



Orsett Heath Academy
Mental Health and Wellbeing
September 2022

Key Contact Personnel

Nominated Member of Leadership Staff Responsible: Mrs J Chapman

Date written: Sept 2022

Date of next review: Sept 2023

This policy will be reviewed at least annually, and following any concerns and / or updates to national / local guidance or procedures

1) Introduction and Context

This policy covers our school's approach to all aspects of student's mental health and wellbeing based on the Department for Education (DfE) recognised statement that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

The approach is driven by this over-arching policy, with links to other school policies and practices outline below, in order to embed mental health and wellbeing in all interaction that take place in school. Allowing teachers, students, and parents/carers to be 'consciously aware' of mental health and wellbeing, encouraging open discussions and emphasising on a shared responsibility.

This whole school approach is based upon the recognition that academic performance is highly dependent on mental health and wellbeing, and on the principle that it is vital to support the mental health and wellbeing of both staff, students and parents/carers.

Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

2) Aims

- Provide information on how we will promote positive mental health
- Provide information on how we will try to prevent poor mental health in our children
- To provide staff with an understanding of the different elements of mental health
- Provide staff with guidelines for supporting a child or young person experiencing poor mental health
- How we will provide the support necessary for children and young people and safeguard their physical, emotional and mental wellbeing

3) Links with other school policies and practices:

This policy links with several school policies, practices and action plans including:

- Anti-Bullying Policy
- Safeguarding Policy
- Attendance Policy
- SEN&D Policy
- Exclusion Policy
- PSHE Policy
- RSHE Policy
- SMSC & British Values Policy

4) Legislation and definition of mental health and wellbeing

We use the World Health Organisation's definition of mental health and wellbeing "*a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community*".

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- feel confident in themselves.
- be able to express a range of emotions appropriately.
- be able to make and maintain positive relationships with others.
- cope with the stresses of everyday life.
- manage times of stress and be able to deal with change.
- learn and achieve.

Statutory guidance that informs the schools approach includes:

- Personal, social, health and economic (PSHE) education
- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Promoting fundamental British values as part of SMSC in schools
- Keeping children safe in education
- School inspection handbook
- Equality Act

5) A whole school approach to promoting positive mental health

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Our aim is to provide a safe environment to help develop the protective factors which enable children to express themselves and be listened to, build resilience to mental health problems and to be a school where:

- All children are valued.
- Children have a sense of belonging and feel safe.
- Children feel able to seek help and talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.
- Ensure the welfare and safety of children are paramount.
- Early identification of children who may have mental health needs and planning support to meet their needs, including working with specialist services.
- Involve parents and carers when their child needs support.
- Involve children in the care and support they receive.

- Monitor, review and evaluate the support with children and keep parents and carers updated.
- Training staff to develop their understanding, knowledge and response to children with poor mental health.

We also recognise the importance of promoting staff mental health and wellbeing. It is important to raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and underpinned by behaviour and welfare around the school.

6) Supporting and training staff

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help. Our Senior Mental Health Lead is a qualified 'mental health first aider' and a number of our staff will complete the one day course on mental health first aid. All staff have had training on trauma informed approaches in school and the protective and risk factors (see Appendix 2) types of mental health needs (see Appendix 3) and signs that might mean a pupil is experiencing mental health problems. Any member of staff concerned about a pupil will take this seriously and talk to the Senior Mental Health Lead or the DSL.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement. • Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE.
- Wearing long sleeves in hot weather.
- Drugs or alcohol misuse.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour, which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development. If there is a concern that a pupil is in danger of immediate harm then the School's child protection procedures are followed. If there is a medical emergency then the School's procedures for medical emergencies are followed.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing, such as celebrating staff achievements with a 'Star of the Week' award; staff wellbeing box; a buddy system and our Staff Committee (responsible for organising team building events both physical and non physical). Staff also have access to support from external services if needed.

7) Strategy

In developing our Personal Development and Wellbeing Strategy we summarised our coverage into the eight key principles as defined in the “Promoting children and young people’s emotional health and wellbeing” (Public Health England, 2015)

<p>Leadership and management</p>	<p>That supports and champions efforts to promote emotional health, wellbeing and personal development. This including:</p> <ul style="list-style-type: none"> • To ensure a key governor with knowledge and understanding of personal development and wellbeing • To be centred in improvement plans • To involve pupils, staff and parents in developing all key structures and policies relating to personal development and wellbeing • To develop feedback from key practitioners, both within and outside of the school • To attend termly MH Network meetings and feedback to other staff members
<p>School ethos and environment</p>	<p>That promotes respect and values diversity. This including:</p> <ul style="list-style-type: none"> • To ensure strong relationships between staff and students promoting mutual respect and learning • To create a culture of inclusiveness and communication that ensures all young people’s concerns can be addressed • To ensure clear guidance on how to report, record and analyse incidents of bullying • To promote peer-mentoring schemes and structures of student leadership and voice • To address core themes across the school year with all • To promote wellbeing and personal development events such as anti-bullying week • To encourage all students to be active, including a range, quality and take-up of extra-curricular activities • To ensure a range of trips and visits available relating to personal development and wellbeing of students
<p>Curriculum teaching and learning</p>	<p>That promotes resilience and supports social and emotional learning. This including:</p> <ul style="list-style-type: none"> • Dedicated PSHE education on student’s timetable which includes both RSE and Health Education • Integrated development of SMSC and PSHE education into all subject areas • Series of ‘Gratitude’ assemblies that encourage students to ‘take notice; of what is happening in the wider world

	<ul style="list-style-type: none"> • Holding charity events or similar to support community aspect and reach of school • Teachings around careers information, education, advice and guidance planned per year
Student Voice	<p>That allows partnerships between young people and staff to formulate, implement and evaluate organisation wide approaches; with students have mechanisms to contribute to decisions. This including:</p> <ul style="list-style-type: none"> • Structured student leadership opportunities throughout the school • Student Council to be used to involve students in decision, linked strongly to other student leadership groups • Use of a Wellbeing Team as part of student leadership group, supporting wider ideas but with a primary focus on student wellbeing • Group of students to be trained Mental Health Champions with the School Wellbeing Service • All students to complete the Brighter Futures Survey with the School Wellbeing Service
Staff development, health and wellbeing	<p>That supports their own wellbeing and that of students to ensure practitioners have the knowledge, understanding and skills they need to develop young people's social and emotional wellbeing. This including:</p> <ul style="list-style-type: none"> • Promoting staff health and wellbeing. Further information found on central policy • Clear structure to staff development including use of e-learning platform EduCare • Link between students and teachers to be enhanced • Staff to access Wellbeing for Education Recovery training delivered in collaboration with Thurrock EP service, commissioned by the DfE and developed by the Anna Freud Centre and MINDed. • Staff to attend evidence based training programs with the School Wellbeing Service • Staff to be given the opportunity to attend Reflective discussions with the School Wellbeing Service
Identifying need and monitoring impact	<p>That including interventions being put into place to support students and staff. This including:</p> <ul style="list-style-type: none"> • Systematic measure and assessment of young people's social and emotional wellbeing, used to plan activities and evaluate their impact • Clear structure of assess, plan, do, review in place for all aspects relating to identifying need and monitoring impact • Clear safeguarding, behaviour and anti-bullying policies for reporting, recording, and analysing key issues

	<ul style="list-style-type: none"> • In-depth intervention sessions on small group or 1:1 basis which can be run on a variety of scales for different students • Confidential reporting system for students
Working with parents and carers	<p>That including working in partnership with parents and carers to promote young people's social and emotional wellbeing. This including:</p> <ul style="list-style-type: none"> • Clear communication home strategy including home-school agreement • Morning 'greeters' on the school gates, working to support both parents and carers and students • Parent and carer infographic per term based on personal development and wellbeing support for students • Ensure disadvantaged children and families are given the support they need to participate fully in activities to promote social and emotional wellbeing • Link with School Wellbeing Service to provide parent/carer events to build awareness of the SWS service and other educational/support sessions
Targeted support	<p>That in line with appropriate referrals and monitoring that ensures that individual children or groups of children with identified needs are targeted, and appropriate interventions are secured. This including:</p> <ul style="list-style-type: none"> • Work with the SWS to map internal Thrive Model and referral systems to external organisations • Access to pastoral care and support • Peer education, mediation, and support • Clear and consistent information about the opportunities available • Use of school nurses and other external agencies, as applicable • Through curriculum teaching and learning strategies to support awareness and understanding of key issues • PALS provision to provide Pupils as Listeners for others • In-depth intervention sessions on small group or 1:1 basis which can be run on a variety of scales for different students

8) Action Plan

Further to the strategy stated above, we have also worked in partnership with the School Wellbeing Service to create an action plan (See Appendix 1) to create a mentally healthy environment for students, parents/carers, school staff and the wider community.

This action plan also follows the eight principles to promoting a whole school approach to emotional health and wellbeing (Public Health, 2015) and is reviewed annually by the school's Mental Health Lead (Sian Rawson) and the School Wellbeing Service Practitioner (Sam Walsh).

9) Monitoring arrangements

This mental health and wellbeing policy will be reviewed by the Head of School every year, following the review of the school's action plan with the School Wellbeing Service.



Orsett Heath Academy

Action Plan

2022/2023

Orsett Heath Academy's Mental Health Lead:

Jenna Chapman.....:

School Wellbeing Service Practitioner:

Sam Walsh.....:

A Whole School Approach

The School Wellbeing Service are working in partnership with schools to create mentally healthy environments for students, parents/carers, school staff and the wider community.

In Thurrock the issue of mental health was highlighted within the 2016/17 Brighter Futures Survey. The Mental Health summit in 2018 highlighted many examples of good existing practice within schools on the mental health agenda, but highlighted some fragmentation and silo'd working. The School Wellbeing Service is providing a co-ordinated response to tipping the balance towards good mental health for all.

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental health in adulthood.

Based on research and feedback from schools the following diagram has been created by Public Health England and the Children and Young People's Mental Health coalition. This highlights the eight principles to promoting a whole school approach to emotional health and wellbeing. This underpins the School Wellbeing Services approach to supporting whole school development.



Figure 1 . Eight principles to promoting a whole school and college approach to emotional health and wellbeing (Public Health, 2015)

Orsett Heath Academy: Action Plan 2022/2023

The leadership and management that supports and champions efforts to promote emotional health and wellbeing is integral to embedding the 8 principles into everyday school life.

Principles	Identified need	Identified action	Actioned by	Evidence of impact	Deadline
Leadership and Management	1. Mental health and wellbeing to be promoted across the whole school	a. To assign a member of staff to undertake the SMHT course. b. To ensure that all Senior Management have mental health and wellbeing high on their agenda. For students and staff. c. SMHL to ensure that staff are aware of how to support students' mental health and wellbeing and have access to the support they need. d. The head of School to ensure that the MH lead is able to attend the termly MH Network meetings and provide an	SLT SLT SMHL SMT/SWS	<ul style="list-style-type: none"> • All staff meetings will include mental health as an agenda item. • Staff will be informed of and supported to attend reflective sessions with the SWS • Pastoral staff trained in evidence based programmes that support students who are experiencing low level mental health difficulties • School staff refer students to appropriate external agencies when their needs cannot be met at school. • Students and staff feel that their wellbeing needs, as well as their academic or professional needs are being supported and promoted. 	Dec 22

		<p>opportunity for them to feed back to other members of SLT.</p> <p>e. Staff to adhere to school's wellbeing policy for both staff and students.</p>	All Staff	<ul style="list-style-type: none"> SMT will model good practice to support the wellbeing their staff as well as their own. 	
Ethos and Environment	<p>1. Increase awareness of mental health and wellbeing. Promotion of the 5 ways to wellbeing.</p> <ul style="list-style-type: none"> Connect Take Notice Be Active Keep Learning Give 	<p>a. Appoint 4 student mental health champions. These students will be trained in how to promote positive wellbeing among their peers (including the 5 ways to wellbeing)</p> <p>Set up a new team of students to be on the wellbeing team and support them to positively promote wellbeing around the school</p>	<p>MH Lead</p> <p>SWS</p> <p>SMHL</p>	<p>Completion of student MH Champion training sessions with students</p> <p>Successful introduction of the MH champions to the school (promotion)</p> <ul style="list-style-type: none"> Allocated member of staff supporting student mental health champions Visual representations around the school <p>Students will be able to highlight the 5 ways to wellbeing and understand how they can help promote positive wellbeing</p> <p>These students are to undertake the MH Champions training sessions.</p>	Dec 2022

		<p>b. Wellbeing strategies and terminology used in the classroom and around the school</p> <p>c. MH Lead to attend SWS Mental Health Network meetings to share good practice and gain ideas from other schools in Thurrock.</p> <p>d. SWS to share resources and ideas for good practice</p> <p>e. To celebrate national awareness days in relation to mental health and wellbeing.</p>	<p>All Staff</p> <p>SMHL</p> <p>SWS</p> <p>All Staff</p>	<p>Students will have an understanding of wellbeing strategies and be able to explain why they use them</p> <p>School will have the most up to date knowledge around what is happening locally in relation to wellbeing and will utilise resources and ideas gained at meetings.</p> <p>Students will partake in national awareness days and show increased understanding of a number of mental health and wellbeing topics such as importance of sleep, challenging stigma etc</p>	
Student Voice	1. Obtaining students views on mental health	a. MH lead to work with the Student MH Champions to ensure that MH is emphasised as a priority.	MH Lead SMHC	Obtaining feedback from CYP and minutes from student council (or relevant equivalent)	Dec 2022

		b. To complete the Brighter Futures Survey with years 7,8 and 9	SWS	Obtaining results from the Brighter futures survey	Spring term 2023
Staff Development	<p>1. Build staff's knowledge around the topic of mental health and wellbeing</p> <p>2. Build Staff confidence in supporting students with low level mental health needs.</p>	<p>a. A selection of staff to attend Mental Health First Aid training</p> <p>b. CPD to be delivered to staff on how to identify students who have mental health concerns</p> <p>a. Staff to attend evidence based training programs in the following and carry out interventions within the school:</p> <p>Kate Collins-Donnelly- Starving the Anxiety Gremlin</p>	<p>MH Lead</p> <p>SMHL</p> <p>SWS</p>	<p>Staff will feel more confident when addressing these topics in their classrooms and around the school</p> <p>Staff will have greater understanding in how mental health affects behaviour</p> <p>Data from the staff survey will highlight training that is required to meet any gaps in mental health knowledge in order to allocate further training</p> <p>Staff will implement strategies covered in the training sessions provided</p>	August 2022

	<p>3. Raise awareness of the importance of building a relationship with pupils to build resilience</p>	<p>a. Staff to attend Emotion Coaching training. In order to support students in building resilience</p> <p>b. Staff to attend Reflective discussions to reflect on their wellbeing and practice</p>	<p>SWS</p> <p>SWS</p> <p>SWS</p>	<p>Staff will adopt emotion coaching strategy when addressing moments of emotional arousal in students</p> <p>Staff feedback will provide guidance for any future staff wellbeing support. This information will be shared with MH Lead where appropriate</p> <p>Staff will learn strategies to reflect on their practice</p>	
<p>Identifying need and monitoring Impact</p>	<p>1. To identify the current level of need in the individual school</p>	<p>a. Participation in Brighter Futures Survey</p> <p>b. Meeting with SWS practitioner to discuss strengths and needs in order to agree an action plan</p>	<p>MH Lead</p> <p>MH Lead</p>	<p>Schools to receive a report identifying the current level of need</p> <p>Opportunity to discuss with SWS to incorporate any identifying needs in the action plan</p> <p>Use RAG rating to monitor impact and ongoing need</p>	<p>Spring 2023</p>

		c. Staff survey identifying mental health and wellbeing needs that they feel need addressing.	All Staff/ MH Lead	MH Lead to identify areas of concern and put strategies in place.	Termly
Working with parents and carers	<p>1. Increase engagement of parents who may benefit from SWS intervention</p> <p>2. Increase Parents'/carers' awareness of mental health in order to support positive wellbeing</p>	<p>a. SWS to attend Parent/ Carer events hosted by Orsett Heath Academy in order to build awareness of the SWS service</p> <p>b. To use feedback given by parents to hold events such as coffee mornings and educational sessions</p> <p>c. Parent workshops delivered by SWS service to help parents support their child's wellbeing and reflect on their own wellbeing and mental health.</p>	<p>SWS</p> <p>SWS</p> <p>MH Lead</p>	<p>SWS would have attended a number of events and spoken to parents attending in order to promote the SWS service</p> <p>Feedback will be gathered and used to formulate a method of meeting and promoting wellbeing with parents</p> <p>Five ways to wellbeing will be included in correspondence such as school website, newsletters and emails</p>	<p>Ongoing</p> <p>Spring 23</p>
Targeted Support	<p>1. Increased confidence in supporting students who need support with exam stress</p>	<p>a. Evidence-based training aimed to focus on cognition and behaviours that impact stress</p> <p>Anxiety – Collins-Donnelly, Starving the Anxiety Gremlin</p>	<p>MH Lead</p> <p>SWS</p>	<p>Staff feel confident and competent to deliver evidence based programmes to support students who are experiencing low level mental health difficulties</p> <p>Students report feeling supported from staff who are promoting their wellbeing. Students state that they feel lower levels of anxiety by receiving wellbeing support</p>	<p>August 2023</p> <p>August 2023</p>

		<p>Low self-esteem – Banishing the self-esteem thief</p> <p>Inability to manage and understand emotions –</p> <p>Emotion Coaching</p> <p>b. Work with SWS to map internal Thrive Model and referral systems to external organisations</p> <p>c. School staff to utilise the support line to discuss specific cases they need support with</p> <p>d. Staff to use reflective discussions as an opportunity to discuss students who may require more individualised support</p>		<p>from a member of school staff rather than being referred to an outside organisation</p> <p>Students able to cope better with situations that they find difficult</p> <p>Staff will be confident in referring to the THRIVE model when reflecting on relevant support for students, staff and parents</p> <p>Students requiring more individualised/targeted support will have greater access to this within school</p>	<p>August 2023</p> <p>August 2023</p> <p>August 2023</p>
<p>Curriculum, Teaching and Learning</p>	<p>1. Increased material around MH and Wellbeing in the classroom</p>	<p>a. Reflective sessions – staff accessing, will be able to reflect on the holistic needs of the student so that the young person’s needs are met through</p>	<p>All Staff</p>	<p>Staff will be able to reflect on their practice and current emotional state and model regulation as well as understand</p>	<p>Ongoing</p>

	<p>2. Implementation of small group interventions to support vulnerable students and students requiring additional support around MH and wellbeing</p>	<p>classroom activities and discussion</p> <p>b. MH lead to attend MH Network meetings and other events where resources are shared in order to disseminate information and resources with class teachers</p> <p>c. Mental Health Lead to undertake Senior Mental Health Training and deliver CPD to other members of staff</p> <p>d. Promotion of the five ways to wellbeing in the classroom</p> <p>e. To imbed wellbeing into PSHE lessons weekly</p> <p>a. Targeted programmes that staff are attending with the SWS will have a positive impact on the PSE process</p>	<p>MH Lead</p> <p>MH Lead</p> <p>Staff</p> <p>Staff</p> <p>MH Lead</p>	<p>when a student may require emotional intervention</p> <p>MH Lead would have attended at least one mental Health Network Meeting and shared gained knowledge with school staff</p> <p>MH Lead to deliver CPD training to staff to help them to identify students who may need help or support with their mental health or wellbeing</p> <p>Staff will be referring to the five ways to wellbeing in classroom and promoting/practicing activities such as mindfulness, kindness, gratitude, physical activity etc. as a result students will be aware of the five ways to wellbeing and why they are beneficial to their wellbeing</p> <p>Students will feel supported and better equipped to understand their emotions and manage them in appropriate ways</p>	
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All schools and academies must include Ethos and Environment, plus at least 3 principles of their choice for this academic year 2022/2023. For further information about the 8 principles please click here: <https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

RAG Rating Progress Report

Key: **RED** - yet to complete any of the set out interventions

AMBER - Interventions partially complete

GREEN – all interventions complete and implemented

KEY	
CYP	Students
PC	Parents/carers
S	Staff
WS	Whole School Systems
SWS	School Wellbeing Service

Principle	Initial Year / Autumn Review	Comments
Leadership and Management		<p>Leadership within the school Value wellbeing and the importance of it within school. This needs to spread further among all staff</p> <p>MHL attends the MH Network Meeting</p> <p>1 member of staff to complete the SMHL Training</p>
Ethos and Environment		<p>School assigned mental Health Champions who have attended training.</p> <p>Wellbeing awareness days are being celebrated</p> <p>Staff wellbeing is promoted throughout staff with reflective discussions being promoted</p>

Student Voice		<p>Brighter Futures survey has been Carried out</p> <p>Mental Health Champions appointed.</p> <p>Champions are being utilised effectively</p>
Staff Development		<p>Interest has been shared RE training programmes. Develop the SMHL role and create a hierarchy within the school.</p> <p>Specific training on raising awareness of mental health and wellbeing in school delivered to all staff</p>
Identifying need and monitoring Impact		<p>MHL keeps good contact with SWS</p> <p>BF survey carried out</p> <p>Termly meetings to be held in order to monitor impact on Action plan RAG rating</p>
Working with parents and carers		<p>Parent workshops booked in</p>
Targeted Support		<p>MHL is keeping good contact with SWS and requesting support when needed</p> <p>Reflective discussions taking place with staff who need the space.</p>

Curriculum, Teaching and Learning		Staff to attend targeted training programmes specified in staff development MH Lead is attending Network meetings Mental health and wellbeing is being discussed in classrooms during PSHE and in tutor sessions.
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Appendix 2 Protective and Risk factors (adapted from Mental Health and Behaviour DfE March 2016)

	Risk Factors	Protective Factors
In the Child	<ul style="list-style-type: none"> • Genetic influences • Specific development delay • Communication difficulties • Physical illness • Academic failure • Low self-esteem • SEND 	<ul style="list-style-type: none"> • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • Problem solving skills and a positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the Family	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) <ul style="list-style-type: none"> • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection <ul style="list-style-type: none"> • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord
In School	<ul style="list-style-type: none"> • Bullying • Discrimination • Breakdown in or lack of positive friendships • Negative peer influences • Peer pressure • Poor pupil to teacher relationships 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Positive classroom management <ul style="list-style-type: none"> • A sense of belonging • Positive peer influences
In the Community	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living

	<ul style="list-style-type: none"> • Other significant life events 	<ul style="list-style-type: none"> • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities
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Appendix 3 Specific mental health needs most commonly seen in school-aged children

For information see Annex C Main Types of Mental Health Needs Mental Health and Behaviour in School DfE March 2016

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

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

- Anxiety (including panic attacks, phobias and Obsessive Compulsive Disorder OCD)
- Depression
- Eating Disorders
- Substance Misuse
- Self Harm

Appendix 4 Where to get information and support

For support on specific mental health needs:

Anxiety UK www.anxietyuk.org.uk

OCD UK www.ocduk.org

Depression Alliance www.depressoinalliance.org

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

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

Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

For general information and support:

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

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

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

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

www.rethink.org challenges attitudes towards mental health

[Child mental health: recognising and responding to issues | NSPCC Learning](#)- This site gives help and support with who might be at risk and how to recognise someone who needs support.