



Brinsley Primary and Nursery School  
*Learn today, be a star of tomorrow*

School Policy for

# Mental Health & Wellbeing Policy

Person Responsible: Mrs Rebecca Bromley

To be reviewed: October 2023

# BRINSLEY PRIMARY SCHOOL

## MISSION STATEMENT

*At Brinsley Primary and Nursery School, we promise you a caring community where everyone can be STARS. As a pupil, you will SHINE and work in our TEAM to ACHIEVE your full potential in an exciting, creative environment; which will inspire you to learn and grow. Through our values, we RESPECT and have empathy for each other- SMILING along the way!*

### **Policy statement, roles and aims**

At Brinsley Primary and Nursery School, we aim to promote positive mental health and wellbeing for our whole school community (children, 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 during their school life and some face significant life events. In 2017, about 1 in 10 children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on their quality of life, relationships and academic achievement. In many cases, it is life-limiting.

The Department for Education (DfE) recognises that: "in order to help their children 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 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, 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 to be a school where:

- All children are valued.
- Children have a sense of belonging and feel safe.
- Children 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. This policy is a guide to all stakeholders – including non-teaching and governors – outlining Brinsley Primary and Nursery School approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies (see *links to other policies*).

## **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 possible 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 arising.
- Key information about some common mental health problems/illnesses.
- Where parents, staff and children can get further advice and support.

## **Definition of mental health and wellbeing**

We use the World Health Organisation 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.

## **How the policy was developed and who was consulted**

The development of this policy was led by our Mental Health Lead and SENCO, in consultation with children, staff, parents and carers, local mental health professionals (Child and Adolescent Mental Health Service (CAMHS) and Educational Psychologists. In developing this policy, we have taken account of:

- Preparing to teach about mental health, PSHE Association 2015
- Mental Health and Behaviour in Schools, DfE 2014.
- Supporting children with medical conditions, DfE 2014
- Heads Together, Mentally Healthy Schools – 2019 – 2021
- Carnegie Centre of Excellence for Mental Health in schools, 2018 - 2021
- Keeping Children Safe – 2022

From September 2020, all primary schools must deliver Health Education under ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ (DfE February 2019). However, in response to the recent COVID- pandemic, this was extended to summer 2021. At Brinsley Primary and Nursery School, we will follow the guidance issued by the PSHE Association and DfE to prepare us to teach about mental health and emotional health safely and sensitively. Incorporating this into our curriculum at all stages is a good opportunity to promote students’ wellbeing through the development of healthy coping strategies and an understanding of students’ own emotions as well as those of other people.

## **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 designated Mental Health lead:

- Leads and works with other staff to coordinate and encourage whole school activities to promote positive mental health and wellbeing.
- Leads on PSHE (personal, social, health and economics education) and RSE (relationships and sex) teaching about mental health.
- Provides advice and support to staff and organises training and updates.
- Is an additional point of contact with mental health services, and supports individual referrals to them – most referrals are made by school SENCO or Head Teacher.

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.

Sources of relevant support include:

- Our own Senior Leadership Team
- Our Safeguarding/Child Protection Leads
- Our Key Stage Leaders
- School support staff employed to manage mental health needs of particular children
- Our SENCO who helps staff and parents understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision.
- CAMHS & SBAP who provide 1:1 therapy and group work to children who are referred and who train support staff to manage mental health needs of children. Support can be offered in school or at an external venue.

## **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 encompasses seven aspects:

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 be resilient learners.
4. Teaching children social and emotional skills and an awareness of mental health through a spiral curriculum.
5. Early identification of children who may have mental health needs and planning support to meet their needs, including working with specialist services.
6. Effectively working 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

### **Supporting children' 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**

- Campaigns and assemblies to raise awareness of mental health.
- Peer mentoring – children working together to solve problems within teaching sessions.
- Playtime pals – a lunchtime group supporting younger children at lunchtime.

#### **Transition programmes**

- Transition Programme to secondary schools which includes all Year 6 children having a staff mentor to support a smooth transition to secondary school.
- Opportunities to take part in a 'taster' day with their year 6 teacher and/or secondary school staff.

#### **Class activities (individualised/personalised to each class)**

- Sticker charts and/or class dojo points - a mechanism where children can be praised for certain duties, tasks or things they have done and have them celebrated in class.
- Worry boxes or similar devices - a similar mechanism where children can anonymously share worries or concerns in class.
- Brain breaks – relaxation opportunities, activity 5-minute blasts, breathing exercises, daily mile, group games.
- Circle times.
- Regular opportunities throughout the school day/week to reflect on wellbeing. Duration dependent on class needs and circumstances.

#### **Whole school**

- Dedicated PSHE time slot – SCARF PSHE curriculum

- Children's health week – whole school focus on doing things which make us feel good. The theme varies each year.
- World Mental Health day – Hello Yellow day – whole school focus. The theme varies each year.
- Displays and information around the school about positive mental health and where to go for help and support.
- Daily Mile initiative.
- Different nurture rooms targeted at KS1 and KS2.
- Staff and parent mental health signpost leaflet/information.
- Breakfast club and after school club.
- Pupil wellbeing and resilience surveys.
- Internal and external cross-curriculum clubs e.g. cooking, football

### **Small group activities**

- Nurture groups.
- Resilience & Growth mindset activities
- ELSA.
- Starving the anxiety/ anger gremlin.
- Positive Play.
- The Hidden Chimp.
- Circle of friends.
- Draw and Talk Therapy.
- Resilience framework

## **Teaching about mental health and emotional wellbeing**

Through our PSHE and RSE curriculum, 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. Our inclusive health curriculum supports the objectives set out by the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DfE February 2019). It forms a core part of our comprehensive PSHE and RSE curriculum.

As a school, we follow the SCARF PSHE curriculum, including the teaching of mental health. Each class have a dedicated weekly PSHE and RSE slot based on ground rules. Classes also take part in wellbeing sessions throughout the school week based on the needs and current circumstances of the class. Our school assemblies and awareness days provide further opportunities to share and discuss mental health and wellbeing collectively. We have weekly assemblies from Picture news, which focus on new stories and thought-provoking questions.

Self-assessment is an important part of learning in PSHE and RSE. Children will reflect on their learning throughout lessons. We highly value pupil voice and will consider the opinions and comments of our children about what they would like to learn. Staff delivering the PSHE and RSE curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities.

**EYFS & Key Stage 1 children learn:**

- 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 children learn:**

- 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), as well as how to respond and ask for help if they are victims of this themselves.
- About the importance of talking to someone and how to get help

# 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 children are 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

## Early Identification

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

- SDQ (Social Difficulty Questionnaires), BOXALL profiles, CORS AND CSRS.
- Pupil wellbeing surveys such as student resilience surveys.
- Analysing behaviour, exclusions, visits to the medical room/school nurse, attendance and sanctions.
- Staff report concerns about individual children to the SENCO.
- Pupil progress review meetings termly.
- Regular meetings for staff to raise concerns.
- A parental information and health questionnaire on entry to the School.
- Gathering information from a previous school at transfer.
- Parental meetings in EYFS.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.

All staff at Brinsley Primary and Nursery school have had training on the protective and risk factors (*see Appendix 1*), types of mental health needs (*see Appendix 2*) and signs that might mean a pupil might be experiencing mental health problems. Any member of staff concerned about a pupil will take this seriously and talk to the Mental Health Lead or the SENCO.

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 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. 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/ safeguarding procedures are followed. If there is a medical emergency, then the School's procedures for medical emergencies are followed.

### **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 advise. Staff make it clear to children that the concern will be shared the 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, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

### **Assessment, Interventions and Support**

We offer different levels of support:

- Universal Support (the whole school approach) - To meet the needs of all our pupils through our overall ethos and our wider curriculum. For instance, developing resilience for all.
- Additional support - For those who may have short term needs and those who may have been made vulnerable by life experiences such as bereavement, family separation etc.
- Targeted support - For pupils who need more long term, differentiated support and resources or specific targeted interventions such as support from external services.

All concerns are reported to the SENCO and/or Mental Health lead. We use the different levels of support from the Nottinghamshire Emotional Pathway, which is based on levels of need, to ensure that children get the support they need (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.

The school may offer targeted support for individual or groups of pupils(s) which may include:

- Circle time approaches or 'circle of friends' activities.
- Targeted use of SEAL resources.
- Managing feelings resources e.g. 'Starving the Anxiety and Anger Gremlin, The Hidden Chimp'.
- Managing emotions resources such as 'the incredible 5 point scale'.
- ELSA support groups.
- Positive Play.
- Therapeutic activities including art, Lego and relaxation and mindfulness techniques, draw and talk therapy.

All children needing targeted individualised support will have a structured conversation drawn up setting out:

- The needs of the children
- How the pupil will be supported
- Actions to provide that support
- Any special requirements

Children and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact. The structured conversations are overseen by the SENCO.

## **Working with specialist services to get swift access to the right specialist support and treatment**

In some cases, 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 children's Individual Care Plan.

School referrals to a specialist service will be made by the SENCO, 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.

In Nottinghamshire, there are a range of organisations and groups offering support, including the CAMHS partnership, SBAP Counselling and the primary Mental Health Team Nottinghamshire, a group of providers specialising in children and young people's mental health wellbeing. These partners deliver accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation (<https://www.nottinghamshirehealthcare.nhs.uk/camhs>).

## **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 children who do have mental health needs. 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 from the outset. All information will be treated in confidence.

To support parents and carers:

- We provide information and websites on mental health issues and local wellbeing and parenting programmes. The signposted 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 share the PSHE and RSE overview with parents so that they are aware of when topics are being discussed in class.
- Parents can contact class teachers for further information regarding the teaching and learning of mental health in their child's class and with regards to their pupil's wellbeing in school and at home.
- Open door policy with teachers and teaching staff.

### **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 aim 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/or meet with them (In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified.)
- Offer information to take away and places to seek further information.
- Be available for follow up calls.
- Make a record of the meeting.
- Discuss how the parents and carers can support their child.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided.

Parents and carers will always be informed if their child is at risk of danger and children may choose to tell their parents and carers themselves. We give children the option of informing their parents and carers about their mental health needs for themselves or of accompanying and supporting them to do so. 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.

### **Involving children**

We will train up a group of children as our 'health Champions' who lead on whole school campaigns on health and wellbeing. We seek pupil's views about our approach, curriculum and in promoting whole school mental health activities. We always seek feedback from children who have had support to help improve that support and the services they received.

### **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 children and know what to do and where to get help. **Michelle Scrimshaw** is our school's **qualified mental health first aider** and a number of our staff will be completing further training on mental health first aid.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing, such as staff social events and activities, staff incentives such as 'You've been mugged'. Staff also have access to Brinsley's counselling service through Schools Advisory Services.

### **Monitoring and Evaluation**

The mental health and wellbeing policy is available 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 governors.

## **Support during the coronavirus (COVID-19) outbreak/ return to schools**

It is understandable for children to feel anxious about coronavirus. The return to school should help by providing routine and a sense of stability. We will still consider how to support pupils who may:

- continue to have anxieties related to the virus.
- have found the long period at home hard to manage.
- be subject to safeguarding concerns.
- make safeguarding disclosures after returning to school.
- have lost family members to the virus.
- be currently transitioning into a new educational phase.

Teachers and teaching assistants will ensure pupils have opportunities to:

- develop coping skills and self-care techniques.
- talk about their experiences during the outbreak.
- have one-to-one conversations with trusted adults, if needed.
- learn about topics related to coronavirus (e.g. how to stay alert).
- renew and develop friendships and peer groups.
- take part in other enriching developmental activities.

### **Supporting children who are bereaved**

Children who have lost a loved one to coronavirus (COVID-19) are likely to be dealing with strong emotions (e.g. fear that they are going to die). If a bereaved child chooses to speak to a teacher about their feelings/experiences, the teacher will follow advice on supporting bereaved children (<https://www.childbereavementuk.org/coronavirus-supporting-children>) and:

- communicate with the child's family/caregiver to understand the kind of information and support they are happy for staff to provide
- allow the child to talk freely to explore their emotions
- talk honestly, factually and non-judgmentally at a level appropriate to the child

## **Links to other policies**

This policy links to our policies on Safeguarding, Anti-Bullying, SEND, PSHE and RSE curriculum policy. 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.

## **Policy Review**

This policy will be reviewed every two years as a minimum. The next review date is **15/10/2023**.

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Rebecca Croft (Mental Health Lead) and Emily Patterson (SENCO).

Any personnel changes will be implemented immediately.

- Head Teacher: Jason Osprey
- SENCO: Emily Patterson
- Mental health lead: Rebecca Bromley
- Named Governor with lead on mental health: Sara Holland and Lucy McSowter
- Designated Safeguarding Leads: Jason Osprey, Emily Patterson, Cheryl Bamford & Natalie Sisson
- ELSA lead: Michelle Scrimshaw
- Positive Play lead: Sue Turner

## Appendices

### 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"> <li>• Genetic influences</li> <li>• Specific development delay</li> <li>• Communication difficulties</li> <li>• Physical illness</li> <li>• Academic failure</li> <li>• Low self-esteem</li> <li>• SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Being female (in younger children)</li> <li>• Secure attachment experience</li> <li>• Outgoing temperament as an infant</li> <li>• Good communication skills, sociability</li> <li>• Being a planner and having a belief in control</li> <li>• Humour</li> <li>• Problem solving skills and a positive attitude</li> <li>• Experiences of success and achievement</li> <li>• Faith or spirituality</li> <li>• Capacity to reflect</li> </ul>
In the family	<ul style="list-style-type: none"> <li>• Overt parental conflict including domestic violence</li> <li>• Family breakdown (including where children are taken into care or adopted)</li> <li>• Inconsistent or unclear discipline</li> <li>• Hostile and rejecting relationships</li> <li>• Failure to adapt to a child's changing needs</li> <li>• Physical, sexual, emotional abuse or neglect</li> <li>• Parental psychiatric illness</li> <li>• Parental criminality, alcoholism or personality disorder</li> <li>• Death and loss – including loss of friendship</li> </ul>	<ul style="list-style-type: none"> <li>• At least one good parent-child relationship (or one supportive adult)</li> <li>• Affection</li> <li>• Clear, consistent discipline</li> <li>• Support for education</li> <li>• Supportive long term relationship or the absence of severe discord</li> </ul>

In the school	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Discrimination</li> <li>• Breakdown in or lack of positive friendships</li> <li>• Negative peer influences</li> <li>• Peer pressure</li> <li>• Poor pupil to teacher relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Clear policies on behaviour and bullying</li> <li>• ‘Open door’ policy for children to raise problems</li> <li>• A whole-school approach to promoting good mental health</li> <li>Positive classroom management</li> <li>• A sense of belonging</li> <li>• Positive peer influences</li> </ul>
In the community	<ul style="list-style-type: none"> <li>• Socio-economic disadvantage</li> <li>• Homelessness</li> <li>• Disaster, accidents, war or other overwhelming events</li> <li>• Discrimination</li> <li>• Other significant life events</li> </ul>	<ul style="list-style-type: none"> <li>• Wider supportive network</li> <li>• Good housing</li> <li>• High standard of living</li> <li>• High morale school with positive policies for behaviour, attitudes and anti-bullying</li> <li>• Opportunities for valued social roles</li> <li>• Range of sport/leisure activities</li> </ul>

## 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

## Appendix 3

### **Where to get information and support**

#### **For support on specific mental health needs:**

Anxiety UK [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)

OCD UK [www.ocduk.org](http://www.ocduk.org)

Depression Alliance [www.depressoinalliance.org](http://www.depressoinalliance.org)

Eating Disorders [www.b-eat.co.uk](http://www.b-eat.co.uk) and [www.inourhands.com](http://www.inourhands.com)

National Self-Harm Network [www.nshn.co.uk](http://www.nshn.co.uk) [www.selfharm.co.uk](http://www.selfharm.co.uk)

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

#### **For general information and support:**

[www.youngminds.org.uk](http://www.youngminds.org.uk) champions young people's mental health and wellbeing

[www.mind.org.uk](http://www.mind.org.uk) advice and support on mental health problems

[www.minded.org.uk](http://www.minded.org.uk) (e-learning)

[www.time-to-change.org.uk](http://www.time-to-change.org.uk) tackles the stigma of mental health

[www.rethink.org](http://www.rethink.org) challenges attitudes towards mental health

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/993669/Mental\\_Health\\_Resources\\_for\\_teachers\\_and\\_teaching\\_staff\\_June\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/993669/Mental_Health_Resources_for_teachers_and_teaching_staff_June_2021.pdf) mental health resources for teachers and teaching staff

#### **Support for parents and carers:**

A guide for parents on mental health: <https://www.mentalhealth.org.uk/publications/make-it-count-guide-for-parents-and-carers>

How parents can support their child's mental health or seek further advice:

<https://www.youngminds.org.uk/parent/>

Parenting with a mental health problem: <https://www.mind.org.uk/information-support/tips-for-everyday-living/parenting-with-a-mental-health-problem/parenting-and-mental-health/>

Advice for parents and carers: talking mental health with primary aged children:

<https://www.annafreud.org/schools-and-colleges/resources/advice-for-parents-and-carers-talking-mental-health-with-young-people-at-primary-school/>