. At SVS this is further supported by our Additional Pastoral Care protocols (See below).

The monitoring of APC systems for each year group is the responsibility of the Head of Year and attached Assistant Headteacher (Key Stage).

School response to disclosure:

Additional Pastoral Care (APC)

Sometimes students may disclose issues related to their Mental Health or well-being.

Students may present as 'sad', anxious or depressed.

Students may present or disclose thoughts of self-harm, actual self-harm (i.e. cuts, burns, scratches).

Students may present or disclose as having had suicidal thoughts or feeling suicidal.

Protocols for Staff:

If a student presents any of the above issues please;

1. Listen carefully to what the child is saying
2. Remain calm and take what the child is saying seriously ensuring that they know you are doing so
3. Reassure the child that they are doing the right thing by telling someone

4. Where possible ensure that you continue your conversation where you cannot be overheard
5. Do NOT promise confidentiality – Explain that you need to pass it on to Pastoral Staff
6. Do ask if the student has told another adult or is accessing support about how they are feeling
7. Do notify the relevant Head of Year and attached Assistant Headteacher (Key Stage) in person as soon as possible
8. Do follow up with an email account to the Tutor, Head of Year and Assistant Headteacher (Key Stage) member on the same day

****If the nature of what the child says raises a Safeguarding concern please also notify the Safeguarding team as well****

Protocols for Pastoral Teams:

If a student is reported to have any of the above issues please follow the following protocols;

1. Head of Year or Assistant Headteacher (Key Stage) to speak with the student before the end of school day
2. Pastoral Team to assess situation and contact parents/carers the same day*
3. Where necessary parents to be advised to take student to GP.
4. Pastoral Team to add to student chronology on My Concern and consider adding to or updating Graduated Pathway
5. If necessary Head of Year to add to APC list, decide upon opening category of priority (High, Medium or Low) and which member of Year Team will be first point of contact.
6. If necessary Head of Year to raise concerns with CAMHS / YMM drop-in team and if required complete CAMHS referral.
7. APC lists to be reviewed and updated Termly as part of SLT/Pastoral Team scheduled meetings.
8. Following review APC shared via email with attached SLT members & Safeguarding Team.

****Should the student be subject to known Safeguarding issues (current or historic) please ensure the Safeguarding Team are notified prior to parents being notified****

Emergency APC Response Protocols:

If a student presents as having suicidal thoughts at that present time or has taken action to harm themselves (e.g. overdose of medication) please follow these protocols;

1. Do not leave Student alone. Ensure they are supervised at all times.
2. Call a First Aider immediately.
3. Parents to be notified and request made for parent to collect and take to A&E as per NHS guidance (Please be aware that any admission to A&E for suicidal thoughts/self-harm/mental health should automatically mean an assessment is done by the Psychiatric team and lead to a CAMHS referral).

***Should parents not be available then 2 appropriately identified staff to escort student to A&E until parents can arrive.**

4. Pastoral staff involved should email summary of events leading to A&E referral to Head of Year, attached SLT members and Safeguarding Team for records.
5. Contact to be made by parent with school regards outcomes of Hospital assessments prior to students return.
6. On return to school Pastoral Team to liaise with Site Manager, Inclusion and Safeguarding team over Risk Assessment if necessary.
7. A return to school meeting to be arranged by Head of Year or Assistant Headteacher (Key Stage) alongside Inclusion Manager / Safeguarding Team if necessary).
8. Relevant staff to be made aware of students return and terms of Risk Assessment where appropriate.
9. Head of Year and Assistant Headteacher (Key Stage) to review Risk Assessment after agreed time frame with student and parent.

In school provision

Severn Vale School have a robust Offer of Early Help. Included in this is mental health and wellbeing support from our service level agreements with **Teens In Crisis plus (TIC), E-motivate and Yes Mentoring** who provide a varying range of support appropriate to the need of a referred student.

Young People, parents, carers can self-refer to **Teen In Crisis Plus**. There are options for online counselling or face to face counselling.

Where appropriate, staff can refer students to the **school nurse**. We have a school nurse who runs drop in sessions on a Monday lunchtime in The Sanctuary.

www.glos-care.nhs.uk/school-nursing-referral-form

Young Minds Matter

The Mental Health Support Teams' (MHSTs') main role will be to provide earlier care for children and young people who may be experiencing mild to moderate or early symptoms of mental health problems, which tend to be outside the scope of traditional NHS services. Providing this additional resource to support early intervention, appropriate signposting and delivery of focused, evidence-based interventions will improve collaboration between schools and mental health services and enable earlier and more effective mental health support for children, young people, their families and carers.

Young Minds Matter (YMM) is a safe and confidential mental health support service developed for children and young people up to 18 years of age in selected schools across Gloucestershire. Severn Vale School is one of the schools to benefit from this additional support.

The team can offer support to students who are struggling with things like anxiety, low mood and poor sleep or similar. This can be either face to face in school or via a virtual online platform. Students/parents/carers can request that school make a referral for them.

Alternatively, students can now refer themselves via YMM Chat.

<https://www.ghc.nhs.uk/our-teams-and-services/cyp-glos/trailblazer-programme-request-for-support/>

Child and Adolescent Mental Health Service CAMHS

Where a referral to CAMHS is appropriate, this can be supported by the Designated Lead for Mental Health in liaison with the student's Head of Year.

Guidance on referring to CAMHS is provided in Appendix A.

Individual Health Care Plans / Risk Assessments:

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

- Details of a student's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency

Gloucester Hospital Education Service:

A consultant may refer a student to the Gloucester Hospital Education Service if they are unable to access school. If the referral is accepted, the student is dual registered and Severn Vale School works with GHES to support learning.

Graduated Pathway:

Identified students may benefit from a My Plan/My Plan Plus as a result of well-being issues they may experience. As part of the graduated pathway, review meetings are held by a member of staff from the SEND or Pastoral team. Parents/carers will have a vital role to play in these conversations in supporting their child's well-being and other agencies will be involved dependent on the level of need.

Additional school support:

Some students may benefit from additional support which can be delivered via the school's SEND hub, Social Inclusion Unit and Gateway.

Transition:

The Assistant Headteacher and Head of Year communicates and visits Primary feeder schools to support transition from Year 6 to Year 7. Visits by feeder schools to Severn Vale are arranged to provide opportunities for prospective students to get to know the environment and school staff and give them a taste of secondary school.

The Assistant Head, Head of Year, SEND and Inclusion staff, communicate with Post 16 providers where relevant to help support transition at the end of Year 11.

Bereavement:

Bereavement and loss affect everybody at some time and, as a close community, our school aims to provide the best support for our students during such times and the natural process of grieving.

Bereavement affects everyone in different ways and for different periods of time. We want to help all members of the school community, when they could be feeling at their most vulnerable, in the way that best meets their needs.

We believe that the inclusive ethos of the school based on compassion and integrity, and our additional pastoral care procedures and referrals to inhouse wellbeing providers, provide a framework in which these experiences can be realised in a supportive manner. By adopting a planned and considered approach the school can support the emotional well-being of the child, family and staff.

We recognise that traumatic bereavement needs support structures to help manage the challenges this brings, including the possibility of the lasting impact of trauma and may need specialist agency support which can be accessed.

The pastoral and teaching response includes:

Sensitive communication

Additional Pastoral Care for individual students

Individual or Crisis, whole school agency support from the Educational Psychology Service, Teens in Crisis and CAMHS

Sensitivity to subject matter in lessons and provision for alternative learning if needed

Advice and support in accessing individual bereavement and grief support

As a school, we recognise the importance of long-term support for those who are bereaved, and will endeavour to provide opportunities for remembrance where appropriate.

Signposting – students:

Students, parents and carers are aware of sources of support within school and external agencies. Support available and our whole school approach to well-being is outlined on the Safeguarding and Well-being page of the school website.

- We display relevant sources of support in pastoral offices, our Social Inclusion Unit, The Gateway and the Inclusion and Safeguarding offices.
- We highlight sources of support to students within relevant parts of the curriculum.
- We communicate information on support agencies in tutor ;led PREP time
- We advise parents/carers of who to talk to if they have concerns about their child
- Through the school newsletter parents/carers are informed about key areas linked to safeguarding and well-being

Further sources of support can be found in Appendix B

Working with Parents and Carers of vulnerable students:

We need to be sensitive in our approach.

It can be shocking and upsetting for parents/carers to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

Staff should consider whether a meeting or a phone call is the best way forward.

Staff should highlight further sources of information to parents/carers as they will often find it hard to take much in whilst coming to terms with the news that is being shared.

In the majority of cases the school will endeavour to seek consent from parents or carers in referring students to in school provision or partner agencies.

Resources and guidance for parents and carers:

The school website is regularly updated with information and signposting.

We are especially aware of increased need throughout Covid 19 and communication to parents and carers includes relevant support available.

Training sessions for parents and carers are made available via the website and newsletter.

Supporting Peers:

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

- What it is helpful for friends to know and what they should not be told

- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend help (e.g. signs of relapse)

Additionally, it should be highlighted with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

Teaching about Mental Health:

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 developmental Futures curriculum. This is informed by the results of the bi-annual Gloucestershire Healthy Living & Lifestyles Online Pupil Survey completed by Year 8 and Year 10 students.

The specific content of lessons is regularly adapted to meet emerging needs in society; there will always be an emphasis on enabling students to develop the skills, knowledge, resilience, understanding, language and confidence to seek help (internal and external services), as needed, for themselves or others.

As part of our efforts to help develop students' emotional well-being, all KS3 students will be asked to keep a gratitude journal for their homework in Futures. Every day they will be asked to write down 1 thing they are grateful for in their Futures reflection log. This could be a large, general thing such as *'I'm really grateful for living in a rich country'* through to small, specific things like *'I woke up to sunshine this morning and it made me feel happy'*. In Futures, students are taught that *'where you look, determines what you see'*, therefore if we can encourage students to look for the positives in their day and in doing so build the neural pathways that make this thinking easier, they will be better equipped to approach their well-being with positivity and hope.

A feature of our curriculum is the focus on making learning portable and memorable. If students' learning about their wellbeing is confined to the classroom, they won't have it with them when they need it. This has led to the creation of our 'Lines for Life'. A series of six statements that form the thread through the curriculum and are repeated frequently, both in lessons and wider-school moments such as line-up, academic and pastoral interventions, and signage around the school. In doing this, students are given memorable phrases that reinforce the values and mindsets that will best equip them to journey through life, negotiate the highs and lows, and better support others as they do so.

In addition, other agencies are invited into school to deliver educational sessions on specific identified topics e.g. physical and mental health, relationships, keeping safe, healthy lifestyles.

Many school activities promote, inform and encourage positive well-being:

- Activities for charity fundraising
- Flexible Learning Days

Student voice:

The Student Leadership Team will champion positive well-being and mental health on behalf of the student body through the chairing of Year Councils and then advocating for students to SLT, ensuring that students' needs, both physical and emotional are heard and acted upon.

Extra Curricular Activities:

We encourage all students to participate in extracurricular activities to enhance their wellbeing; physically, emotionally and socially. There are a wide variety of clubs and interests available.

Homework support:

There is a variety of provision on school site to support completion of homework at the end of the school day.

Healthy Eating:

Harrison Catering Services LTD provide the catering facilities for Severn Vale School. Our provision is led by our Chef Manager. Harrisons' are proud of their policy of using fresh, seasonable ingredients cooked onsite each day. Their commitment to quality ingredients is a testament to their dedication to providing healthier, nutritious, and innovative dishes to benefit our pupils and staff.

Harrisons' support the UK economy by buying from British suppliers, local to the area when possible.

Promoting Positive well-being and mental health for staff:

Key staff:

- Kirsten Prescott – Deputy Head Teaching, Learning and Assessment
- Lyn Woodrow – HR Officer
- Julia Atkinson - School Business Manager
- Mark Nichols - Assistant Head Inclusion and Designated Safeguarding Lead (DSL)
- Deb Jordan - Inclusion Manager, Deputy Designated Safeguarding Lead and Designated Lead for Mental Health (DLM)

As adult professionals staff have the best understanding of their health needs. Should they feel that support is required, or they are struggling with any aspect of their professional or personal lives impacting on their professional lives, they are encouraged to raise this with their line manager or with a member of SLT. School will offer appropriate and timely support through a range of strategies and referrals if necessary.

Severn Vale School recognise that good mental health is best supported by an active approach and positive attitude and encourage well-being activities which are delivered in a variety of ways. Should any member of staff wish to contribute ideas or activities they should feel encouraged to do so with the Staff Development Lead in the first instance.

As well as having a generous pension and welfare package linked to salary, our staff also benefit from the services listed below.

Employee Assistance Programme (Legal & General):

Provides online and telephone assistance to help you through many areas of life.

<https://healthassuredeap.co.uk/> The service has a huge amount of information and 4-week self-help courses. Full details and brochure included on the wellbeing noticeboard.

To login, our username is workliffeap and our password is workliffeap. The service is completely confidential and there is practical advice as well as counselling services.

If you use the telephone service, you will need to confirm the service is provided through Gloucestershire County Council Pension Service.

Occupational Health Unit (Gloucestershire County Council):

We subscribe to GCC OHU. This is a way we can provide funded support, and counselling sessions if necessary, without the endless NHS waiting lists. OHU are very supportive. Staff are encouraged to ask for a referral through the school.

Mental Health First Aiders (MHFA):

MHFA will be available to all staff in any areas of the school. It is not an in-house counselling service but can provide someone to listen and support, with signposting to helpful organisations.

Wellbeing Noticeboard:

We have a dedicated noticeboard for all things wellbeing. The files contain information and signposting for a range of topics: Bereavement, Breast Cancer, Counselling, Dementia, Heart Health, Menopause, Prostate Cancer, and Strokes. Details for Qwell online Counselling Service can be found on the noticeboard. They are available 7 days per week until 10pm.

<https://www.qwell.io/>

Monthly Wellness Information Sessions:

These will be run virtually by partner agencies, to advise staff on health matters for them and their families.

Bereavement:

The school acknowledges the personal nature of bereavement and grief and is committed to supporting employees in practical and reasonable ways. We understand and respects that everyone reacts differently to bereavement and that different cultures can respond to death in differing ways. Our Staff Absence Policy gives full details of leave for staff experiencing loss. We will provide initial and on-going support to the employee, as required. This may be informal conversations with a Line Manager, providing self-help books from our wellbeing library, or more formal. **The school recognises that whilst the majority of people do not require counselling to cope effectively with their grief, those who feel they would benefit from additional support can be requested counselling sessions. These are fully supported by funding and time for appointments.**

Staff Long Service Awards:

We want to acknowledging the hard work and dedication of staff with Long Service Awards.

Flu Vaccinations:

When available flu vaccinations can be accessed at school; if we unable to provide this onsite, we will reimburse individual vaccinations, advice will be sent out to staff.

Gym Membership:

Staff can access Quedgeley Health and Fitness gym before 5.00pm each evening.

Sight tests and glasses:

We follow the legal recommendations for sight tests and glasses. <http://www.hse.gov.uk/msd/dse/eyetests.htm>

Staff Well-being and Reward Budget:

Our staff enjoy a range of activities throughout the year, funded by our Staff Well-being and Reward budget. These include INSET lunches, flu vaccinations, seasonal treats, social events, refreshments, parents' evening refreshments, tuck shop, weekly fruit bowl and 'emergency' products in the ladies toilets.

We are open to suggestions, please let us know of any ideas to help staff.

For further information on any of the above items, please contact Julia Atkinson, School Business Manager.

Useful sources of advice and support can be found below:

Mind:

<https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-your-staff/useful-resources/>

Mindful Employer:

<https://www.dpt.nhs.uk/mindful-employer>

Hays Well-being Training:

A series of bite-sized courses to help with well-being.
<https://educationtraining.hays.co.uk/>

Staff training

As a minimum, all staff will receive regular training about recognising and responding to mental health concerns as part of their regular child protection training in order to enable them to keep students safe.

Key staff:

- Mark Nichols - Assistant Head Inclusion and Designated Safeguarding Lead (DSL)
- Kirsten Prescott – Deputy Head Teaching, Learning and Assessment
- Michell Littlegray - Assistant Head SENDCO
- Deb Jordan - Inclusion Manager, Deputy DSL and Designated Lead for Mental Health.
- Andy Oldham - Operations Manager and Lead First Aider

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate and relevant to the student's needs.

Training sessions for all staff to promote learning and understanding about current specific issues related to mental health and well-being are part of the professional development calendar are delivered as part of staff Professional Learning Time.

Review

Review: Yearly

Additionally, this document will be reviewed and updated as appropriate in response to training, the GHLL review, Online Pupil Survey and Staff Survey.

Completed: September 2021

Next review: September 2022

Appendix A: Guidance on referring to CAMHS

If the referral is urgent it should be initiated by phone so that CAMHS can advise of best next steps:

CAMHS Advice line 01452 894272

Referrals

Before making any referral, speak with a member of the primary mental health team who can advise and discuss it with you.

You should also be able to provide evidence to CAMHS about what intervention and support has been offered to the pupil by the school and the impact of this.

General considerations

- Have you met with the parent(s)/carer(s) and the referred child/children?
- Has the referral to CAMHS been discussed with a parent / carer and the referred pupil?
- Has the pupil given consent for the referral?
- Has a parent / carer given consent for the referral?

Basic information

- Is there a child protection plan or child in need plan in place?
- Is the student a child in care?
- Name, address and date of birth of referred child/children
- Contact details
- Who has parental responsibility?
- Surnames if different to child's
- GP details
- What is the ethnicity of the pupil / family
- Will an interpreter be needed?
- Are there other agencies involved?

Reason for referral

- What are the specific difficulties that you want CAMHS to address?
- How long has this been a problem and why is the family seeking help now?
- Is the problem situation-specific or more generalised?
- Your understanding of the problem/issues involved

Further helpful information

- Who else is living at home and details of separated parents if appropriate?
- Name of school
- Who else has been or is professionally involved and in what capacity?
- Has there been any previous contact with our department?
- Has there been any previous contact with social services?
- Details of any known protective factors

- Any relevant history i.e. family, life events and/or developmental factors
- Are there any recent changes in the student's or family's life?
- Are there any known risks, to self, to others or to professionals?
- Is there Educational psychologist involvement?

Appendix B: Sources of support for common mental health issues

Useful Numbers and Contacts:

Child and Adolescent Mental Health Services (CAMHS, formerly known as CYPS):

CAMHS are currently accepting and providing care to children or young people presenting with priority and urgent needs.

<https://www.2gether.nhs.uk/other-areas/cyp/>

If there is an immediate danger to life, please dial 999 or go to your nearest Accident and Emergency Department.

If you live in Gloucestershire and someone you know needs help in a mental health crisis, call our crisis teams.

Tel: **0800 169 0398**.

Teens in Crisis:

TIC+ for 9 to 21 year olds Phone, text or online counselling for young people. A parent support and advice line is also available online.

www.ticplus.org.uk

Tel: **01594 372777**

Text: **07520 634063**

PARENT SUPPORT LINE: **0800 6525675**

PARENT SUPPORT WEB CHAT: www.ticplus.org.uk/parents-carers

OPEN TIMES: Monday & Wednesday: 5pm – 9pm Tuesday & Saturday: 9.30am – 1pm

Young people's TIC+ and chat line – see website

Childline:

Online support for under 19s, resources and phone counselling. Calls are free and won't show up on a phone bill. Available 7 days a week from 9.00am to midnight.

www.childline.org.uk

Helpline for children: **0800 1111**

Young Minds Matter Chat:

YMM Chat and Self-referral (Secondary school students only)

We have a friendly team of YMM professionals who are available to chat on text message during the school day (between 9am until 4:30pm) Monday- Friday (except bank holidays). The team will aim to respond either the same day or the next working day.

Young people can contact us by text if they want to share something that is worrying them, to get some advice or to self-refer and get an appointment.

Young Minds Matter Chat:
Text for Support: **07480 635723**

NSPCC:

www.nspcc.org.uk

Adults helpline **08088005000**

Kooth:

An online support platform for 11-18 year olds where young people can access free anonymous counselling, join friendly discussion boards, keep online journals, goal trackers, and read self-help articles with the option to contribute their own experiences or advice. www.kooth.com

Online platform available: 24 hours a day.

Counselling available: 12.00pm - 10.00pm Monday to Friday, and 6pm - 10pm at weekends

Chat Health:

A confidential text messaging service for 11-19 year olds to get in touch with a healthcare professional for advice and support on physical and mental health issues.

Text: 07507 333351

Available Monday to Friday from 9.00am to 4.30pm excluding bank holidays.

On Your Mind:

An NHS website for all ages to explore topics such as bullying, eating disorders and anxiety, and where you can go for more support.

www.onyourmindglos.nhs.uk

Available 24/7

Young Minds:

The children and young people's mental health charity, Young Minds has lots of resources, advice and toolkits for young people and professionals, and a parents' helpline.

www.youngminds.org.uk

Tel: 0808 802 5544 Available Monday to Friday from 9.30am to 4.00pm

Young Gloucestershire:

Counselling by phone and via online chat for 16 to 25 year olds facing challenges with their mental and emotional wellbeing. Young people can be referred or can refer themselves. www.youngglos.org.uk/young-people/mental-health/linked-up-project

The Mix:

Support for under 25s with mental health, money, homelessness, finding a job, relationships and drugs. They can talk to young people about their situation and signpost them to organisations that could help.

Tel: 0808 808 4994

Available 7 days a week from 4.00pm to 11.00pm

The Samaritans:

All age Support for anything that's troubling you, no matter how large or small.
Tel: 116 123
Email: jo@samaritans.org

Mind:

To give you advice and support to help you through this time
<https://www.mind.org.uk/information-support/for-children-and-young-people/coronavirus/coronavirus-and-your-wellbeing/#HowCanICopeWithChangesToSchoolOrCollege>

Parenting Support Line:

A free confidential advice line providing guidance and emotional support on any aspect of parenting and family life.
Tel: 0800 542 0202
Email: familyinfo@gloucestershire.gov.uk or message on Facebook.
Available Monday to Friday 9.00am to 8.00pm and Saturday 10.00am to 6.00pm

Gloucestershire Healthy Living and Learning:

Provides support around the PSHE curriculum to teachers and advice for parents. There are resources, as well links to partner organisations to support the emotional health and wellbeing of all children and young people.
www.ghll.org.uk/mental-health

Shout:

Shout is the UK's first 24/7 text service for all ages, free on all major mobile networks, for anyone in crisis anytime, anywhere. It's a place to go if you're struggling to cope and you need immediate help.
Text: 85258

MENCAP:

<https://www.mencap.org.uk/advice-and-support>

Bereavement**Winston's Wish:**

<https://www.winstonswish.org/coronavirus/>

Grief Encounter:

<https://www.griefencounter.org.uk/serviceupdate/>

Childhood Bereavement Network:

<http://www.childhoodbereavementnetwork.org.uk>

Hope Again:

<https://www.hopeagain.org.uk/>

NHS Guidance: Grief after bereavement or loss

<https://www.nhs.uk/mental-health/feelings-symptoms-behaviours/feelings-and-symptoms/grief-bereavement-loss/>

Drugs & Alcohol

Talk to Frank:

<https://www.talktofrank.com/>

Kids Helpline:

<https://kidshelpline.com.au/parents/issues/teens-using-drugs-and-alcohol>

Family Lives:

<https://www.familylives.org.uk/advice/teenagers/drugs-alcohol/>

Eating problems

Beat Eating Disorders:

www.b-eat.co.uk/about-eating-disorders

nhs:

<https://www.nhs.uk/mental-health/feelings-symptoms-behaviours/behaviours/eating-disorders/advice-for-parents/>

LGBTQ+

Barnados:

<https://www.barnados.org.uk/what-we-do/supporting-young-people/lgbtq>

GayGlos:

<https://www.gay-glos.org/>

Mermaids:

<https://mermaidsuk.org.uk/>

Online Safety at Home:

Thinkuknow are sending out fortnightly #OnlineSafetyAtHomeEmails with new home activity packs to share with parents and carers. Each pack contains simple 15-minute activities parents can do at home with their children using

the Thinkuknow resources. Resources available for ages 4-5, 5-7, 8-10, 11-13 and 14+ There are 5 activity packs which can be found on the GHLL website <https://www.ghll.org.uk/>.

Self Esteem

Dove:

<https://www.dove.com/uk/dove-self-esteem-project.html>

Self Harm

Gloucestershire Self Harm Helpline:

A safe, non-judgmental helpline for all ages who self-harm, and their friends, families and carers.

Tel: 0808 816 0606

Text: 07537 410 022

Webchat: www.gloucestershireselfharm.org

Available 7 days a week from 5.00pm to 10.00pm

Healthtalk:

<https://healthtalk.org/self-harm-parents-experiences/towards-recovery-from-self-harming>

Young Minds:

<https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-self-harm/>

NSPCC:

<https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/self-harm/>