

Mental Health and Emotional Wellbeing Policy



Blakedown C E Primary School
Mental Health and Emotional Wellbeing Policy

Policy Number 2.4

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Policy statement:

At Blakedown, the roots of our vision is embedded in Psalm 139:14 - '**I will praise you because I am fearfully and wonderfully made,**' recognising the fact that we are all unique and made in God's image. In delivering the vision for the school it is important that all members of the school experience a sense of **joy** and are able to continue to use their skills in **service** of others, to **achieve** for themselves and be the best version of themselves they can be.

At Blakedown CE Primary School we realise that good mental health and emotional wellbeing is the foundation stone for all health. We value diversity, and we are committed to promoting a Whole School Approach (WSA) driven by the 5 Steps to Mental Health and Wellbeing | Anna Freud and the eight principles set out by the PHE/DfE document Promoting children and young people's mental health and wellbeing (publishing.service.gov.uk). We aim to help pupils to be happy and successful, prevent problems before they arise and become resilient. We are committed to working in a trauma informed way using the Thrive Approach and in an inclusive, respectful and open environment.

Purpose of this Policy

This policy aims to ensure we take a WSA to mental health and wellbeing and sets out:

- How we aim prevent mental health and wellbeing problems arising for pupils, staff and parents/ carers
- How we promote good mental health and wellbeing for pupils, staff and parents/ carers
- How we identify and support pupils with mental health and wellbeing needs
- How we train and support all staff to understand mental health issues and spot early warning signs for pupils, parents/ carers and other staff
- How we will support access to early help and specialist to prevent mental health problems getting worse
- How we will support parents, staff and pupils to access advice and support
- See **Support for Families** on our website and our **mental health and wellbeing** information on our website.

This policy will operate in conjunction with the following policies:

- Safeguarding policy
- Relationship and behaviour policy
- Health and Wellbeing policy
- Equality and Diversity policy

Leadership & Management Roles and Responsibilities

We believe that all staff have roles and responsibilities to promote positive mental health and wellbeing, and to understand about protective and risk factors for mental health.

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Good mental health and wellbeing is supported in school by the following staff roles and responsibilities.

- **Nominated Governor for Mental Health & Wellbeing**

Responsible for creating a connection between the governing body and the wider school/trust. The nominated governor will focus on supporting the school to embed its mental health and wellbeing provision across the entire school. Mental health and wellbeing will be a standing item on the Governing Body meetings.

Training for governors will be available through governor services, online learning or the Diocese SLA.

- **Headteacher:**

Has overall strategic responsibility for the school ethos with respect to mental and emotional wellbeing, implementation, audit and review of this policy. They will keep staff fully informed, trained and up to date and support working in a trauma informed way.

- **Senior Lead for Mental Health:**

This role leads and has oversight of the whole school approach to promote positive mental health and wellbeing in the school community.

- **Special Educational Needs Coordinator (SENCO)**

Responsible for strategically leading and co-ordinating SEND identification systems and provision for all pupils with SEND in the school. The SENCO ensures that all adults working in the school understand their responsibilities to children with SEND. For this policy this includes pupils whose persistent mental health difficulties mean they need special educational provision. Specifically, the SENCO will ensure that colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues, and liaise with external SEND professionals as necessary with regards to mental health and wellbeing.

- **Designated Safeguarding Leads (DSL)**

The DSLs provide support to staff to carry out their safeguarding duties and they liaise closely with other services such as the local authority children's social care and CAMHS in relation to children and young people's mental health. For more information please visit [Safeguarding children | Worcestershire County Council](#)

- **All Staff**

Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need. It is important that all staff work in a trauma informed way.

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All staff will understand about possible risk factors that might make some children more likely to experience problems. Staff will be provided with training and teaching resources to identify possible signs that a pupil could be struggling.

These can include: a physical long-term illness, having a parent who has mental health difficulties, bereavement, family breakdown and bullying. Staff will also understand the factors that protect children, such as having positive self-esteem, positive communication, developing problem-solving skills, emotional resilience, a sense of worth and belonging and emotional literacy. These lists are not exhaustive. More details can be found here [Mental health information : Mentally Healthy Schools](#)

Any member of staff concerned about a pupil will take this seriously and raise with the SENCO/Inclusion Manager or Designated Safeguarding Lead.

Staff development

Staff development will aim to support the wellbeing of staff and that of students.

The minimum staff training will be:

- 1 trained staff member as Senior Mental Health Lead
- 1 trained staff member as Mental Health First Aider
- All staff; Safeguarding training
- 4 staff trained as Thrive practitioners.

The Senior Mental Health Lead training will be from a recognised provider of this training and appropriate to the experience of the staff member holding this post.

Additional training will include:

- Internal Thrive Approach training.
- Trauma Informed Attachment <https://www.worcestershire.gov.uk/council-services/childrens-services/virtual-school/virtual-school-training-and-bespoke-packages-schools>
- Zero Suicide alliance training [Free online training from Zero Suicide Alliance](#)
- Child bereavement
 - [Winston's Wish - giving hope to grieving children \(winstonswish.org\)](#)
 - [Home - Touchstones Support \(touchstones-support.org.uk\)](#)
 - [England - 2 Wish](#)
 - [Talk to Footsteps](#)
- Suicide prevention training from Papyrus [What we offer | Papyrus \(papyrus-uk.org\)](#)
- ASIST (Applied Suicide Intervention skills training)
 - [ASIST - Grassroots Suicide Prevention \(prevent-suicide.org.uk\)](#)
 - [ASIST | Suicide Prevention Training | Papyrus UK \(papyrus-uk.org\)](#)
 - [LivingWorks ASIST - LivingWorks](#)

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Supporting Pupils' Positive Mental Health

We believe we have a key role in promoting pupils' positive mental health and wellbeing and helping to prevent mental health problems. We believe in enabling pupil's voices to influence decisions. In supporting the mental health of our pupil's, we focus on the following 3 tiered support approach:

- Universal support (preventing and promoting)
- In school support (identifying and supporting)
- Special support (access to early help and or specialist support)

The table below sets out actions and processes that we as a school will follow, depending upon the type of support required.

Universal Support		
Approach	Detail	Links
Ethos and environment	The Thrive Approach Anti bullying week activities	The Thrive Approach Virtual school training and bespoke packages for schools Worcestershire County Council Anti-Bullying Policies
Curriculum: teaching and learning	Curriculum teaching and learning to promote resilience and support social and emotional learning, including physical activity; Jigsaw PSHE.	Jigsaw PSHE Online

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School strategies	Assemblies to raise awareness of mental health and wellbeing MH awareness raising topic at a parents evening Anti bullying schemes Playground leaders Outdoor classes/classrooms/working in and with nature Physical extra curricular clubs Pupil voice - Eco team, pupil council, Worship team	School Zone Campaigns Campaign Resource Centre Mental health assemblies - Peer Education Project (PEP) Mental Health Foundation Mental health (pshe-association.org.uk) Resource hub: Mentally Healthy Schools Parents Mental Health Support Advice for Your Child YoungMinds Parenting Mental Health Home Examples of peer support schemes (anti-bullyingalliance.org.uk) Anti-Bullying Week 2024: Choose Respect (anti-bullyingalliance.org.uk) Etruscan Primary School - Friendship and Playground Buddies Outdoor learning ideas Learning through Landscapes (ltl.org.uk) https://www.woodlandtrust.org.uk/media/43645/outdoor-learning-resource-pack.pdf An introduction to active learning and active classrooms (governorsforschools.org.uk) Include pupils, staff and parents and carers in decision-making Anna Freud Pupil voice: Mentally Healthy Schools Inspiring and enabling pupil and learner voice - Teaching (blog.gov.uk)
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	Fliers/ posters of useful contacts for support Support for bereaved families and children. Bereavement Policy	Online resources for schools Child Bereavement UK Resources, Publications & Support Information Winston's Wish Bereavement Resources for Educational Settings BEEM Traumatic bereavement resources Anna Freud Resources and Activities Nelson's Journey Child Bereavement Help for Norfolk
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In school support

Identifying need and Early Help support options

In Blakedown CE Primary we take the following steps when there are concerns about a child or young person's emotional or mental health:

1. Discuss concerns with parents/carers
2. Complete an in house/school assessment and share the outcomes with parents/carers.
3. Consider which early intervention school strategies would be the most appropriate for the child or young person. These may include:
 - a. 1:1 support with an Thrive Practitioner
 - b. Lego therapy
 - c. Lunch clubs
 - d. Talking/Drawing
 - e. Targeted clubs
 - f. Support from counselling services
 - g. Bereavement support
 - h. Use of the WCF suicide attempts guidance toolkit:
Document title
(worcestershire.gov.uk)
 - i. What is ordinarily available here to pupils at school

[Targeted support : Mentally Healthy Schools](#)

In some cases, a pupil's social emotional mental health needs may require not just an in school assessment and support but referral to further in school support or a primary care or specialist service, see below.

Our school will use the mental health route map of support listed here: [Mental Health Route Map \(worcestershire.gov.uk\)](http://Mental Health Route Map (worcestershire.gov.uk))

See [appendix 1](#)

[Social, emotional and mental health | Worcestershire County Council](#)

School to link to their own SEND webpage

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Specialist Support

Identifying need and additional specialist support	If the child or young person continues to exhibit emotional or mental health concerns or if the assessment indicates more specialist support maybe needed the school will explore, in partnership with parents, support from outside agencies, the first steps may include: - Referral to a Public Health Nurse (School Nurse). - Referral to the Early Intervention Service - Referral to a Youth Mental Health Hub - Referral to other Early Help support Finally, the school may, after a discussion with the child or young person's parents: - Advise a GP appointment is organised - Make a referral directly to CAMHS - Make a referral to an Educational Psychologist	Guidance on accessing these services can be found here Professionals' Toolkit Worcestershire County Council in the health referrals toolkit.
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Suicide Prevention and Attempts

The school will use the WCC guidance on suggested action to take in the attempt of a suspected suicide, here; [Guidance for Educational Settings Following the Suspected or Known Attempted Suicide of a Child or Young Person](#). In addition the school will use the Guidance for Educational settings following the death of a child or staff member to support pupils and staff in these situations.



WCF Guidance for Educational Setting:

Working with Parents and Carers

We recognise the fundamental role parents and carers have in promoting and supporting the social, emotional and mental health and wellbeing of their children, and in particular with protecting and supporting their children's mental health.

As a school we also recognise that a child's mental health will be affected by their parents and carers mental health, and so we are committed to providing updated information on what services parents and carers can access to keep themselves well.

Some signposting options for parents and carers are listed below and will be included on the school website.

- [Solihull Approach - FREE online parenting courses in Worcestershire | Starting Well \(startingwellworcs.nhs.uk\)](https://startingwellworcs.nhs.uk)
- [Wellbeing support for parents and carers in Worcestershire | Starting Well \(startingwellworcs.nhs.uk\)](https://startingwellworcs.nhs.uk)
- [Information about support for parents and carers | Worcestershire County Council](https://www.worcestershire.gov.uk)
- [Am I a carer? | Worcestershire Association of Carers \(carersworcs.org.uk\)](https://www.carersworcs.org.uk)
- [Parents Mental Health Support | Advice for Your Child | YoungMinds](https://www.youngminds.org.uk)

Supporting Staff's Positive Mental Health

We are committed to supporting the positive mental health and wellbeing of our whole school community including our staff.

At our school we know that everyone experiences life challenges that can make us vulnerable, and at times, anyone may need additional mental and emotional support. We take the view that positive mental health and wellbeing is everybody's business and that we all have a role to play.

We will ensure that staff are aware of what support is available within our school and how to access further support.

The school will support Early Careers Teachers (ECTs) to ensure they develop the understanding and skills needed to develop their own good mental health and that of the children.

Other policies that support these actions:

- Managing staff attendance document
- Staff grievance policy
- Disciplinary policy
- Recruitment policy

Practical strategies we will use in school to promote good staff wellbeing will include:

- Encouraging a healthy workload and life balance e.g. no emails or expectation of a reply over weekends or after 6.00 p.m. each working day.
- Staff not always immediately available for parent meetings.
- Built in school time for regular tasks such as assessment recording, report writing & SEND meetings.

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- Organising work and being realistic about timescales to prevent staff overload.
- Making staff recognition and praise a normal part of our school's culture.
- Teacher appraisal that is encouraging and that concentrates on praise.
- Targets aim to be realistic and concentrate on raising standards for children and young people
- Creating a sense of belonging to the school
- Fully inform and update staff on ways of accessing mental and emotional wellbeing support
- Encouraging staff to buddy up with colleagues to support each other in providing opportunities for reflective practice and problem-solving school-based challenges.
- Signing up to the Workplace Wellbeing Network [Workplace health | Worcestershire County Council](#)

Monitoring and Audit:

This policy will be monitored by the SMHL each [year/two years].

This policy will be audited biannually and shared with the governing body at the time of the policy review.

Review:

This policy will be reviewed and updated by the L&D team of the governing body every 2 years, the date of the next review and update will be 20.05.28

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Useful links:

[Work Well Live Better | Worcestershire County Council](#)

It aims to help businesses improve the health and wellbeing of their workforce, by taking a preventative approach, whilst supporting businesses to reduce levels of absenteeism, staff turnover, and increase productivity and retention rates.

[Mental health lead resource hub : Mentally Healthy Schools](#)

Resources for the whole school/college approach to mental health and wellbeing based around the 8 principles.

[Resource hub: Mentally Healthy Schools](#)

Resources for classroom and wellbeing support including a calendar of curriculum themes and occasions linked to mental health with activity ideas and free resources for each theme.

[Guidance for Educational Settings Following the suspected or known attempted suicide of a child or young person](#)

Guidance to help a school community consider what action to take in the event of a known or suspected attempted suicide or cluster of suicide attempts within a pupil population

[Senior mental health lead training - GOV.UK \(www.gov.uk\)](#)

For more information to apply for a grant to train a senior mental health lead to develop your school or college's approach to mental health and wellbeing.

[Ten ways to support school staff wellbeing | Anna Freud](#)

A resource exploring ten questions that schools should bear in mind when approaching staff wellbeing.

[Mental Health Route Map \(worcestershire.gov.uk\)](#)

This interactive route map provides information to schools about support and services available from Universal to specialist to promote positive mental wellbeing for children and young people in educational settings.

[Professionals' Toolkit | Worcestershire County Council](#)

Templates, guidance and resources to support senior leaders in schools, e.g. SENCOs, DSLs, to promote inclusion and meet identified needs.

[Social, emotional and mental health | Worcestershire County Council](#)

- Trauma informed approach
- Anxiety
- Self harm

[Parent carer engagement toolkit | Worcestershire County Council](#)

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[Bereavement support | Worcestershire County Council](#)

Organisations that offer bereavement support, including the bereaved by suicide service for those bereaved by or impacted by suicide, whenever the death by suicide occurred.

- Evidence based teaching resources for promoting good mental health:

Programme name	Type of approach
PATHs	Full year teaching programme for YR to Y6 30-55 sessions per school year, 20-30 minutes duration
Zippy's Friends	Full year teaching programme YR to Y6 (or Y7) printed or online resources
FUN Friends/Friends for LIFE	KS2: 10 x 1-hour sessions e.g. 15 mins every day.. Universal package but also packages for children are struggling e.g. a bereavement, illness, LD.
my HappyMind	EYs to Y6 plus Y7 transition programme 25 lessons per year group.
Resilience in Children Positive Psychology Center	The Penn resilience programme for middle school students
QUT Resourceful Adolescent Program - RAP-A - For Adolescents	Aged 9-16: Built to build resilience and promote positive MH in teenagers 11 x 50 min sessions (usually run as part of curriculum)
Parenting programme Home - Triple P UK Ltd	Aged 2-9 years: online or app Self directed web based parenting intervention 8 x 30-60min sessions (can include 3hrs practitioner support)

Appendix 1

MENTAL HEALTH SUPPORT IN EDUCATIONAL SETTINGS

WHAT IS AVAILABLE IN WORCESTERSHIRE

UNIVERSAL & PREVENTATIVE

- Senior Mental Health Lead Training
- Whole School Mental Health Approaches
- Trauma Informed training
- Inclusion website
- PSHE curriculum
- Early Help website
- Starting Well website
- Training offer from WCF services
- Papyrus training
- WEST website
- Perryfields PRU toolkit

EARLY INTERVENTION (TARGETED IN

- Emotional Literacy Support Assistants (ELSA)
- Mental Health Ambassadors
- Mental Health First Aiders
- Early Help Offer
- Starting Well Service Offer
- Directory of Mental Health support

TARGETED INTERVENTIONS (WITH SUPPORT FROM EXTERNAL AGENCIES)

- WEST teams
- WCF Autism/CCN team
- WCF Educational Psychology Service
- School nursing team
- CAMHS Reach for Wellbeing
- Act On It
- CAMHS CAST
- Anchor
- Social Prescribing through GPs
- Community Paediatricians
- Family Front Door
- AP Directory

SPECIAL SUPPORT

- Specialist CAMHS single point of access: LD Team/ Eating Disorders/Crisis and Home Visiting Team/ Under 5 Team/Youth Team (16+)

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APPENDIX 2

Emotional health and wellbeing interventions

When planning to meet pupils' emotional health and wellbeing needs, the following strategies and approaches will be helpful in considering what is required.

Universal (for all pupils)

Culture, staffing and policy
• Supportive, inclusive whole school ethos (everyone in school feeling included, accepted, listened to and respected) • Adherence to responsibilities described in the SEND Code of Practice (2015) and Equalities Act (2010) for students with special educational needs and disabilities and other protected characteristics • Meaningful opportunities for pupils to express their views and needs and to have these valued and acted upon • Partnership work with parents, carers and families in a respectful way that recognises and values diversity • A whole school curriculum to develop social and emotional skills that is the responsibility of all staff • A whole school curriculum which enables students to reflect on and make positive safe choices regarding social media, sex and relationships and substance use • Whole school positive behaviour policy which includes understanding of possible underlying causes of inappropriate behaviour • Inclusive environment to meet the needs of children and young people with a wide range of special educational needs and disabilities • Nurturing approaches which are embedded in the school ethos • A high level of staff competency in emotional health and wellbeing and access to effective and regular training • Flexible approaches and understanding for pupil needs incorporated into the environment and teaching • All staff trained in basic awareness of low mood, anxiety and attachment difficulties in pupils • Designated lead for emotional health and well-being in the school • Clear guidance understood by all pupils for what to do if they are worried about a friend's mental health or believe that they may harm themselves • Clear links between the emotional health and well-being support and behaviour management procedures in the school to counteract the higher risk of exclusion for children and young people with mental health difficulties • Information sharing protocols with external agencies and parents which are GDPR compliant • Effective anti-bullying policy
• Safeguarding systems and procedures are clear and effective • Active promotion of materials, activities and messages which reduce the stigma of mental health difficulties • Teaching assistants are effectively deployed to support access to learning and provide support during unstructured times • Effective and inclusive rewards systems • Well established relationships where children feel open to talk to an adult or peers • Rest/exercise breaks provided during the day • Opportunities provided for home work to be done during the school day • Inclusive and accessible games/ activities provided on the playground at break times • School trips and extra-curricular activities planned so that they are inclusive and accessible • Importance of staff emotional health and well-being recognised and supported • Resources which reflect diversity displayed around the school and used across the curriculum • Clear classroom rules agreed by all students • Use of respectful language in classroom by staff and children • Supportive transition arrangements between classes and phases • Family groupings / vertical tutor groups • Designated quiet area (not used for sanctions)
Specific approaches
• Emotional logic (whole class) • Themed weeks e.g. anti-bullying • Circle time • Mentoring • Buddy systems • Mindfulness

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Targeted (for some pupils)

Culture, staffing and policy
- Additional transition arrangements and programmes for vulnerable pupils - Drop in sessions available with professionals such as the school nurse, counsellor, mentor or other key adult. - Targeted use of play leaders and/or teaching assistants at social times - Designated areas and/or clubs which appeal to children and young people, which aim to reduce stress and have a higher adult: child ratio - Robust 'assess plan do review' processes for pupils with emotional health and wellbeing difficulties - Targeted extra-curricular activities on offer e.g. cycle club to provide and exercise to promote positive mental well-being and socialisation - Personalised home/school books to establish effective communication between home and school - Pre and post teaching sessions to address curriculum needs and allow access to curriculum - Physical environment and policies which take account of the needs of pupils questioning their gender identity and/or sexuality - Risk management procedures which ensure the safety and full inclusion of children and young people with recognised emotional health and well-being need
Specific approaches
- Interventions targeting emotional development e.g. Thrive, - Programmes and opportunities to build resilience - Reach4Wellbeing group intervention for pupils with anxiety - Nurture groups and programmes - Targeted buddy systems - Nurture groups - Emotional Logic (intervention) - Learning mentors - Lego Build to Express

Specific approaches
- Cognitive behavioural approaches. - Sensory checklist e.g. https://www.sensorysmarts.com/sensory-checklist.pdf - Invitation to 'target' clubs e.g. book club, cycle club - Talkabout - Circle of Friends - Time to think/talk programmes - Input for pupils on how to deal with exam stress - Signposting to kooth.com for online support

Specialist (for a few pupils)

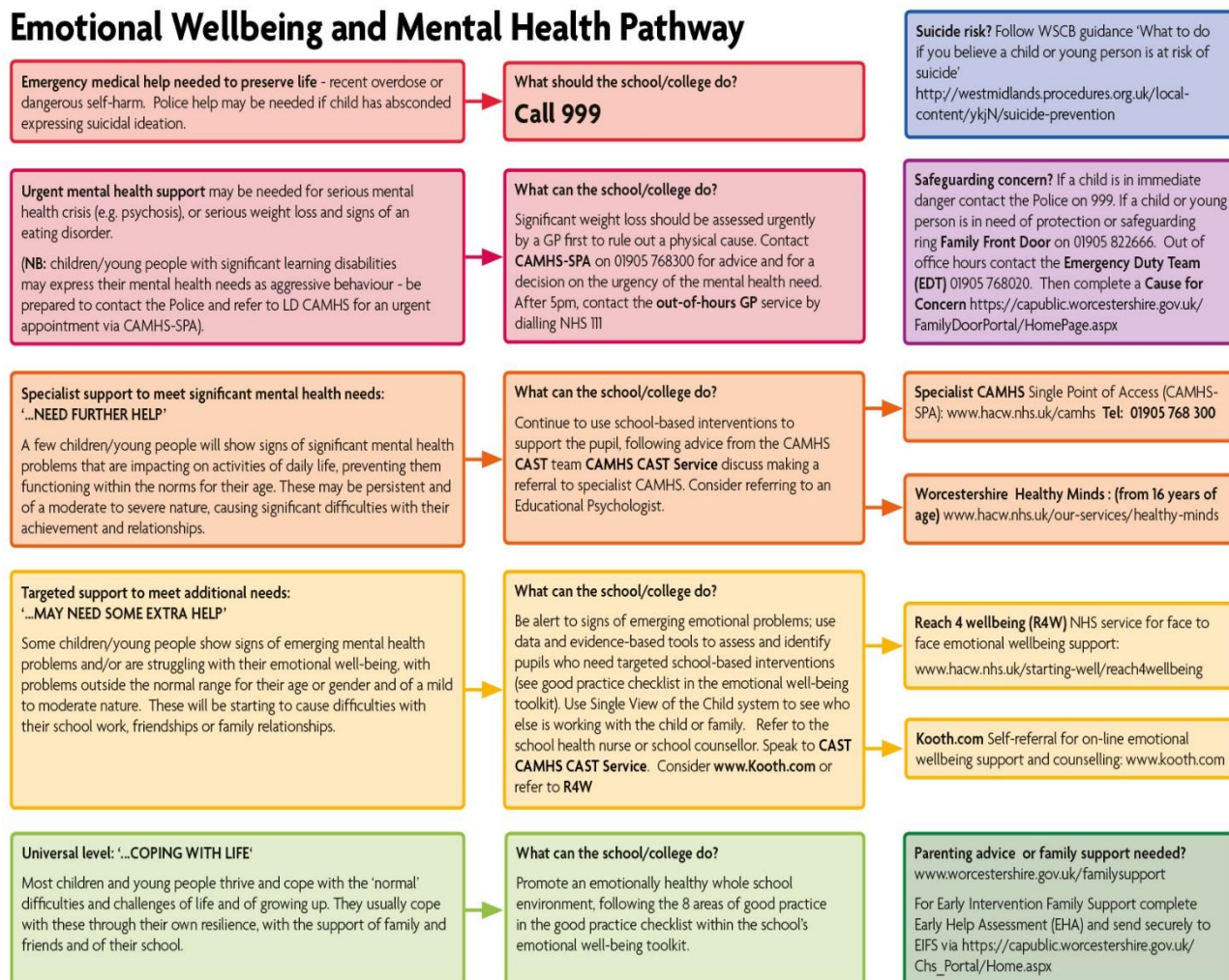
Culture, staffing and policy
- Specific emotional health and well-being policy in place outlining support available for children and young people with recognised emotional health and wellbeing needs which require individual and/or specialist intervention with links to the following policies: Self harm, bereavement, safeguarding, critical incident, anti-bullying, behaviour management and equalities - Co-production in planning processes involving parents/carers, pupils and staff - Consent for counselling accepted from pupils where they are Gillick competent - Promotion and advertisement of external support services such as The Samaritans and Childline - Support for staff working with children and young people with recognised emotional health and well-being needs through regular supervision and problem solving sessions with a suitably trained and experienced professional - Targeted work with parents of children and young people with recognised emotional health and well-being needs through support groups, family support workers and signposting - Signposting for parents when they also have mental health needs - Knowledge of specialist services and provision available and the pathways to accessing this support

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Culture, staffing and policy	
• Intervention with pupils on how to support a friend with recognised emotional health and well-being needs • All professionals employed by school providing support and intervention for pupils with recognised emotional health and well-being needs are qualified, regulated and supervised • Risk assessments in place for children and young people who self-harm and/or maybe at risk of suicide	
Specific approaches	
• Evidence based therapeutic support and intervention in school for example: • cognitive behavioural approaches for students with anxiety or depression ◦ play therapy, ◦ music therapy ◦ Lego based therapy • Individual counselling • Learning mentor, family support worker and/or parent support advisors through targeted support and daily check-ins • Referral to and partnership working with external professionals for support, advice and/or intervention • Alternative provision or Medical Education Team involvement for short periods when pupil unable to attend school	

Emotional Wellbeing and Mental Health Pathway



Emotional wellbeing and mental health services

Parenting and family support

Parents and carers can access the following website for practical information and support including on-line guides, parenting courses and group support available in their area: www.worcestershire.gov.uk/familysupport

Early intervention family support

To access the EIFS service schools should complete an Early Help Assessment (EHA) and upload it to the Schools Portal under the Secure Communications Tab

https://capublic.worcestershire.gov.uk/Chs_Portal/Home.aspx This should then be sent to EIFS. More information is available here: www.worcestershire.gov.uk/familysupport

Safeguarding concerns

Information for schools and other professionals is available here:

www.worcestershire.gov.uk/causeforconcern or call the Family Front Door (01905 822 666).

Kooth

Kooth.com website is open to children and young people in Worcestershire aged 11-19. The site is staffed by fully trained and qualified counsellors and is available until 10pm each night, 365 days per year. It is free, safe, confidential and provides a non-stigmatising way for young people to receive counselling, advice and support on-line.

Contact details: <https://kooth.com>

Reach 4 Wellbeing (R4W)

This service is commissioned to provide therapeutic CBT-based group work for children and young people with mild to moderate emotional and mental health difficulties that have not responded to school or setting based prevention and emotional wellbeing support. Typically their difficulties will be starting to impact on their functioning in the home or school setting, but their difficulties are not yet severe enough to require referral to specialist CAMHS. R4W is not a counselling service, but one to one support is available where group work is not appropriate.

R4W accepts referrals for children and young people aged 5-19 years, where there is a reasonable description that suggests that the child/young person may have an emotional wellbeing issue and they are registered with a Worcestershire GP and/or live in Worcestershire or attend a Worcestershire school.

Settings such as schools or colleges who are able to commission services directly need to show evidence that they have tried setting-based interventions, for example by following guidance in the Schools'/Colleges' Emotional Wellbeing Toolkit. Professionals can refer children/young to

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the R4W team using the Professionals and Agencies Referral Form which is downloadable from the R4W weblink below. Completed referral forms can then be sent to the R4W team by secure email via the WCC Children's Services Portal

https://capublic.worcestershire.gov.uk/Chs_Portal/Home.aspx All referrals need to have consent from the child/young person, and/or family before submitting the referral form.

Contact details: <http://www.hacw.nhs.uk/starting-well/reach4wellbeing/>

ChatHealth

Young people aged 11-19 years can text their school health nurse with any questions around health and wellbeing and for confidential advice and support. Text 07507 331750

CAST (Consultation, Advice, Support and Training)

CAST sits within Worcestershire CAMHS (Child and Adolescent Mental Health Services). They work directly with professionals who are working with children and young people experiencing or at risk of experiencing mental health difficulties, this can include: School Nurses, Teachers, GPs, Health Visitors, Social workers, Family support workers... but this list is not exhaustive. Any professional who is working with a young person about whom they have mental health specific concerns is welcome to contact the team. The service offers consultation, advice, support and training which can be specifically tailored to suit the professional seeking the service.

To request a consultation, or to make a training request, professionals should use the downloadable forms on the CAST weblink below. Settings such as schools or colleges are expected to evidence interventions tried and any current work, for example following guidance in the Schools'/Colleges' Emotional Wellbeing Toolkit. Completed forms can be sent to the CAMHS CAST team by secure email via the Children's Services Portal

https://capublic.worcestershire.gov.uk/Chs_Portal/Home.aspx

Contact details: <http://www.hacw.nhs.uk/our-services/childrens-community-health-services/camhs/cast/>

CAMHS

Worcestershire CAMHS is a specialist mental health service for children and young people under the age of 18, where the young person is presenting with moderate to severe mental health problems that are impacting on activities of daily life and preventing them functioning within the norms for their age. Their problems may be persistent and causing significant difficulties with their achievement and relationships.

Where symptoms are displayed mainly through behaviour, the referral should include information on what strategies and interventions have been put in place by other services and agencies prior to referral, in order to explain why the need is felt to be one related to the mental health of the child, rather than other factors in their life and environment.

Examples of mental health problems seen include moderate to severe depression, anxiety, symptoms suggesting psychosis, eating disorders, suicidal ideation and significant self-harming

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Mental Health and Emotional Wellbeing Policy

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behaviour that is affecting daily living activities. Referrals may be accepted where there is co-morbidity of a high level mental health need with another issue such as a learning disability, neurodevelopmental disorder or substance misuse. Where a young person is referred following trauma, it is important to ensure that the young person is safe from further trauma and living in a containing environment.

Some referrals may be accepted for a consultation approach rather than face to face intervention. These may include emotional responses to environmental issues (e.g. bullying at school, violence within the family).

It is not expected that referrers will have made any formal diagnosis prior to referral and the referral form helps to highlight areas of functioning and need which will guide decision making about a referral. Referrers can also speak to their CAST contact <http://www.hacw.nhs.uk/our-services/childrens-community-health-services/camhs/cast/> who will help their decision making. Referrers wishing to discuss a specific referral in greater depth will be able to contact the single point of access, CAMHS-SPA, where they can speak with a CAMHS clinician for advice. CAMHS-SPA triages all referrals and clinic appointments are made according to level of urgency and mental health need.

If an emergency Mental Health Act assessment is required for acute psychotic illness or imminent suicide risk, the young person's GP would need to request this from the duty AMHP coordinator (Approved Mental Health Professional coordinator). Alternatively speak to the duty clinician at CAMHS-SPA for advice.

Contact details www.hacw.nhs.uk/CAMHS CAMHS-SPA: 01905 768300

Worcestershire Healthy Minds: Mental health services for over 16s and adults: Healthy Minds supports people aged 16 or over who are experiencing problems such as stress, low mood, anxiety or depression. The service offers short courses, talking therapies and self-help information.

Contact details <http://www.hacw.nhs.uk/our-services/healthy-minds/>