

Promoting positive mental health and wellbeing



Bottisham Village College

This policy document is the outcome of a collaboration between Bottisham Village College and the CAMH Learning and Development team, Cambridgeshire and Peterborough NHS Foundation Trust.

It is intended as a template for other secondary schools and will therefore be made available across the county. Recommendations for adaptations for Primary Schools will be made available in due course.

However, it is not meant to be adopted without due process and careful and thorough consideration of the individual school's needs in relation to the emotional wellbeing and mental health of its pupils and staff.

It is important that it embodies and reflects the school's own culture since it will provide a window through which others will understand its ethos and approach in relation to these issues.



Contents

	Page
Promoting positive mental health and wellbeing	
Policy statement	3
Scope	3
Policy aims	4
Lead members of staff	4
Individual care plans	4
Teaching about mental health	5
Sign posting	5
Warning signs	6
Managing disclosures	6
Confidentiality and consent	7
Working with parents	7
Working with all parents	8
Supporting peers	8
Policy review	8
Appendices	
Appendix A: Further information about mental health issues and sources of support	9
Prevalence of Mental Health and Emotional Wellbeing Issues	9
Thriving	10
Getting advice	11
Information about mental health issues	13
Self-harm	13
Depression	14
Anxiety, panic attacks and phobias	14
Obsessions and compulsions	15
Suicidal feelings	15
Eating problems	16
Diagram 1 – Thrive model	17
Appendix B: Guidance and advice documents	18
Local guidance documents	20
Appendix C: Data Sources	21
Appendix D: Sources of support in school and in the local community	22
Getting help	22
Getting more help	25
Getting risk support	27
Managing critical incidents	28
Diagram 2 – Getting help and getting more help: Assessment and intervention pathway	29
Diagram 3 - Process for clarifying the nature of the Suicide Risk to determine response	30
Appendix G Staff Wellbeing	31
Purpose and Principles	31
Nurturing resilience	32
Promoting health and happiness	33
Support	35
Glossary of terms	37

Promoting positive mental health and wellbeing

Bottisham Village College

Policy Statement

Mental health is 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. (World Health Organization, 2014)

At our college, we aim to promote positive mental health for every member of our staff (see Appendix G) and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average class of 30, 15 year-old students:

- Three could have a mental disorder
- Ten are likely to have witnessed their parents separate
- One could have experienced the death of a parent
- Seven are likely to have been bullied
- Six may be self-harming

(Promoting children and young people's emotional health and wellbeing, a whole school and college approach. Public Health England, March 2015)

By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly, and indirectly by mental ill health. (Appendix B and C)

Scope

As part of our overall safeguarding strategy, this document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff, volunteers, visitors and governors.

This policy should be read in conjunction with our medical policy in cases where a student's mental health overlaps with or is linked to a medical issue and the SEND policy where a student has an identified special educational need.

Other related policies include:

- Anti-bullying policy
- PSHE and SRE policy
- Safeguarding policy
- Behaviour policy
- Attendance Policy
- Staff wellbeing policy
- Confidentiality Policy
- Lone working policy



The Policy Aims to:

- Promote positive mental health in all staff and students to enable everyone to thrive
- Increase understanding and awareness of common mental health issues to facilitate early intervention (see Appendix A)
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents/carers

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students, Staff with a specific, relevant remit include:

- Jenny Rankine (Principal) and CLT - designated child protection / safeguarding officer
- Dom Fullman – safeguarding lead
- Camilla Saunders - SENCo and mental health lead

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the safeguarding lead/CLT line manager 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 designated child protection officer. 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. Safeguarding protocols should be followed.

Where a referral to CAMHS is appropriate, this will be led and managed by members of the College Leadership team. Guidance about referring to CAMHS is provided in Appendix F.

Individual Care Plans

It is good practice to draw up an individual care plan, which is regularly reviewed, for students causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the student, the parents and relevant health professionals with the SENCO/HOL/CLT line manager as required. 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
- The role the school can play
- Existing role played by other professionals
- Identifying the gap and mitigate accordingly

Teaching about Mental Health

All staff have a responsibility to support social and emotional development, to build resilience and promote wellbeing through the wider curriculum.

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 PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the PSHE county framework and Health Education Partnership guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Any concerns raised/comments made by students during PSHE sessions will be referred to the Designated Person following safeguarding protocols (see warning signs and managing disclosures below).

Signposting

We will ensure that staff, students and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it is outlined in Appendix D.

We will display relevant sources of support in communal areas such as corridors, offices and toilets. We will also regularly highlight sources of support to students within relevant parts of the curriculum and during assemblies and to parents at e.g. information evenings. Whenever we highlight sources of support, we will increase the chance of student help-seeking by ensuring students understand:

- Who to turn to for help
- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next



Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should **always** be taken seriously and staff observing any of these warning signs should communicate their concerns by using safeguarding procedures. Concerns should all be logged on 'Cause for concern forms' held in student reception.

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 socially withdrawn
- Changes in activity and mood
- A change in behaviour
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing 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
- Difficult or dangerous behaviour

Managing 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.

Staff should listen, rather than advise and our first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why?' Information about how to handle mental health disclosures sensitively is suggested in Appendix E.

All disclosures should be recorded on a 'cause for concern form' and held confidentially. This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

This information should be shared with the designated person who will provide support and advice about next steps, and who will make a referral to CAMH as required. (See Appendix F for guidance about making a referral to CAMHS)

Confidentiality and consent

We should be honest with regards to the issue of confidentiality. If we feel there is a risk to self or others, it is necessary for us to pass our concerns about a student on due to safeguarding. We should discuss with the student:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

Ideally we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent. We will work in accordance with 'Keeping Children Safe in Education 2016' and the school's safeguarding and child protection policy.

Child protection information will be stored and handled in line with the Data Protection Act 1998 principles. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The Designated Safeguarding Lead will take advice from the Information Governance Team and together a decision will be made about what information to share. This decision will consider the balance between the potential risk to the child and the principle of working openly and honestly with parents.

It is always advisable to share disclosures with the designated safeguarding lead, this helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the student, it ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the student and discuss with them who it would be most appropriate and helpful to share this information with. A log of concern should be held in the central safeguarding file.

Working with All Parents and Carers

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:

- Highlight sources of information, agencies, and how to access support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to get about this if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information evenings
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

Working with Individual Parents and Carers

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face?
- Where should the meeting happen?
- Who should be present? (Consider parents, the student, other agencies, other members of staff).

- What are the aims of the meeting?
- The Designated Person should consider whether the lone working policy be referred to/risk assessment completed?

It can be shocking and upsetting for parents 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.

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you are sharing. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record.

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, we will 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 by the student who is suffering and their parents with whom we will discuss:

- 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, we will want to highlight 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

Training

All staff will receive training about recognising and responding to mental health issues as part of their regular safeguarding training in order to enable them to keep students safe. As part of personal development, staff can request training on issues that would enhance their skills and knowledge.

Policy Review

This policy will be reviewed annually. Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis to reflect change e.g. personnel changes. This policy has been authorised by the Governors, is addressed to all members of staff and volunteers, is available to parents on request and is published on the school website. This policy can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with pupils even where this is away from the school, for example on an educational visit.

Next review date September 2019

Appendix A: Further information about mental health issues and sources of support

“The education system has a front line role in children and young people’s mental health and well-being. Evidence to this inquiry suggested a growing prevalence of mental ill-health among children and young people, particularly for behavioural and emotional conditions such as anxiety, depression and conduct disorders.”

(Children and Young People’s Mental Health- the role of Education. First joint report of the Education and Health Committees of Session 2016-17. April 2017)

Prevalence of Mental Health and Emotional Wellbeing Issues¹

1 in 10 children and young people aged 5 - 16 suffer from a diagnosable mental health disorder - that is around three children in every class.

- Between 1 in every 12 and 1 in 15 children and young people deliberately self-harm
- There has been a big increase in the number of young people being admitted to hospital because of self-harm. Over the last ten years this figure has increased by 68%
- More than half of all adults with mental health problems were diagnosed in childhood. Less than half were treated appropriately at the time. 50% of people with life time mental health illness experience symptoms by age 14. 75% of people with lifetime mental health illness experience symptoms by age 24
- Nearly 80,000 children and young people suffer from severe depression
- The number of young people aged 15-16 with depression nearly doubled between the 1980s and the 2000s
- Over 8,000 children aged under 10 years old suffer from severe depression
- 3.3% or about 290,000 children and young people have an anxiety disorder, (2.2% of 5-19 year olds, and 4.4% of 11-16 year olds)
- 72% of children in care have behavioural or emotional problems - these are some of the most vulnerable people in our society.



¹ Source: [Young Minds](#)

We have provided brief information about the issues most commonly seen in school-aged children. The links below and those attached to each topic will take you through to the most relevant page of the listed website. All the links for children and young people have been approved as safe and reliable.

General support on all of these issues can be accessed via

- Young Minds (www.youngminds.org.uk), Mind (www.mind.org.uk) and (for e-learning opportunities) Minded (www.minded.org.uk) and (www.minded.org.uk/families) and (www.wellinformed.org.uk) The place to go to for the children and young people's workforce to get instant, accurate support on youth mental health
- The Royal College of Psychiatrists website provides factsheets about problems and disorders, links and a mental health app.
<http://www.rcpsych.ac.uk/healthadvice/parentsandyouthinfo.aspx> Bailey S. and Shooter M., 2009, *The Young Mind*. London: Bantam Press
- *Young Minds in our Schools: a guide for teachers and others working in schools* . Youngminds

We have structured the information in this Appendix and also Appendix D to reflect the **new service model** for Child and Adolescent Mental Health Services (CAMHS), their partner organisations and County District teams. It is called **THRIVE**. (see attached diagram 1)

“Thriving”

Is supported by whole school approaches which promote emotional wellbeing and build resilience and life skills to cope with life's challenges.

Useful resources include:

- The **Academic Resilience Approach** provides “ free, practical resources to help everyone in the school community step up and support pupils’ academic resilience.”
<https://youngminds.org.uk/what-we-do/our-projects/academic-resilience>
- **Resilience and Results:** This document was produced to help schools understand the importance of supporting their pupils’ emotional wellbeing, what they can do within schools and how they can work in partnership with local agencies and commission additional support.
<http://www.cypmhc.org.uk/resources/resilience-and-results-how-improve-emotional-and-mental-wellbeing-children-and-young>
- **BoingBoing** An evidence based resilience framework for parents, practitioners and young people. www.boingboing.org.uk
- **The Charlie Waller Memorial Trust** provides free talks and training on mental health in schools and resources that are suitable for staff, pupils and parents.
www.cwmt.org.uk/freestuff
- **Supporting schools** in reviewing and developing policy and practice in a wide range of health related themes, including mental health and emotional wellbeing, drug education, sex and relationships education, anti-bullying, healthy lifestyles (including healthy eating), loss and change and citizenship
<http://www5.cambridgeshire.gov.uk/learntogether/homepage/88/pshe/>
- **Mental Health Training** for Cambridgeshire Children’s workforce.
<http://www.trainingcamh.net/>

- **The resilient classroom**
https://youngminds.org.uk/media/1463/the_resilient_classroom-2016.pdf
- **UK Resilience Programme**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/197313/DFE-RB097.pdf
- **Hands on Scotland** practical information, tools and activities to help children and young people to flourish <http://handsonscotland.co.uk/>
- **Mental health Foundation** <https://www.mentalhealth.org.uk/podcasts-and-videos/podcasts-for-your-wellbeing>

“Getting advice”

Is the first stage of intervention when a child, young person and/ or their family simply need directing towards safe and reliable advice and information that is available to everyone. (See Appendix D for “**Getting help**”, “**Getting more help**” and “**Getting Risk Support**”)

In the **school setting**, “**getting advice**” is on offer from:

- school nurse drop-ins, pastoral support workers, learning support teams, form tutors and peer support and includes signposting to services and resources offering self-help and self management advice.
- The Emotional Health and Wellbeing Service ccs.ehw@nhs.net

The team comprises nine Emotional health and Wellbeing Practitioners who can support schools in responding to children and young people who have EHW needs but who either do not meet thresholds for targeted or specialist interventions, or who are not yet ready to engage productively with them. This can include; signposting; advice and consultation; support with planning to make adjustments for their in-school experience that will contain distress and prevent deterioration, and assistance with reviewing these measures; support with referrals to the wider emotional health and wellbeing services available for children, young people and families. They work closely with the Early help Hubs and the CAMH Single Point of Access (SPA).

Contact via email or by phone, 9.30-16.30pm. 0300 55 50 60

The following list of websites and apps for young people includes those which are specific to Cambridgeshire and focuses on those which support emotional wellbeing and / or provide general information and advice about mental health.

- www.keepyourhead.com The Keep Your Head website is a ‘one-stop shop’ for information on wellbeing and mental health for people of all ages across Cambridgeshire and Peterborough. The Keep Your Head website has dedicated areas providing information targeted at children and young people and at adults. The website covers a range of issues including stress, bullying, self-harm and what to do in a mental health crisis. There is also a range of resources and wellbeing information for teachers including PSHE materials and training opportunities
- www.youthoria.org is a website for young people aged 11-19 in Cambridgeshire which has information about mental health
- www.moodbug.me A tool for sharing how you feel with your close friends and letting them know when you are thinking about them
- www.talktofrank.com/ A national drug education service jointly established by the Department of Health

- www.bullying.co.uk for advice about bullying
- www.innovationlabs.org.uk Includes 7 apps and websites to improve young people's mental health
- www.amazon.co.uk/Sitting-Still-Like-Frog-Mindfulness/dp/1611800587 Simple mindfulness practices for children aged 5-12 to help deal with anxiety, improve concentration and handle difficult emotions
- <http://smilingmind.com.au/smiling-mind-app/> For adults, young people and children to help reduce worries, anxiety and distress
- www.rethink.org A mental health charity providing information and advice, including about local services
- <https://reading-well.org.uk/books/books-on-prescription/young-people-mental-health> The Shelf-help scheme provides recommended, expert endorsed books about mental health for 13-18 year olds through libraries. Collections are available through Cambridgeshire libraries
- www.kooth.com A free on-line counselling and emotional wellbeing support service for children and young people
- <https://play.google.com/store/apps/details?id=com.bstro.MindShift> Mindshift: An App to help teens and young adults cope with anxiety
- <http://www.moodjuice.scot.nhs.uk>
Provides self-help guides on a range of mental health issues
- <https://www.meetwo.co.uk/> A new app for young people. They can post problems, share solutions, access expert help and educational resources. The app is 100% moderated and the directory links to a broad range of real world support groups. Suicidal posts are screened out, the posters are emailed directly and referred to Childline.
- www.childline.org.uk Information and advice on a range of topics. On line counselling service
- <https://www.meetwo.co.uk/> A new app for young people. They can post problems, share solutions, access expert help and educational resources. The app is 100% moderated and the directory links to a broad range of real world support groups. Suicidal posts are screened out, the posters are emailed directly and referred to Childline"
- <https://epicfriends.co.uk/> Help for young people aged 12-18 to understand and support their friends through difficult times. Specialist content by Sheffield CAMHS.

Information about mental health issues

Self-harm

Self-harm describes any behaviour where a young person causes harm to themselves in order to cope with thoughts, feelings or experiences they are not able to manage in any other way. It most frequently takes the form of cutting, burning or non-lethal overdoses in adolescents, while younger children and young people with special needs are more likely to pick or scratch at wounds, pull out their hair or bang or bruise themselves.

Online support

- www.SelfHarm.co.uk A project dedicated to supporting young people impacted by self harm, providing a safe space to talk, ask any questions and obtain help to overcome difficulties. It also provides information about how to stay safe
- National Self-Harm Network: www.nshn.co.uk provides crisis support, information and resources, advice, discussion and distractions and is available 24/7. Also supports and provides information for families and carers
- <https://youngminds.org.uk/what-we-do/our-projects/no-harm-done/> No Harm Done? Created in collaboration with the Charlie Waller memorial trust and the Royal College of Psychiatrists. For young people who are self harming or at risk of self harming, their parents and professionals working with them. Provides a series of resource publications and short films.
- <https://www.familylives.org.uk/advice/teenagers/health-wellbeing/self-harm/> Family Lives is a charity helping parents to deal with the changes that are a constant part of family life members. They provide professional, non-judgmental support and advice through a helpline, extensive advice on the website, befriending services, and parenting/relationship support groups. Nearly all of our services are accessible at no charge to parents 365 days a year

Books

- Pooky Knightsmith (2015) Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies. London: Jessica Kingsley Publishers
- Keith Hawton and Karen Rodham (2006) By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents. London: Jessica Kingsley Publishers
- Carol Fitzpatrick (2012) A Short Introduction to Understanding and Supporting Children and Young People Who Self-Harm. London: Jessica Kingsley Publishers
- Understanding and responding to children and young people at risk of self harm and suicide.(2014)CPFT
<http://www.cpft.nhs.uk/U%20R%20CYP%20at%20risk%20of%20selfharm%20and%20suicide%202014%20v1%20electronic.pdf>



Depression

Ups and downs are a normal part of life for all of us, but for someone who is suffering from depression these ups and downs may be more extreme. Feelings of failure, hopelessness, numbness or sadness may invade their day-to-day life over an extended period of weeks or months, and have a significant impact on their behaviour and ability and motivation to engage in day-to-day activities.

Online support

- www.youngminds.org.uk Information and advice. Parent's helpline.
- www.relate.org.uk Counselling and on line information and support to families
- <https://www.cwmt.org.uk/> The Charlie Waller Memorial Trust seeks to equip young people to look after their mental wellbeing and to help people to recognise the signs of depression in themselves and others so that they know when to seek help.
- www.inhand.org.uk A digital friend that provides young people with tools, advice and activities when their mental health is at risk
- www.docready.org.uk helps young people feel more confident and get better results when they see their GP about a mental health issue.
- www.findgetgive.org.uk offers support for young people to find mental health support in their area and give feedback on it.
- www.headsmed.org.uk Accessible, straight talking information on young people's mental health medication
- CHUMS <http://chums.uk.com/low-mood-and-feeling-sad/>
- CWMT <https://www.cwmt.org.uk/parents-guide>

Books

- Christopher Dowrick and Susan Martin (2015) *Can I Tell you about Depression?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers

Anxiety, panic attacks and phobias

Anxiety can take many forms in children and young people, and it is something that each of us experiences at low levels as part of normal life. When thoughts of anxiety, fear or panic are repeatedly present over several weeks or months and/or they are beginning to impact on a young person's ability to access or enjoy day-to-day life, intervention is needed.

Online support

- Anxiety UK: www.anxietyuk.org.uk and www.supportline.org.uk/problems/anxiety.ph Advice, services and resources
- Headspace app: <https://www.headspace.com/headspace-meditation-app> and <https://www.headspace.com/kids> Themed sessions on meditation. For adults, children and young people
- Calm: <https://www.calm.com/> Meditation app to reduce anxiety and improve sleep
- CHUMS <http://chums.uk.com/anxiety>

Books

- Lucy Willetts and Polly Waite (2014) *Can I Tell you about Anxiety?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers
- Carol Fitzpatrick (2015) *A Short Introduction to Helping Young People Manage Anxiety*. London: Jessica Kingsley Publishers

Obsessions and compulsions

Obsessions describe intrusive thoughts or feelings that enter our minds which are disturbing or upsetting; compulsions are the behaviours we carry out in order to manage those thoughts or feelings. For example, a young person may be constantly worried that their house will burn down if they don't turn off all switches before leaving the house. They may respond to these thoughts by repeatedly checking switches, perhaps returning home several times to do so. Obsessive compulsive disorder (OCD) can take many forms – it is not just about cleaning and checking.

Online support

- OCD UK www.ocduk.org/ocd Advice line, Advocacy, publications, treatment information and support groups

Books

- Amita Jassi and Sarah Hull (2013) *Can I Tell you about OCD?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers
- Susan Connors (2011) *The Tourette Syndrome & OCD Checklist: A practical reference for parents and teachers*. San Francisco: Jossey-Bass

Suicidal feelings

Young people may experience complicated thoughts and feelings about wanting to end their own lives. Some young people never act on these feelings though they may openly discuss and explore them, while other young people die suddenly from suicide apparently out of the blue.

See Appendix D and Risk flowchart for guidance on responding to risk and getting support

Online support

- Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org Provides confidential help and advise to young people and anyone worried about a young person. Helpline, email and texts to
- HOPELineUK. Help for professional and bereavement support. <https://www.papyrus-uk.org/help-advice/about-hopelineuk>
- www.samaritans.org Helpline open every day 24/7
- On the edge: ChildLine spotlight report on suicide: www.nspcc.org.uk/perventing-abuse/research-and-resources/on-the-edge-childline-spotlight
- STOP Suicide is an award-winning suicide prevention campaign that seeks to empower communities and individuals across Cambridgeshire and Peterborough to help stop suicides by being alert to the warning signs, asking directly about suicide and helping those who are feeling suicidal to stay safe <http://www.stopsuicidepledge.org/>

Books

- Keith Hawton and Karen Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*. London: Jessica Kingsley Publishers
- Terri A.Erbacher, Jonathan B. Singer and Scott Poland (2015) *Suicide in Schools: A Practitioner's*
- *Guide to Multi-level Prevention, Assessment, Intervention, and Postvention*. New York: Routledge

Eating problems

Food, weight and shape may be used as a way of coping with, or communicating about, difficult thoughts, feelings and behaviours that a young person experiences day to day. Some young people develop eating disorders such as anorexia (where food intake is restricted), binge eating disorder and bulimia nervosa (a cycle of bingeing and purging). Other young people, particularly those of primary or preschool age, may develop problematic behaviours around food including refusing to eat in certain situations or with certain people. This can be a way of communicating messages the child does not have the words to convey.

Online support

- Beat – the eating disorders charity: www.b-eat.co.uk/about-eating-disorders Year round, 24/7 helpline, HNS accredited information, message boards, support groups, helpfinder.
- Eating Difficulties in Younger Children and when to worry: www.inourhands.com/eating-difficulties-in-younger-children Presentation and links to resources

Books

- Bryan Lask and Lucy Watson (2014) Can I tell you about Eating Disorders?: A Guide for Friends, Family and Professionals. London: Jessica Kingsley Publishers
- Pooky Knightsmith (2015) Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies. London: Jessica Kingsley Publishers
- Pooky Knightsmith (2012) Eating Disorders Pocketbook. Teachers' Pocketbooks



Diagram 1

Emotional Health and Wellbeing Services for children, young people and families

The Thrive Model: service groupings are delivered on a continuum to meet individuals' needs - they are not mutually exclusive

Getting Advice: signposting, self-management and online and community support for mild/temporary difficulties, or those with chronic or ongoing severe issues choosing to manage their own health.

School Nursing
Cambridgeshire: 0300 029 5050
Peterborough: 01733 466620

Emotional Wellbeing Practitioners (EWPs)

Children's Wellbeing Practitioners (CWP) – brief, focused, evidence based low intensity support

Self-help websites:
<http://www.keep-your-head.com/cyp>
<https://kooth.com/>
<https://www.minded.org.uk/>

GPs

HYPAs Clinics

CPN Project for Schools

Getting Help: brief, goal/outcome focused, evidence based interventions for anxiety, depression, PTSD, self-harm or life events e.g. bereavement, family breakdown, bullying where these are having significant adverse effects.

Kooth direct access to an online counselling service <https://kooth.com/>

CHUMS – brief psychological interventions for children and young people aged 4-18 in Peterborough/4-25 in Cambridgeshire

Early Help Services/Hub: access to services is via a completed early help assessment (EHA). Email for triage to appropriate service to:

Cambs: earlyhelp@cambridgeshire.gcsx.gov.uk (for professional consultation prior to completing EHA contact the Hub on 01480 376 666).

Peterborough: earlyhelp@peterborough.gov.uk (for further info. visit local offer pages at www.peterborough.gov.uk)



Getting Risk Support: Managing risk and delivery of crisis services e.g. to those routinely in crisis but who are unable to make use of help offered, those self-harming, or with emerging personality disorders or ongoing issues that have not yet responded to treatment.

CPSL Mind— The Sanctuary

First Response Service

Getting More Help: Targeted, extensive long term treatment for individuals and families. May include inpatient and/or outpatient services. Systemic family interventions may be appropriate.

CPFT Cameo. CAMEO North (covering Fenland, Huntingdon, Peterborough), CAMEO South (covering Cambridge South and Cambridge North)

CAMHS pathway. Moderate to severe mental health needs e.g. significant thoughts/intention of deliberate self-harm or suicide or symptoms that affect function/participation in daily activities

CAMHS Eating Disorder Pathway. Moderate to severe anorexia or bulimia or avoidant and restrictive food intake disorder

CAMHS Neurodevelopment/Learning Difficulties Pathway

CAMHS In Patient Unit

ALL CAMHS SERVICES CAN BE ACCESSED VIA THE CAMHS SINGLE POINT OF ACCESS (SPA) ON 01480 428115

***Please note** that in the Getting Advice Service grouping, the CPN project for schools and the HYPAs clinics are in Peterborough only

Appendix B: Guidance and advice documents

It is important to keep up to date with new guidance and policy changes and we recommend using the Keep Your Head website for current information.

Mental Health and Behaviour in Schools The Department of Education (2016)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

Supporting mental health in schools and colleges. Department for education. (Aug 2017)
<https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges>

Counselling in schools: a blueprint for the future - departmental advice for school staff and counsellors. Department for Education (2015)
<https://www.gov.uk/government/publications/counselling-in-schools>

Teacher Guidance: Preparing to teach about mental health and emotional wellbeing PSHE Guided funded by the Dept of Education.(2015)
https://www.pshe-association.org.uk/sites/default/files/Mental%20health%20guidance_0.pdf

Keeping children safe in education - statutory guidance for schools and colleges. Department of Education (2016)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Supporting pupils at school with medical conditions - statutory guidance for governing bodies of maintained schools and proprietors of academies in England. Department for Education (2014)
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Special educational needs and disability (SEND) Department of Education and Department of Health (2014)
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Future in mind – promoting, protecting and improving our children and young people’s mental health and wellbeing. A report produced by the Children and Young People’s Mental Health and Wellbeing Taskforce to examine how to improve mental health services for children and young people. Department of Health (2015)
https://www.ncb.org.uk/sites/default/files/field/attachment/Future%20in%20Mind_Briefing.pdf

NICE guidance on social and emotional wellbeing in primary education (2008)
<https://www.nice.org.uk/guidance/ph12>
This briefing summarises NICE's recommendations for local authorities and partner children aged under 5 years and all children in primary and secondary education

NICE guidance on social and emotional wellbeing in secondary education (2009)
<https://www.nice.org.uk/guidance/ph20>
This guideline covers interventions to support social and emotional wellbeing among young people aged 11–19 years who are in full-time education

What works in promoting social and emotional wellbeing and responding to mental health problems in schools? National Children's Bureau (2016)

https://www.ncb.org.uk/sites/default/files/uploads/documents/Health_wellbeing_docs/ncb_framework_for_promoting_well-being_and_responding_to_mental_health_in_schools.pdf

A Whole school framework for emotional well-being and mental health. National Children's Bureau (2015)

<https://www.ncb.org.uk/sites/default/files/field/attachment/NCB%20School%20Well%20Being%20Framework%20Leaders%20Resources%20FINAL.pdf>

Improving the mental health of children and young people in England. PHE (2016)

<https://www.gov.uk/government/publications/improving-the-mental-health-of-children-and-young-people>

The Mental Health of Children and young people in England PHE (2016)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/575632/Mental_health_of_children_in_England.pdf

Promoting children and young people's emotional health and wellbeing. A whole school and college approach. PHE (2015).

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

Children and young people's mental health – the role of education. First joint report of the Education and health Committees of Session 2016-17 House of Commons. May 2017.

<https://www.publications.parliament.uk/pa/cm201617/cmselect/cmhealth/849/849.pdf>

What works in enhancing social and emotional skills development during childhood and adolescence? A review of the evidence on the effectiveness of school-based and out-of-school programmes in the UK. Clarke et al 2015.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/411492/What_works_in_enhancing_social_and_emotional_skills_development_during_childhood_and_adolescence.pdf

Education, Education, Education, Mental Health. Supporting secondary schools to play a central role in early intervention. IPPR (2015)

https://www.ippr.org/files/publications/pdf/education-education-mental-health_May2016.pdf?noredirect=1

<https://www.scie.org.uk/children/parentalmentalhealthandchildwelfare/>

<https://www.gov.uk/government/publications/the-link-between-pupil-health-and-wellbeing-and-attainment>

Mentally Healthy Schools

Mentally Healthy Schools is a new website to help primary school staff support the mental health of their pupils

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

Schools in Mind

Schools in Mind is a free network for school staff and allied professionals which shares academic and clinical expertise regarding the wellbeing and mental health issues that affect schools.

<https://www.annafreud.org/what-we-do/schools-in-mind/>

Local Guidance documents

Advice and guidance on information sharing can be found at

<https://www.cambridgeshire.gov.uk/data-protection-and-foi/information-and-data-sharing/sharing-information-on-children-and-young-people/>

Cambridgeshire Public Mental Health Strategy (2015-2018)

<http://democracy.cambridge.gov.uk/documents/s30639/Summary%20Public%20Mental%20Health%20Strategy.pdf>

Cambridgeshire PSHE Service provides a range of resources to support whole school approaches to mental health. www.cccschools.org.uk

Cambridgeshire and Peterborough Local Transformation Plan for children's and young people's emotional/mental health and wellbeing. Refreshed 2016/2017

<https://www.cambridgeshireandpeterboroughccg.nhs.uk/easysiteweb/getresource.axd?assetid=5578&type=0&servicetype=1>

Assessment toolkit

http://www.keep-your-head.com/assets/1/cp_assessment_toolkit_pdf.pdf

Cambridgeshire LSCB Threshold Document 2017 for descriptions of indicators of need and correlation with mental health needs.

<http://www.cambridgeshire.gov.uk/lscb/>

Integrated Front Door (Safeguarding and early help)

<https://www.cambridgeshire.gov.uk/residents/working-together-children-families-and-adults/how-we-work/children-and-families-services/integrated-front-door-safeguarding-and-early-help/>

Email Early.help@cambridgeshire.gcsx.gov.uk

(Early Help Assessment factsheet)

http://www.cambsdaat.org/wpcontent/uploads/2017/01/Early_Help_Assessment_factsheet.pdf

Social Care/Think family

<https://www.cambridgeshire.gov.uk/residents/working-together-children-families-and-adults/how-we-work/children-and-families-services/children-and-families-procedures-and-resources/think-family/>

The Thrive model see www.keepyourhead.com for local implementation and www.annafreud.org/service-improvement/service-improvement-resources/thrive_for_the_theoretical_overview.

Cambridgeshire Children's Services Procedures.

http://cambridgeshirecin.proceduresonline.com/chapters/p_assessments.html

SEND Specialist services

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-identifying-special-educational-needs-and-disabilities-0-25/send-specialist-services/>

Appendix C: Data Sources

Early Intervention Foundation Guidebook: <http://www.eif.org.uk/>

The guidebook provides information about early intervention programmes that have been evaluated and shown to improve outcomes for children and young people. Now includes 50+ programmes, all assessed by EIF, and with updated evidence ratings, new cost ratings and information on implementation and evidence base.

Evidence 4 Impact database: <http://evidence4impact.org.uk/>

Evidence 4 Impact (E4I) provides a simple evidence rating system, along with concise evidence summaries, which enable you to make a well-informed judgement on the extent to which a programme's effectiveness is proven. Programmes include all Key Stages and learning, behavioural and mental health interventions

Health behaviour of school age children <http://www.hbsc.org/> is an international cross-sectional study that takes place in 43 countries and is concerned with the determinants of young people's health and wellbeing.

Centre for Excellence and Outcomes in Children and Young People gathers excellence in local practice combined with national research and data about "what works"

<http://www.c4eo.org.uk/>

A single point of access to data and analysis tools from across Public Health England. Collates and analyses a wide range of publically available data on risk, prevalence and detail (including cost data) on those services that support children with, or vulnerable to, mental illness. It enables benchmarking of data between areas <https://www.gov.uk/guidance/child-and-maternal-health-data-and-intelligence-a-guide-for-health-professionals>

National Institute for Clinical and Health Excellence (NICE) provides national evidence-based health guidelines <https://www.nice.org.uk/>

Evidence in Health and Social Care provide high quality information from resources like the Department of Health, NICE, the Cochrane library, etc. which are accessible to anyone www.evidence.nhs.uk

CAMHS Outcome Research Consortium - Collaborating to evaluate outcomes in children's mental health services_A useful resource for looking at outcome measures in CAMHS. <http://www.corc.uk.net/>

Also useful :

Guide to Using Outcomes and Feedback Tools with Children, Young people and their families.http://www.corc.uk.net/media/1182/201404guide_to_using_outcomes_measures_and_feedback_tools.pdf

A free eLearning module which aims to increase the awareness, understanding and confidence of non-specialist and school staff who support the wellbeing and mental health of children or young people to access the benefits associated with measuring mental wellbeing. <http://www.corc.uk.net/eLearning/>

Appendix D: Sources of support in school and in the local community

(See Appendix A for “Thriving” and “Getting Advice” interventions in relation to the Thrive model, diagram 1)

“Getting help” “Getting more help” “Risk support”

Getting Help

(See Diagram 2)

In School:

- **Safeguarding disclosures:** Any trusted adult
- **Friendship/ worries or problems family/general:** Pastoral support workers/form tutor
- **Young carers:** Identified by HOL, passed onto Young carers’ team
- **Resilience group:** Referrals through SENCo
- **Emotional support:** Learning support team offer emotional support to individuals who have SEND or emotional needs etc. before school, break and lunchtime
- **Pastoral support team** offers appointments for students on waiting list for Centre 33 with guidance from school nurse
- **Drop- in** for sexual health concerns, confidential or friendship problems, one-off advice. Wednesday and Friday break times in Locality

In the local community

It is important to keep up to date with changes to services and organisations and we recommend using the Keep Your Head website for current information.

Many organisations accept **self referrals**. Individuals and families can be signposted to those most appropriate for their needs. They include;

- **Kooth** www.kooth.com A confidential and anonymous online service for young people, specifically developed to make it easy and safe for young people to access mental health support as and when they need it. Once signed up, Kooth users have access to BACP trained counsellors available until 10pm, 365 days a year, peer-to-peer support through moderated forums, and a range of self-help materials, co-written by other young people. Any young person aged 11 – 18 (up to 19th birthday) with a Cambridgeshire or Peterborough postcode can access the service for free

In the local community cont...

- **Centre 33** (help@centre33.org.uk) offers a range of support for young people (up to the age of 25) in Cambridgeshire and Peterborough. Centre 33 can help with all sorts of issues from housing, sexual health and money worries to family problems and bullying, no matter how big or small the problem is. 'Someone to Talk To' drop-in sessions and a helpline operate across the county 5 days a week. They also provide a school's counselling service and a young carers' project. Centre 33 have an open access policy and young people can refer themselves to the service. For more information on the Centre 33 service visit their **website** or call (0333 4141809) or email
- **CHUMS Mental Health and Emotional Wellbeing Service** - Offers support to children and young people with mild to moderate mental health difficulties, such as anxiety and low mood, as well as those with significant emotional wellbeing difficulties arising from life events such as bereavement and bullying. Support is offered in a variety of ways including group support, one-to-one interventions, recreational therapeutic programmes (football and music as engagement tools), advice and guided self-help. You can make a referral via the website <http://chums.uk.com/cambs-referral-forms> and one of their triage team will contact you to discuss in more detail. For further information contact Cambridgeshire (0330 0581 659) or Peterborough (0330 0581 657)
- **YMCA** www.ymca.org.uk/ The YMCA offers a confidential one-to-one counselling service for young people aged between 13 and 25. The service runs Monday to Friday 10am to 5pm. Client are able to leave a voicemail message outside of these hours and a member of the Counselling service will contact them. Contact the Counselling Guidance Coordinator on 01733 373170 or email counselling@theymca.org.uk – *Please note there is a cost for this service*
- **Pinpoint** www.pinpoint-cambs.org.uk Cambridgeshire is a charity supporting parents and carers, especially those with children with additional needs and disabilities. It provides information, support groups, respite. By phone 01480 499043. By text 07973 248528. By email: information@pinpoint-cambs.org.uk The office is at 4 Meadow Park, Meadow Lane, St Ives PE27 4LG (office hours)
- **Cogwheel Trust** www.cogwheel.org.uk provides counselling and psychotherapy support for individual adults and children or couples in Cambridgeshire
- **STARS** <http://www.talktostars.org.uk/> Offers support to children and young people who have experienced the death of an important person in their lives and those who know that someone important to them is going to die
- **CASUS** <http://www.cpft.nhs.uk/casus> is working with young people and their families who have drug and alcohol concerns, issues or problems and live in Cambridgeshire. Information and advice for young people and parents, training and support for professionals, specialist drug and alcohol treatment for young people, which will include psychosocial interventions, family work, harm reduction and referrals to specialist prescribing
- **BLUE SMILE** www.bluesmileproject.org/ A Cambridge based service providing counselling and therapy for pupils in schools aged 3-13. It has an extensive menu of services for schools using fun, arts-based therapies. Email info@bluesmile.org.uk Telephone 01223 314725

Medical Services:

- General practitioner (GP) surgery where the young person is registered
- GP - Out of hours 0330123 9131
- Walk in Centres

Other organisations require a referral from a professional

(with due regard to guidelines about consent and confidentiality).

If in doubt always consult support agencies ie SPA and the Early help Hub for advice.

The Integrated Front Door (Children and Families Services)

Consists of the Multi Agency Safeguarding Hub (MASH) and the Early Help Hub.

- **MASH** is the point of contact for all safeguarding concerns for children and young people. The following Teams sit in MASH: First Response team, Emergency Duty Team, Missing, Exploited and Trafficked Hub (MET) and Independent Domestic Abuse Advisors.)
Tel: 01480 418633 Fax: 01480 418634. The Oak Tree Centre, 1 Oak Drive, Huntingdon PE29 7HN.
- **The Early Help Hub** Early.helphub@cambridgeshire.gcsx.gov.uk
Tel 01480 376 666 (Mon- Thurs 8.45 -17.20. Friday 8.45- 16.20)
The aim of Early Help is to provide help for children and families when problems start to emerge or when there is a strong likelihood that problems will emerge in the future. This means providing support early in the identification and development of a problem. The Early Help Co-ordinators in the Early Help Hub can provide advice and information and support with signposting to services including allocation from one of the seven new County Council District Early Help teams which have replaced the Locality teams. They can also advise professionals about completion of an Early Help Assessment - which has replaced the Common Assessment Framework (CAF) in Cambridgeshire – and about subsequent Team Around the Child plans and review processes

Community CAMH service

www.cpft.nhs.uk The service is accessed through the Single Point of Access (SPA) Tel 01480 428115 Office hours, Mon-Fri 9.00 – 17.00. Email accesscamhs@nhs.net

The Cambridgeshire Community Child and Adolescent Mental Health Service (CAMHS) provides assessment and treatment for children and young people up to the age of 17 living in Cambridgeshire who are experiencing emotional and behavioural problems and eating or neurodevelopmental disorders, and support for their families. Professional referrals up to 17th birthday (18th birthday for Learning Disabilities and Eating Disorders).

- Before making a formal referral, it is strongly recommended that you call the **SPA** for a telephone consultation. This service is offered to all professionals considering a

referral to Community CAMHS or seeking an opinion regarding a particular child, young person or family with whom they are working.

- The **Single Point of Access** staff can advise on: whether Community CAMHS can help; how to make a referral ; what further information the service needs ; the timescale for being seen ; what support might be helpful pending the first appointment.
- If, after discussion, Community CAMHS is not the right service, the team will be able to advise on other sources of help.

(Also see Appendix F)

Getting more help

(See diagram 2)

This level of support will almost always require a professional referral to access targeted resources to meet significant need (with due regard to guidelines about consent and confidentiality)

If in doubt always consult support agencies such as the Single Point of Access (SPA) and Early Help Hub for advice.

Medical Services:

- GP surgery where the young person is registered
- GP - Out of hours 03301 239131
- Walk in Centres

Professionals with increasing concerns regarding a child or young person's mental health should contact the child's GP for an emergency appointment and for further advice. GPs will refer to Community CAMHS for a more urgent assessment.

The Integrated Front Door (Children and Families Services)

Consists of the Multi Agency Safeguarding Hub and the Early help Hub.

- **MASH** is the point of contact for all safeguarding concerns for children and young people. The following Teams sit in MASH: First Response team, Emergency Duty Team, Missing, Exploited and Trafficked Hub (MET) and Independent Domestic Abuse Advisors.) Tel: 01480 418633 Fax: 01480 418634. The Oak Tree Centre, 1 Oak Drive, Huntingdon PE29 7HN
- **The Early Help Hub** Early.help@cambridgeshire.gcsx.gov.uk Tel 01480 376 666 (Mon- Thurs 8.45 -17.20. Friday 8.45- 16.20)

The aim of Early Help is to provide help for children and families when problems start to emerge or when there is a strong likelihood that problems will emerge in the future. This means providing support early in the identification and development of a problem.

The Early Help Co-ordinators in the Early Help Hub can provide advice and information and support with signposting to services including allocation from one of the seven new County Council District Early Help teams which have replaced the Locality teams or higher threshold provision from Children Social Care. They can also advise professionals about completion of an Early Help Assessment -which has replaced the Common Assessment Framework (CAF) in Cambridgeshire – and about subsequent Team Around the Child plans and review processes

Community CAMH Service

www.cpft.nhs.uk The service is accessed through the Single Point of Access (SPA) Tel 01480 428115 email accesscamhs@nhs.net Office hours, Mon-Fri 9.00 – 17.00

The Cambridgeshire Community Child and Adolescent Mental Health Service (CAMHS) provides assessment and treatment for children and young people up to the age of 17 living in Cambridgeshire who are experiencing emotional and behavioural problems and eating or neurodevelopmental disorders, and support for their families. Professional referrals up to 17th birthday (18th birthday for Learning Disabilities and Eating Disorders).

- Before making a formal referral, it is strongly recommended that you contact the **SPA** for a telephone consultation. This service is offered to all professionals considering a referral to Community CAMHS or seeking an opinion regarding a particular child, young person or family with whom they are working.
- The **Single Point of Access** staff can advise on: whether Community CAMHS can help; how to make a referral ; what further information the service needs ;he timescale for being seen; what support might be helpful pending the first appointment.
- If, after discussion, Community CAMHS is not the right service, the team will be able to advise on other sources of help.

(Also see Appendix F)

Cameo

www.cpft.nhs.uk A local service that provides specialist assessment, care and support to young people experiencing a first episode of psychosis. GP or self referral. Phone: 01223 884360 or 01733 318102

Getting Risk Support

(See attached Diagram 3 for guidance on the process for clarifying the nature of the risk in order to decide how to respond)

Immediate Concerns

- **A and E** for emergency medical attention following serious self injury
- **First Response Service** *Call 111 and press option 2 A 24-hour service for people in a mental health crisis.* This service is for anyone, of any age, living in Cambridgeshire

and Peterborough. Specially-trained mental health staff will speak to you and discuss with you your mental health care needs

- **Community CAMHS** on call: Brookside: 01223 465100 (office hours: Mon – Fri (9:00 – 17:00))
- This is to discuss young people who you feel need a mental health assessment within the next 24 – 48 hours due to risk. The on call practitioner will make arrangements to offer an mental health assessment
- (If the child or young person is already a patient of Cambridgeshire Community CAMHS, their CAMHS clinician can be contacted directly, or a discussion with the on call worker)
- **Single Point of Access (SPA) (CAMHS)** Tel: **01480 428115** Office hours: Mon – Fri (9:00 – 17:00) It is better to phone for a discussion than email if this needs to be dealt with urgently. Email: accesscamhs@nhs.net
SPA will advise on next steps that may include:
 - Advice over the telephone on the management of the current concern
 - Advice on making a referral to CAMHS
 - Advice on other, more appropriate, services.

.(Also see Appendix F)



Managing Critical Incidents in Schools

These are the current documents available to Cambridgeshire Schools ;

Managing Bereavement in Cambridge Schools Cambridgeshire County Council.

Responding to Critical Incidents Guidance for Cambridgeshire Schools. April 2016
https://www.cambslearntogether.co.uk/search/query/?q=Responding+to+critical+incidents&an=&return_url=%2F

A guide to managing critical incidents in schools Department of Education. Jan 2014.

<https://www.education-ni.gov.uk/publications/guide-managing-critical-incidents-schools>

The following two documents were sent to education establishments in Manchester after the terrorist attack.



[docx Advice to staff in educational settings.docx 38.9 KB • Download](#)



[docx Information for CYP and Families.docx 43.9 KB • Download](#)

Additional guidance is available from

Step By Step

(https://www.samaritans.org/sites/default/files/kcfinder/files/HWWNIM_Feb17_Final_web%2083%29.pdf) The guidance forms part of the Samaritans' step by step service to schools which offers specially trained volunteers who can assist school leadership with their suicide response. https://www.samaritans.org/education/step-by-step_stepbystep@samaritans.org
[Freephone 0808 168 2528](tel:08081682528)

Kent County Council. Managing critical Incidents in school

<https://shareweb.kent.gov.uk/Documents/KELSI/Specialist%20Children%20Services/Educational%20Psychology/Managing%20critical%20incidents%20in%20schools.pdf>

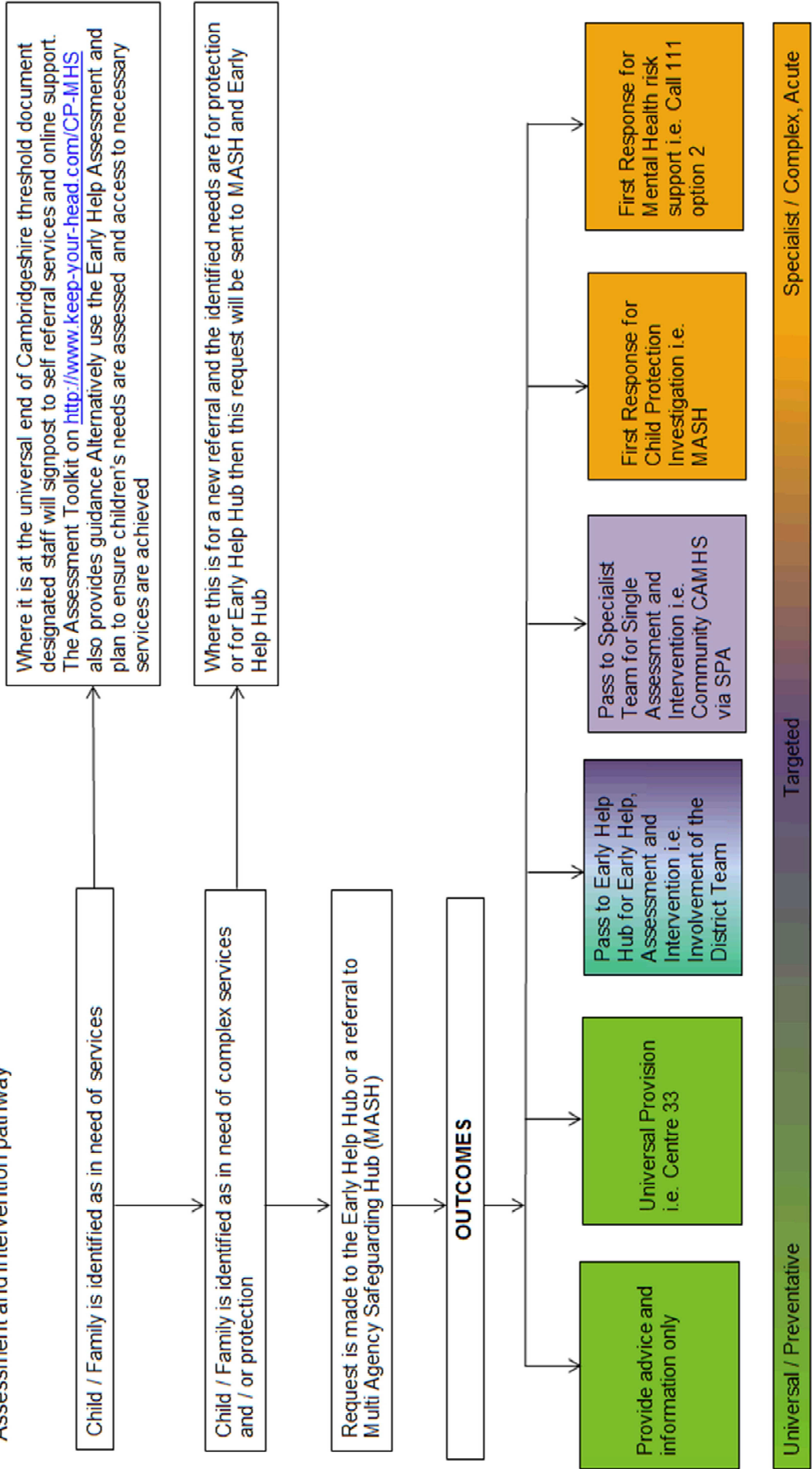


Getting Help and Getting More Help: Assessment and Intervention Pathway

Diagram 2

Supporting information, pathways and checklists

Assessment and intervention pathway

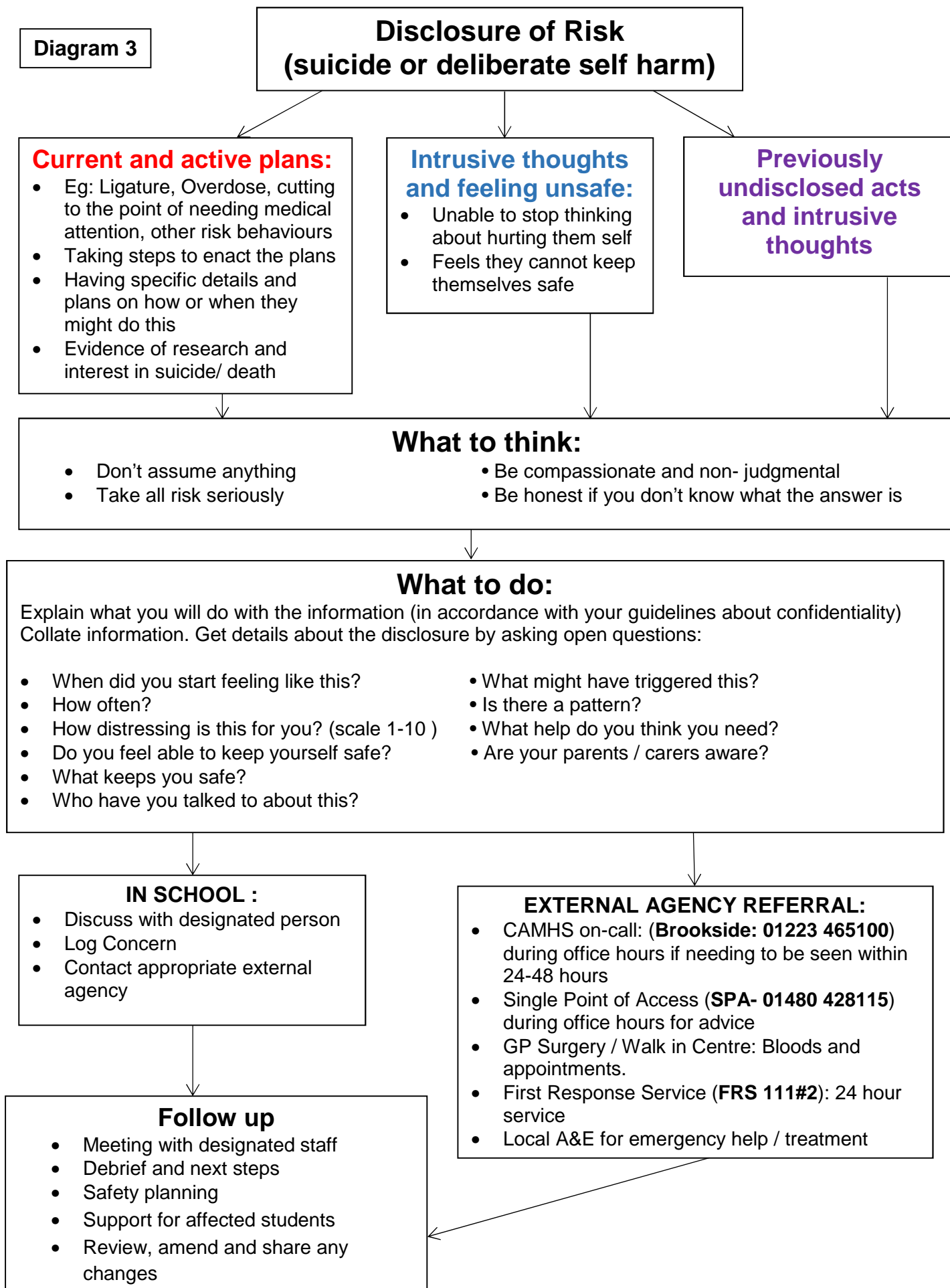


Adapted from Cambridgeshire LSCB Threshold Document 2017 http://cambridgeshirescb.proceduresonline.com/pdfs/threshold_document.pdf

2017. Bottisham Village College and CPFT. Not for general distribution

Process for clarifying the nature of the Suicide Risk to determine response

Diagram 3



Appendix G: Staff Wellbeing

Purpose and Principles

The wellbeing of professionals working within the college is of paramount importance. Staff are the most important resource at the college. Without a personal sense of wellbeing, it is difficult to nurture wellbeing in others. Employers have a legal "duty of care" towards employees which requires them to manage and safeguard the physical and psychological wellbeing of their staff. Wellbeing at work is therefore essential if we are to reach our best potential and help students to do the same. There is a definite correlation between positive staff, student achievement and a school's continued improvement.

Managing staff wellbeing and promoting a healthy work-life balance will help attract and retain the calibre of staff needed for an outstanding education system. Supporting wellbeing of staff will:

- Reduce staff absenteeism and turnover
- Develop a more motivated workforce with high morale, able to deliver a challenging education for our students
- Improve team work, staff development and co-operation
- Recognise that excessive hours of work can reduce staff effectiveness
- Support positive communication and therefore positive outcome
- Provide positive role models for students

Causes of negative stress at work can vary widely and include:

- Physical and emotional demands of the job
- Parent's behaviour
- Work load
- Work place bullying
- School environment
- Lack of professional development and learning opportunities
- Low morale
- Excessive change
- Culture of blame
- Striving for perfection
- Poor communication

There are many positive outcomes for staff in their varying roles and responsibilities. The dynamics between the highs and lows throughout the year are important in the overall balance of jobs staff do.



Actions

Nurturing resilience

- The college has a named senior manager who makes employee health and wellbeing a core priority. (see page 4)
- College professional development has encouraged small groups to discuss challenges within teaching and work collectively towards solutions. The leadership team aim to develop a culture where it is acceptable to seek help if it is required and encourage mutual support.
- The wider management team work together to create a working environment where potential work-related stressors as far as practicable are avoided, minimised or mitigated through good management practices, effective Human Resources policies and staff development.
- Managers' and employees' awareness of the causes and effects of stress has been increased through training opportunities.
- The college has developed a culture that is open and supportive of people experiencing stress or other forms of mental ill-health.
- There are a range of strategies for involving staff in school decision making processes. Staff are encouraged to voice their opinions through e.g. staff meetings/faculty meetings etc. Staff engagement forums are included in development plans. Employee opinions are sought through for example, staff meetings and faculty meetings.
- Professional development can be an effective way of boosting wellbeing at work and developing resilience in staff. Staff at all levels in the college have access to continued professional development some of which forms part of performance management goals and objectives. Performance management is linked to clear job specifications.
- Professional learning opportunities are encouraged within school throughout the school day alongside opportunities to attend relevant courses and conferences. Staff meetings provide opportunities for professional dialogue between staff members.
- The leadership team manage conflict effectively and ensure the workplace is free from bullying and harassment, discrimination and racism. There is zero tolerance of bullying and harassment, discrimination and racism
- Where workplace stressors are identified, risk assessment will be undertaken to help eliminate the stress or control the risks from stress. These risk assessments will be regularly reviewed by the college leadership team.

Promoting health and happiness

The college leadership team make line managers aware that supporting employee health and wellbeing is a central part of their role.

The school supports employee health, happiness and wellbeing by:

- Providing up-to-date job descriptions, with duties and responsibilities relating to individual teacher's roles clearly identified
- The physical environment at the college provides a positive working environment. If there are concerns, there are systems in place for issues to be raised and resolved.
- Perfectionism is discouraged, being the best you can be is rewarding but understanding when to leave a task is an essential skill.
- Working hours are monitored and staff are encouraged to take breaks as required by legislation.
- Staff have access to support via HR who can advise on how to seek professional support.
- Staff have the option to participate in wellbeing activities e.g. sport activities, social activities, Mindfulness sessions.
- Ensure staff are provided with the resources and training required to carry out their job.
- Staff are provided with relevant safeguarding training and guidance to work collaboratively when dealing with stressful incidents including access to appropriate support
- Review of work load and time spent on paperwork and systems, allows the leadership team to develop practical alternative solutions through the college improvement plan.
- Appraisal reviews offer the opportunity for staff to discuss with reviewers any concerns regarding workload
- Encouraging staff to take responsibility for their own work and effectiveness as a means of reducing their own stress and that of their colleagues.
- Engaging with staff to create constructive and effective working partnerships both within teams and across the School.
- Staff achievements are valued and acknowledged by the leadership team e.g. during staff briefings. There is a culture of inspiring and celebrating at the college.
- Staff are offered quiet spaces where they can work. The staffroom is a welcoming space during break and lunch time.
- Staff are encouraged to experience new things and develop new skills through professional responsibilities like participating in trips, activities, Duke of Edinburgh award, taking on new responsibilities.
- New staff are supported with appropriate induction training and a mentor scheme.
- Staff recruitment and retention is overseen by a senior manager.
- Organisation of CPD and INSET takes account of staff wellbeing. For example there are early closure at the end of each term, a Christmas lunch and refreshments available on training days. A range of opportunities are available through the 'Happy, Healthy Bottisham' initiative including sport and social events.
- Ensuring that patterns of meetings are appropriate to the requirements of the whole school and published in advance
- A weekly bulletin is provided for all staff
- Peer observation will be actively encouraged and the system of 'lesson study' will encourage shared development of effective teaching practice

Line managers support employee health and wellbeing by:

- Effective timing and use of PD days to allow time for staff to meet and share ideas
- Offering employees help and encouragement to build supportive relationships
- Being open and approachable to ensure employees feel free to share ideas
- Consulting regularly on daily procedures and problems
- Recognising and praising good performance
- Identifying and addressing issues and concerns and taking any action needed as soon as possible to prevent problems escalating
- Identifying sources of internal and external support
- Agreeing relevant and realistic job targets
- Promoting effective communication and ensuring that there are procedures in place for consulting and supporting employees on changes in the organisation, to management structures and working arrangements at both a School-wide and departmental level

Employee's have a duty to support their own health and wellbeing by:

- Staff are encouraged to be mindful of their personal work life balance. Work life balance is key for those wanting to reduce negative stress.
- Taking reasonable care of their own health and safety at work co-operating and follow any reasonable instructions to safeguard their health and safety and seeking guidance from health professionals where appropriate
- Cooperating with the College in any measures taken to improve their psychological wellbeing
- Cooperating with the College if the College wishes to seek further information to support their wellbeing.

Managing staff absence

Staff absence is dealt with through the 'Discretionary leave policy' and 'Management of Sickness and Absence policy'

- The College responds sensitively and flexibly to external pressures that impact on staff lives whilst also ensuring the efficient running of the college.
- The College will provide support and discuss options as appropriate if problems arise for staff. In some cases this might include external support e.g. from the Local Authority for counselling, occupational health etc. The College will continue to support even when external services are involved.
- During the time staff are absent, the college will maintain confidentiality and the rights and dignity of the staff involved.

Related Policies

Members of the teaching and non-teaching staff are entitled to be treated fairly and professionally at all times. The Governing Body takes very seriously its duty of care as an employer to all members of staff and a number of policies and procedures have been made in relation to this duty. These include:

- Guidance for Safer Working Practice
- eSafety and ICT Acceptable Use Policy
- Equality of Opportunity Policy
- Staff Code of Conduct
- Communication with Parents and Carers Policy

Other policies contribute to staff wellbeing by providing certainty, fairness and consistency in the treatment of staff in different contexts, including:

- Management of sickness and absence policy
- Discretionary leave policy
- Disciplinary and capability Procedures
- Pay Policy
- Performance Management Policies for Teaching and Support Staff
- Whistle blowing policy

The intranet provides easy reference to a wide range of information needed at different times by employees.

Monitoring and reviewing the staff Well-being policy.

The Governing Body recognises its duty to ensure the health, safety and welfare of all employees in the school. The staff Well-being policy will be reviewed annually by the College Management team in conjunction with the Director of Human Resources and Governors.

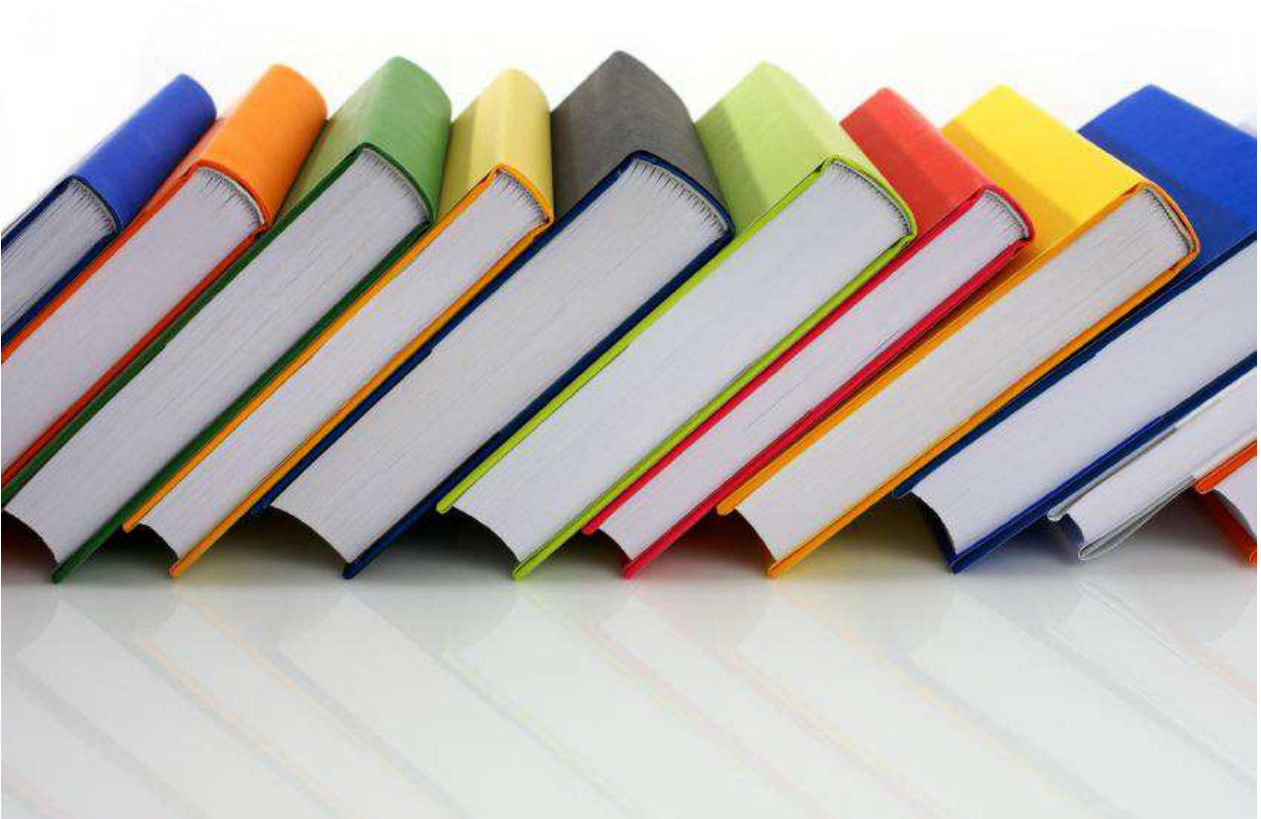
This review will involve feedback from Staff Surveys, consultation with Heads of Faculty and Pastoral leaders together with the findings from risk assessments.

Support

Depending on needs there are a range of adult services that can help support staff including specific services for Eating Disorders, Psychosis and Affective Disorders (for example anxiety or depression). Usually individuals are referred to the service that is most appropriate to them by their GP

- **CPFT Psychological Wellbeing Service** Accessed through GP or self referral. Brief supported self-help and talking therapy options. Many community locations throughout the county <http://www.cpft.nhs.uk/services/pws/psychological-wellbeing-service.htm>
- **Mind** website <https://www.mind.org.uk/> To make sure no one has to face a **mental health** problem alone.
- **Anna Freud Centre** '**Supporting Staff Wellbeing in Schools**' booklet. "It has been developed with our Centre's mental health experts, and aims to offer practical guidance about what school staff and senior leaders can do to support their own and their colleagues' wellbeing. Topics featured include *what can impact on or support wellbeing? what can supervision look like in schools? and how can senior leaders prioritise wellbeing?*" <https://www.annafreud.org/what-we-do/schools-in-mind/staff-wellbeing/supporting-staff-wellbeing-in-schools-booklet/>
- **Roffey (2017)** – Creative caring for teachers (<https://www.edcan.ca/articles/creative-caring-teachers>)
- **Hudders et al. (2017)** The Resilience Centre; the teacher well-being project (<http://leedsbeckett.ac.uk/-/media/files/research/mental-health-in-schools--dec-2017-issue.pdf?la=en>)
- **Roffey (2012)** – Pupil well-being – teacher well-being: two sides of the same coin? (<http://www.sueroffey.com/wp-content/uploads/import/32-Roffey%20ECP29-4.pdf>).
- **BPS (2010)** Psychological wellbeing at work (https://www1.bps.org.uk/system/files/user-files/Division%20of%20Occupational%20Psychology/public/rep94_dpx.pdf)

- **NEF(2008)** Five ways to wellbeing
http://b.3cdn.net/nefoundation/8984c5089d5c2285ee_t4m6bhqq5.pdf
- **Briner & Dewberry (2007)** – Staff well-being is key to school success
www3.lancashire.gov.uk/corporate/web/viewdoc.aspx?id=44615
- <http://www.barrbeaconschool.co.uk/46-things-we-do-staff-well-being/>
- <http://lifecraft.org.uk/wp-content/uploads/2016/01/Mental-Health-Handbook-Jul17.pdf>
A directory of local and national health services for people who experience mental distress, carers, friends and service providers.
- **CPFT First response service** for anyone experiencing a mental health crisis. 111 option2.



Glossary of terms

PSHE Personal, social, health and economic education

SRE Sex and relationship education

SENCo Special Educational needs co-ordinator

HOL Head of learning

CLT College leadership team

CAMHS Child and Adolescent Mental Health Services. (NB this term can be used both to refer to “comprehensive CAMHS” i.e. all organisations which work with children and therefore have a responsibility for their emotional wellbeing and also Community CAMHS, the specialist service.)

SPA Single Point of Access

EHH Early Help Hub

MASH Multi-agency safe-guarding hub

LSCB Local safeguarding children board

SEND Special educational needs and disability

CPFT Cambridge and Peterborough NHS Foundation Trust

