

St. Alban's Catholic High School

Mental Health Policy



School Mental Health Lead: Mrs A Harries

Approved by Full Governing Body on: 28th September 2026

Recommission Date: September 2028

1. Introduction

This policy has been developed to manage the school's obligations to support the mental health and wellbeing of all staff and all students. It covers the school's commitment to:

- provide a safe and healthy environment for all staff and students.
- set out the responsibilities of leaders and others for maintaining good mental health.
- identify health promotion initiatives and training on health issues.
- set out the range of support available for the maintenance of good mental health; and
- the school's commitment to handling individual issues fairly and sensitively.

We have implemented the Education Staff Wellbeing Charter. The charter sets out commitments from the DfE, Ofsted and employers working in education on actions to protect and promote the wellbeing of education staff. This is visible in the Staffroom and other Staff Offices and working areas.

We commit to the DFE's recommendations to:

- Prioritize staff mental health
- Give staff the support they need to take responsibility for their own and other people's wellbeing
- Give managers access to the tools and resources they need to support the wellbeing of those they line manage
- Establish a clear communications policy
- Give staff a voice in decision making
- Drive down unnecessary workload
- Champion flexible working and diversity
- Create a good behaviour culture
- Include a sub strategy for protecting leader wellbeing and mental health
- Hold ourselves accountable including by measuring staff wellbeing

The school is part of Our Lady of Walsingham Multi Academy Trust. The school follows the OLOW Wellbeing Charter

We recognize that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs through their school career/life and some face significant life events. A person's mental health can have an enormous impact on their quality of life, relationships and academic achievement. In many cases, poor mental health can be life-limiting.

Our aim is to help develop the protective factors which build resilience to mental health problems and be a school where:

- All pupils are valued
- Pupils have a sense of belonging and feel safe
- Pupils feel able to talk openly with trusted adults about their problems without feeling any stigma
- Positive mental health is promoted and valued
- Bullying is not tolerated including child on child abuse or discrimination

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1.1 Policy Statement

The Governing Board is committed to:

- promoting positive mental health and wellbeing amongst its entire community,
- tackling the stigma associated with mental health and the causes of mental ill-health; and being mindful of external factors which can affect mental wellbeing.

The school acknowledges its legal obligations under health and safety legislation to manage risks to the health and safety of employees and students. In addition to reducing safety risks, this means operating the school in a way that minimizes harm to mental health, for example by having policies and procedures in place to support individuals experiencing mental ill health.

These include:

STA [Medical Needs in School](#)

STA [PSHEE Policy](#)

STA Behaviour Policy

STA Attendance Policy

STA Safeguarding Policy

OLOW [Sickness Absence Management Policy](#)

OLOW [Stress Management Policy](#)

OLOW [Employee Wellbeing Policy](#)

OLOW [Health and Safety Policy](#)

OLOW [Flexible Working Policy](#)

OLOW [Equality and Diversity Policy](#)

OLOW [Whistleblowing Policy](#)

This policy is applicable to all at the school and should be read in conjunction with other policies and procedures covering attendance and health, including policies on leave of absence, flexible working, sickness absence management, recruitment, equality and diversity, whistleblowing, performance management, redundancy and staff training and development.

The school will seek to put in place measures to prevent and manage risks to wellbeing, together with appropriate training and individual support where necessary. It will also seek to create a mentally healthy culture by incorporating these principles into line manager training and running regular initiatives to raise awareness of mental health issues at work.

1.2. Scope

This policy sets out:

- How St Alban's Catholic High School promotes positive mental health
- How St Alban's Catholic High School identifies and supports pupils with mental health needs
- How St Alban's Catholic High School train and support all staff to understand mental health issues and spot early warning signs to help prevent mental health concerns getting worse and support pupils
- Key information about some common mental health concerns
- Where parents, staff and pupils can get advice and support

1.3. Roles and responsibilities for Staff Mental Health

It is the responsibility of the Governing Board to:

- Monitor and review policies and procedures which safeguard the health, safety and

welfare of staff and ensure they are implemented in a fair and reasonable manner and in a way which promotes positive mental health.

- Consider the impact of policies and decisions on the school workforce and seek to minimize any potential negative impact on mental health.
- Ensure effective support is available to the Head Teacher to facilitate their own positive mental health and wellbeing.

It is the responsibility of the Head Teacher and other line managers to:

- Ensure that full attention is given to staff health, safety and welfare and to develop systems of work to minimize risks to employee mental health and wellbeing.
- Act as role models to encourage healthy behaviors e.g. taking regular breaks, not working excessive hours and maintaining a healthy work life balance.
- Ensure employees understand their role within the school and receive the required information and support from managers and team members to do their job.
- Monitor and be aware of the early signs of poor mental health and act as appropriate.
- Designate/train particular managers/individuals to be mental health champions/first aiders in the workplace who can raise mental health awareness.
- Ensure employees are aware of support and assistance available including counselling and occupational health advice and guidance.
- Be familiar with relevant school policies and procedures on equality and diversity to ensure any inappropriate behaviour is challenged.
- Ensure performance management procedures are carried out effectively to ensure targets and objectives are clear, to identify any issues with workload and/or demands on the employee and provide support/additional training where necessary.
- Implement school procedures fairly, sensitively and confidentially.

Line managers/school leaders must ensure that they take steps to reduce the risks to employee health and wellbeing by:

- having regard to the resources available in the Department for Education school workload reduction toolkit <https://www.gov.uk/guidance/school-workload-reduction-toolkit>
- ensuring that the right people are recruited to the right jobs and that a good match is obtained between individuals recruited and job descriptions/specifications.
- ensuring induction processes are robust and thorough.
- keeping employees up to date with developments at work and how these might affect their job and workload and, wherever possible, involving staff in workplace decisions that affect.
- them ensuring that employees know who to approach with problems concerning their role and how to pursue issues with senior management.
- making sure jobs are designed fairly and that work is allocated appropriately; and ensuring that workstations are regularly assessed to ensure that they are appropriate and fit for purpose.

It is the responsibility of all staff to:

- Take responsibility for managing their own health and wellbeing, by adopting good health behaviours (for example in relation to diet, exercise, alcohol consumption and smoking).
- Comply and co-operate with the sickness absence management procedure where they are absent due to mental ill health, including the sickness absence reporting procedures.

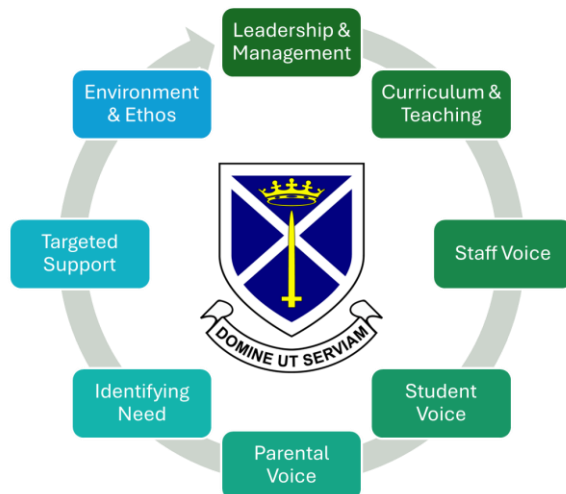
- Inform their line manager or mental health first aider/champion in general terms as soon as reasonably practicable of any mental health issues (both where the issue arises from an external source or if they believe work or their work environment poses a risk to their health) and update the school on a periodic basis in line with this policy. Any health-related information disclosed by an employee during discussions with mental health champions/first aiders, managers, the HR department or the occupational health service will be treated in confidence.
- Ensure medical or other mental health advice and/or treatment, where appropriate, are received as quickly as possible.
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It is the responsibility of the Mental Health Lead to:

- Lead on and work with other staff and student leads to coordinate whole school activities to promote positive mental health
- Provide advice and support to staff and organise training and updates
- Keep staff up to date with information about what support is available
- Liaises with the PSHE Coordinator on teaching about mental health

2. A whole school strategy to promoting positive mental health:

We take a whole school approach to promoting positive mental health that aims to help staff and students become more resilient, be happy and successful and prevent problems before they arise. This is encompassed by the 'St. Alban's Wellbeing Wheel.'



Our school's wellbeing strategy is designed to foster a supportive and resilient environment for all students and staff. We focus on creating an ethos, policies, and behaviours that everyone understands, promoting mental health and resilience. By helping pupils develop strong social relationships, support each other, and seek help when needed, we aim to build a community of resilient learners. Our curriculum includes teaching social and emotional skills and raising awareness of mental health. We prioritize the early identification of pupils with mental health

needs and plan appropriate support, collaborating with specialist services when necessary. Effective communication and cooperation with parents and carers are essential to our approach. Additionally, we support and train our staff to enhance their skills and resilience. Recognizing the impact of stigma, we strive to create an open and positive culture that encourages discussion and understanding of mental health issues.

3 Occupational Health Services for Staff

Occupational health professionals will provide support to schools to help employees stay in work, or to return to work, after experiencing mental health difficulties. This may include preparing medical assessments of individuals' fitness for work following referrals from HR/senior staff, liaising with GPs and working with individuals to help them to retain employment.

Occupational health professionals will provide guidance and support for employees returning to work after absences related to mental ill health, and work with GPs and line managers on possible adjustments/adaptions to working environments/arrangements to assist with a successful reintegration into the workforce. Occupational health professionals may also provide guidance and support on managing pressure and ongoing health conditions at work.

3.1 Counselling Service for Staff

Therapy can be provided where appropriate through Wisdom: Health Assured. This will be a confidential, independent service using professionally qualified therapists.

Staff can access the Therapy Service by contacting the team directly. The Employee Assistance Programme provides a range of services which include emotional support and counselling for a wide range of personal and work issues. The Employee Assistance Programme can be accessed 24 hours a day, seven days a week via calling (Telephone: 0800 206 2552) and online at [Employee Assistance Programme \(EAP\) Services and Support](#). The username and password needed for online access can be found on the Wellbeing Board displayed on the safeguarding noticeboard.

3.2 Data and Monitoring for Staff

The school will monitor wellbeing through informal and day to day interactions with staff students and through formal monitoring for example:

- feedback from the staff wellbeing group
- student staff wellbeing surveys
- performance management
- absence data and will use this information to inform policy and practice.
- Safeguarding data

3.3 Health promotion initiatives

The school will develop and run a range of health promotion initiatives designed to raise awareness of health and lifestyle issues affecting mental health and wellbeing. This includes a focus on spiritual wellbeing as per St. Alban's Catholic ethos.

School leaders will have primary responsibility for leading these initiatives, but line managers and employees will be expected to participate. These initiatives will be evaluated to determine their effectiveness.

Employees will also be encouraged to establish clubs and groups designed to facilitate

wellbeing and good mental health across the school.

Other measures available to support in maintaining health and wellbeing include (not an exclusive list):

- the St Albans' School Staff Wellbeing group.
- Chaplaincy Group
- a mental health first-aid/champion programme;
- procedures for reporting and handling inappropriate behaviour (for example bullying and harassment
- leave of absence arrangements
- support for workers with disabilities and the grievance procedure
- Family Help Offer

3.4 Staff training and communications

The school is committed to providing all staff and governors with appropriate training on mental health awareness. Line managers and employees will regularly discuss individual training needs to ensure that employees have the necessary skills to adapt to ever-changing demands. An examination of training needs will be particularly important prior to, and during, periods of organizational change. Line managers will receive appropriate training and support to enable them to support students and staff with mental health needs. Managers and employees are encouraged to participate in communication/feedback exercises, including stress audits and staff surveys. All employees are expected to be aware of the importance of effective communication. The school will ensure that structures exist to give employees regular feedback on their performance, and for them to raise concerns whether formally or informally.

3.5 Employee concerns and absence from work due to mental ill health

Employee concerns and absence from work due to mental ill health. If employees believe that they are suffering from poor mental health resulting from an external issue or that their work, or some aspect of it, is putting their wellbeing at risk they should, in the first instance, speak to their line manager, HR or a senior member of staff. The discussion may cover external factors causing poor mental health or internal factors such as workload issues, poor relationships with colleagues or training needs.

Where an employee is absent from work due to mental ill health, the school will maintain regular, open and meaningful communication with the employee by an agreed method and at agreed intervals. The employee must continue to follow the absence reporting requirements set out in the [Sickness Absence Policy & Procedure](#).

Further information on occupational health referrals and reasonable adjustments and reintegration are set out in the Sickness Absence Management Procedure.

3.6 Other Staff Information regarding Mental Health & Wellbeing

- Access to work can provide advice and an assessment of workplace needs for individuals, with disabilities or long-term health conditions, who are already in work or about to start. Grants may be available to help cover the cost of workplace adaptations that enable an employee to carry out their job without being at a disadvantage. These might be used to pay the costs of adapting equipment or buying special equipment for the employee, the cost of getting to work if they cannot use public transport and/or disability awareness training for colleagues. For more information, go to www.gov.uk/access-to-work
- Mind is the leading mental health charity in England and Wales. Their helpline and website provide information and support to empower anyone experiencing mental ill

health and general advice on mental health-related law. For more information, go to www.mind.org.uk or call 0300 123 3393.

- NHS choices has a website that offers information and practical advice for anyone experiencing mental ill health. For more information, go to www.nhs.uk/livewell/mentalhealth
- Remploy offers a free and confidential Workplace Mental Health Support Service for anyone absent from work or finding work difficult because of a mental health condition. It aims to help people remain in, or return to, their role. For more information, go to www.remploy.co.uk or call 0300 4568114
- Rethink Mental Illness is the largest national voluntary sector provider of mental health services, offering support groups, advice and information on mental health problems. For more information, go to www.rethink.org or call 0300 5000 927.

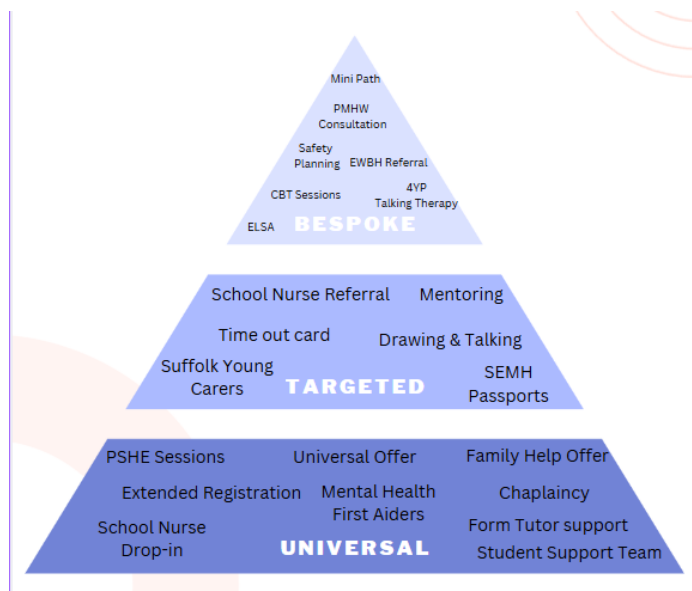
Sources of information for managers and leadership

- ACAS website provides information and guidance to help support and manage staff experiencing mental ill health. For more information, go to www.acas.org.uk/managingmentalhealth
- Employee Assistance Programmes can provide round-the-clock support for staff dealing with personal problems that might adversely impact their job performance, health, and wellbeing. This includes issues such as relationship problems, money worries and other pressures.
- Mental Health First Aid (MHFA) England offers courses that can help managers and/or HR staff identify, understand and help a person who may be experiencing mental ill health. There is a MHFA Line Managers' Resource available at [Supporting Mental Health at Work - Mind](#)
- Mindful Employer is a UK-wide, NHS initiative. It is aimed at increasing awareness of mental health at work and providing support for businesses in recruiting and retaining staff. For more information, go to www.mindfulemployer.net or call 01392 677064.
- Time to change can help organisations develop an action plan, set objectives and activities that will be undertaken to achieve them. For more information, go to www.time-to-change.org.uk
- Mind is the leading mental health charity in England and Wales. The Government's independent review, Thriving at Work, includes six core and four enhanced standards for how organisations can better support employees' mental health.

4 Supporting students Mental Health.

We recognize that all students may need varying levels of support with their mental health throughout their time with us. St Alban's Catholic High School work closely with parents, carers and external agencies and professionals to offer advice, guidance and facilitate access to mental health support. We offer a tiered approach providing universal, targeted and bespoke support for students, which coincides with our safeguarding and child protection policy.

The Support is outlined and included in our Offer to support student Mental Health: (See figure)



4.1 Universal Mental Health Offer

At St. Alban's, we believe we have a key role in promoting students positive mental health and helping to support mental health difficulties. Our school has developed a range of strategies and approaches that are embedded in our curriculum, universal and early help offer. These include:

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Pupil-led activities

- Fundraising and assemblies to raise awareness of mental health
- Peer mediation and Peer mentoring

Transition programs

- For KS2 to KS3
- For GCSE Options
- For KS4 to KS5 and further education.
- PSHE Curriculum
- Mental health teaching programs e.g. based on cognitive behavioural therapy

Curriculum

Secondary Students Learn:

KS3	KS4	KS5
<i>To manage transition to secondary school</i>	<i>To reduce and prevent the stigma of mental health</i>	<i>Healthy and unhealthy coping strategies</i>
<i>What mental health is and types of mental health problems</i>	<i>The cause and symptoms of stress and managing stress, anxiety and depression</i>	<i>Strategies for promoting positive mental health and preventing mental health problems</i>
<i>Strategies for promoting and</i>		

<i>managing mental health positively</i>		
<i>To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted</i>	<i>The impact of separation, divorce and bereavement on individuals and families</i>	<i>Evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others</i>
	<i>To be resilient and manage failure positively</i>	<i>Where to get help and support</i>

4.1 Targeted Mental Health Offer

Identifying, referring and supporting pupils with mental health needs

At St. Alban's, our approach is to provide a safe environment where pupils can express themselves and be listened to, ensuring their welfare and safety as paramount. We aim to identify appropriate support based on each pupil's needs, involving parents and carers when their child requires assistance. Pupils are actively involved in their own care and support, and we continuously monitor, review, and evaluate the support provided, keeping parents and carers updated throughout the process.

Early Identification

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

- Analysing behaviour, exclusions, visits to the medical room/school nurse, attendance and sanctions
- Staff report concerns about individual pupils to the Mental Health lead and Pastoral Team.
- Students are able to report concerns directly to MH Lead and First Aiders
- Gathering information from a previous school at transfer or transition
- Enabling pupils to raise concerns or self refer through form tutor, class teacher, Head of Year, directly to the Mental Health lead or to any member of staff
- Enabling parents and carers to raise concerns through the form tutor, class teacher, Head of Year or directly to the Mental Health lead.
- The use of Reported...Sorted.

Staff have training on the protective and risk factors (see Appendix 1), types of mental health needs (see Appendix 2) and signs that might mean a pupil is experiencing poor mental health. Any member of staff concerned about a pupil will take this seriously and follow the Safeguarding Policy of the School.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn
- Changes in activity or mood or eating/sleeping habits
- Lowering 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.

4.2 Targeted Intervention

All concerns are reported to the student support leads. We then implement our assessment system which is based on levels of need to ensure that pupils get the support they need, either from within the school or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

Need	Intervention
Highest need	• EWBH Referral • Referral to the Local Authority • PMHW consultation • External agency support such as 4YP that provides 1:1 support and group work including CBT and Talking Therapy
Greater need	• Access to in school nurture group • ELSA Support • 1:1 intervention, small group intervention, skills for life/wellbeing programmes, circle of friends
Low need	• Regular drop in with Mentor or MH First Aider • Regular Drop in from Pastoral Team • Regular Drop in with Chaplain for need surrounding friendship, loss or illness. • School nurse drop-in session. • Allocation of Timeout Card

4.3 Support for friends

We recognise that when a pupil is experiencing poor mental health it can be challenging for their friends, who often want to help them but are not sure the best thing to do and can also be emotionally affected. In the case of eating disorders and self harm, it is possible that friends may learn unhealthy coping strategies from each other, and we will consider on a case by case basis what support might be appropriate including one to one and group support.

We will involve the pupil who is suffering and their parents and carers and consider what is helpful for friends to know and what they should not be told, how they can best support, things

they should avoid doing/saying which may inadvertently cause upset and warning signs that their friend needs help

We will also make information available about where and how to access information and support for themselves and healthy ways of coping with the difficult emotions they may be feeling.

4.4 Support for pupils after inpatient/outpatient treatment

We recognize that some pupils will need ongoing support following in/outpatient medical treatment.

We have a duty of care to support pupils and may seek advice from medical staff and mental health professionals on the best way to support pupils. We will carry out a risk assessment and produce an Individual Health Plan or Safety Plan to support pupils to re-integrate successfully back to school.

When a child leaves an inpatient provision and is transitioning back to school, we discuss what needs to happen so the transition is smooth and in line with the safeguarding and attendance policies.

4.5 Support for Students who have been absent or who have poor attendance

The school recognizes that some students are absent due to complex barriers to attendance. The pastoral and attendance team will work with parents and students to address and mitigate these barriers so that students can attend school. This can include, but is not limited to:

- Contact and meetings with the Head of Year, Student Support Worker or Student Support Lead
- Liaison with or referral to the Education Welfare Officer
- Referrals to external agencies such as the Local Authority Inclusion Service
- In-house pastoral support such as ELSA, Student Support 1:1s etc.
- Part-time or reduced temporary timetables for a period of time

4.6 Support alongside modelling behavior

There are many aspects of the daily life of the school that can have an effect on behavior and mental health. To support students in school we have a strong pastoral care structure. The key person in this for an individual student is the form tutor as they have daily contact with the students. There is a Student Support lead for each Key Stages in the school. Other staff are also available as necessary, Designated Safeguarding Lead, Student Support staff, Chaplain, and Head of Year. Students must behave in a manner which supports the learning of other students and does not jeopardize the mental or physical health of any member of the school community.

4.6 Support for students who are category K (In accordance with SEN policy)

SEND Support Category (K) is characterized by a learning, medical or mental health need along with identification of the requirement for adapted provision over and above the school's Universal Offer. This may be linked to a diagnosis and the involvement of external services, but this is not always necessary to enable a student to be identified as having a SEND.

Support that this level of support accesses include, but are not restricted to:

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- Access to TA Support in lesson
- Individual or small group reading, spelling or maths interventions
- Small group interventions
- Student SEND Passports
- Allocated Keyworker within school
- Mentoring (peer or adult)
- Individual Behaviour Plan (IBP)
- Individual Health Plan (IHP)
- Suffolk Personal Support Framework (SPSF)
- IDT - Child and family pathways programme, formerly Child and Adolescent Mental Health Service (CAMHS)
- ELSA programme
- Nurture Provision at social times

Other provision for Mental Health can be found in our Universal Offer. This includes but is not restricted to:

- Access to regulation resources
- Opportunities for collaboration
- Positive relationships and PACE (Playfulness, Acceptance, Curiosity, Empathy) language embedded
- Movement and brain breaks as appropriate
- Family Help Offer

4.8 Working with specialist services

In some case a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders. We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the pupil's needs. School referrals to a specialist service will be made by the DSL and Pastoral Team following the assessment process and in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the pupil and parent/carer and when it is the most appropriate support for the pupil's specific needs.

Specialist Service	Referral process
Referral to EWBH	Accessed through school, GP or self-referral
School Counsellor and Nursing Service	Accessed through student support

SEND Need

Persistent mental health difficulties may lead to pupils having significantly greater difficulty in learning, than the majority of those of the same age. In some cases the child may benefit from being identified as having a special educational need (SEN). Further Information can be found in the SEN Policy.

5. Parental Voice and Involvement

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and supporting their children with mental health needs.

On first entry to the school, our parent's meeting includes a discussion on the importance of positive mental health for learning. We ask parents to inform us of any mental health needs their child has and any issues that they think might have an impact on their child's mental health and wellbeing, based on a list of risk factors pertaining to the child or family (see appendix 1). It is very helpful if parents and carers can share information with the school so that we can better support their child.

To Support Parents/Carers:

- We provide information and websites on mental health issues and local wellbeing and parenting programmes which can be accessed on the school website. The information includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support for themselves
- We include the mental health topics that are taught in the PSHE curriculum, on the school website
- We send a termly safeguarding newsletter to all parents

We are aware that parents and carers react in different ways to knowing their child has a mental health concern and we will be sensitive and supportive. We also help to reassure by explaining that mental health concerns are common, that the school has experience of working with similar issues and that help and advice are available.

When a concern has been raised the school will:

- **Contact parents and carers and meet with them** as appropriate
- Offer information to take away and places to seek further information
- Be available for follow up calls
- Make a record of the meeting as per the safeguarding policy
- Agree individual plans working with the young person, their parent/carer and other agencies as necessary
- Discuss how the parents and carers can support their child
- Keep parents and carers up to date and fully informed of decisions about the support and interventions

Parents and carers will always be informed if their child is at risk of danger and pupils may choose to tell their parents and carers themselves.

We take every effort to support parents and carers to access services where appropriate. Our primary concern are pupils, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

****In most case parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as child protection issues.***

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6. Monitoring

The mental health and wellbeing policy is on the school website.

The policy is monitored at an annual review meeting led by the Mental Health Lead (Mrs A Harries) and involves staff with a responsibility for mental health, and appropriate members of the governing body.

Appendix 1 Protective and Risk factors (adapted from *Mental Health and Behaviour DfE March 2016*)

	Risk Factors	Protective Factors
In the Child	• Genetic influences • Specific development delay • Communication difficulties • Physical illness • Academic failure • Low self-esteem • SEND	• Being female (in younger children) • 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	• Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • 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	• At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord
In the School	• Bullying • Discrimination • Breakdown in or lack of positive friendships • Negative peer influences • Peer pressure • Poor pupil to teacher relationships	• 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 • A sense of belonging

		• Positive peer influences
In the Community	• Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Other significant life events	• Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

Appendix 2 Specific mental health needs most commonly seen in school-aged children

For information see Annex C Main Types of Mental Health Needs

Mental Health and Behaviour in School DfE March 2016

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

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

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

The DfE guide does not include specific information on suicidal thought

Suicidal Thoughts

Young people may experience thoughts and feelings about wanting to end their lives. Some young people never act on these feelings but may openly discuss and explore them, while other young people die suddenly from suicide without any apparent warning signs.

Appendix 3 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

www.selfharm.co.uk

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

For general information and support

www.youngminds.org.uk 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