Mental Health Policy

Lead Staff members: Kathia Derrar/ David Aronsohn
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Introduction

This policy provides the framework that supports work in Camden School for Girls to promote mental and physical good health and emotional well-being. This applies to all students and members of staff in our community. We aim to promote positive mental health through a combination of our "whole-school" approach and support for individuals which is tailored to suit their specific needs.

This policy has been drafted with colleagues from Camden Local Authority, including Gill Morris, Senior Health and Wellbeing Adviser, and staff with senior pastoral responsibilities in Camden schools, and colleagues from CAMHS. It has been written with regard to the DFE Guidance "Mental health and behaviour in schools" (November 2018). Please see the following linked school policies: -

- Safeguarding
- Medical Needs
- SEND
- PSHE

- Behaviour
- E-safety
- Equalities
- Staff code of conduct

1. **Why mental health and wellbeing is important**

   At our school, we aim to promote positive mental health and wellbeing for our whole school community; pupils, staff, parents and carers, and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs through their school career/life and some face significant life events. About 1 in 10 children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on their quality of life, relationships and academic achievement. In many cases it is life-limiting.

   The Department for Education (DfE) recognises that:
   "Schools have an important role to play in supporting the mental health and wellbeing of children by developing whole school approaches tailored to their particular needs, as well as considering the needs of individual pupils". DfE Mental Health and Behaviour in Schools November 2018

   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 pupil wellbeing and can help engender a sense of belonging and community.

   Our role in school is to ensure that they are able to manage times of change and stress, be resilient, are supported to reach their potential and access help when they need it. We also have a role to ensure that pupils 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 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
       We aim to go beyond the statutory requirements in addressing wellbeing and mental health

   In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

2. **Purpose of the policy**

   This policy sets out:

   • How we promote positive mental health

- How we prevent mental health problems/issues
- How we identify and support pupils with mental health needs
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent mental health problems getting worse and support pupils
- Key information about some common mental health problems
- Where parents, staff and pupils can get advice and support

3. 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 are not just the absence of mental health problems. We want all children/young people to:
- feel confident in themselves and be able to look after their mental health
- be able to express a range of emotions appropriately
- be able to make and maintain positive relationships with others
- be able to cope with the stresses of everyday life
- manage times of stress and be able to deal with change
- be aware of when they might need help and be confident to seek help
- learn and achieve

4. Staff-their roles and responsibilities, including those with specific responsibility

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need.

Through training, all staff understand about possible risk factors that might make some children more likely to experience problems; such a physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy *(see appendix A on risk and protective factors).*

Mental Health Lead and Deputy Mental Health Lead
(could be part of the role of the Safeguarding Lead/SENDCO/Inclusion Lead) or a member of staff that is part of the Inclusion/pastoral/safeguarding team)
- Leads on and works with other staff to coordinate whole school activities to promote positive mental health
- Provides advice and support to staff and organises training and updates
- Keeps staff up to date with information about what support is available
- Promotes staff wellbeing and self-care through organising staff wellbeing activities, workshops and training (with the support of SLT)
- Collects and responds to feedback from pupils and staff about ways to improve the school's mental health provision

- Liaises with the PSHE Coordinator on teaching about mental health
- Is the first point of contact and communicates with mental health services
- Leads on and makes referrals to services

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to pupils with mental health needs and their families. Support includes:

- Heads of Year
- Inclusion Lead
- Safeguarding/Child Protection Lead
- Support staff to manage mental health needs of pupils
- SENDCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including pupils whose mental health problems mean they need special educational provision.
- School nurse who runs a health drop in once a month
- Sixth form School counsellor who provides 1:1 therapy for pupils who are referred
- Psychotherapist from Camden's CAMHS who provides 1:1 therapy and group work to pupils who are referred and support staff to manage mental health needs of pupils- support can be offered in school or at an external agency
- An educational psychologist who offers half termly 1:1 support for pupils through drop-in sessions
- MHST worker with CAMHS team

We ensure that every pupil knows who is responsible for and can help with mental health issues and publicise this through

- Assemblies
- Posters displayed around the school
- Announcements in form time
- The school website
- Information pupils are given when they first join the school

5. A whole school approach to promoting positive mental health

We take a whole school approach to promoting positive mental health that aims to help pupils and staff become more resilient, be happy and successful and prevent problems before they arise.

This encompasses 9 aspects
1. Creating an ethos, policies and behaviours that support mental health and resilience that everyone understands
2. Helping pupils to develop social relationships, support each other and seek help when they need to
3. Helping pupils to be resilient learners
4. Teaching pupils social and emotional skills and an awareness of mental health
5. Early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services
6. Effectively working with parents and carers
7. Supporting and training staff to develop their skills and resilience
8. Promoting and prioritising staff wellbeing
9. Giving opportunities for pupil voice and pupil-led initiatives

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues.

6. Supporting pupils' positive mental heath
Whole school strategies

- Pupil voice
- School Council/Head Girl team
- Suggestion boxes
- Educational Psychologist box
- Pupil led campaigns and activities
- Peer mediation (S.O.S.)
- Posters displaying helplines and who in school can offer support
- School nurse drop in
- Peer mentoring
- Nurture groups
- Mindfulness sessions for students
- Transition Programme to secondary schools which includes all Year 6 pupils having their Head of year or SENDco to support the smooth transition to secondary school
- Transition programme from Key Stage 3 to 4
- Transition programme from KS4 and beyond
- Our form tutors are key to supporting the wellbeing of students, particularly in Year 7, and they stay with the same form group all the way up the school providing a consistent support to them
- Displays and information around the school about positive mental health and where to go for help and support both within the school and outside the school

7. Teaching about mental health and emotional wellbeing

Through PSHE we teach the knowledge and social and emotional skills that will help pupils to be more resilient, to understand about mental health and help reduce the stigma of mental health problems. (*see appendix 1*)

Key Stage 3
- How to manage the transition to secondary school positively
- What is mental health?
- Importance of mental and emotional health for a healthy lifestyle
- What has a positive or negative effect on their own or others' mental health, including social media?
- How to talk about their emotions and feelings and recognise if what they are feeling is appropriate and proportionate
- Understand about protective and risk factors
- Common types of mental health problems-anxiety, depression, OCD
- How to recognise the early signs of mental health problems-signs of stress, anxiety, depression-how to get help, including helping others
- Healthy coping strategies, including managing difficult emotions in a healthy way and the benefits of physical activity, sufficient and good quality sleep, time with friends, being connected to others, time outdoors, community participation and voluntary activities on mental wellbeing and happiness

- Unhealthy coping strategies, including self-harm and eating disorders
- How to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement
- How to reduce the prejudice and stigma of mental health
- Understanding body image including the impact of the media and social media and ways to develop a positive body image
- Recognise when they need help and where to get help and advice

Key Stage 4
- To manage transition to KS4 and to KS5
- Healthy strategies for maintaining positive mental health including during exams and stressful situations
- Strategies for promoting positive mental health and preventing mental health problems
- The cause and symptoms of common mental health problems such as stress and managing stress, anxiety and depression
- Evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others
- The impact of separation, divorce and bereavement on individuals and families
- Recognise when we or someone we know needs help and where to access help
- Recognise what influences their body image, including the impact of social media

KS5 Pastoral Programme

- Managing transition to KS5 through Induction Process
- Promoting well-being and resilience
- Exploring strategies to recognise, cope with and prevent mental health difficulties
- Promoting a healthier lifestyle
- Working on issues underpinning stress and anxiety such as body image, sexual health, consent, drug and alcohol abuse
- Coping strategies for exam related stress
- Providing support and preparation for transition to Higher Ed
- Facilitating discussion around personal, emotional issues
- Providing a varied extracurricular programme as a tool to promote wellbeing.
- Access to individual counselling
- Providing information about where to get extra help and support

8. Identifying, referring and supporting pupils with mental health needs

We will:
- Provide a safe environment to enable pupils to express themselves and be listened to
- Ensure the welfare and safety of pupils are paramount
- Identify appropriate support for pupils
- Involve parents when their child needs support
- Involve pupils in the care and support they have
- Monitor, review and evaluate the support with pupils and keep parents updated

Early Identification

Our identification system involves a range of processes. We aim to identify children with mental health difficulties as early as possible to prevent things getting worse.

- Analysis of behaviour, exclusions, visits to the medical room/school nurse, attendance and sanctions
- Staff report any concerns about individual pupils to the Mental Health lead
- Education Psychologist self-referral boxes
- Weekly meetings with heads of year, SENDco and Inclusions/Pupil Premium coordinator
- Twice termly Pastoral meeting with CAMHS and the local authority Mental Health team
- Parental information and health questionnaire on entry
- Gathering information from a previous school at transfer or transition
- Enabling pupils to raise concerns or self-refer through school nurse, form tutor, class teacher, Head of Year, directly to the Mental Health lead or to any member of staff and trusted adult
- A confidential Post-box/ email for pupils to raise concerns that is monitored by the Mental Health Lead
- Enabling parents and carers to raise concerns through the school nurse, form tutor, class teacher, Head of Year or directly to the Mental Health lead

All staff have had training on the protective and risk factors and signs that might mean a pupil is experiencing mental health difficulties. Any member of staff concerned about a pupil will take this seriously and talk to the Mental Health Lead.

These signs might include:
- Isolation from friends and family and becoming socially withdrawn
- Express "hearing voices"
- Changes in activity or mood or eating/sleeping habits/hygiene
- 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 the 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.

Disclosures by pupils and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to pupils who disclose a concern about themselves or a friend. The emotional and physical safety of

pupils is paramount, and staff listen rather than advise. Staff are clear to pupils that the concern will be shared with the Mental Health Lead and recorded in order to provide appropriate support to the pupil.

All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps. Pupils are informed that the mental health Lead is available when a pupil is dissatisfied with the level of care and support.

9. Assessment, Interventions and Support

All concerns are reported to the Mental Health Lead and recorded. 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 The level of need is based on discussions at the regular Inclusion meetings/panel with key members of staff	Evidence-based Intervention and Support- the kinds of intervention and support provided will be decided in consultation with key members of staff, parents and pupils *For example,*	Monitoring
Highest need	CAMHS-assessment, 1:1 or family support or treatment, consultation with school staff and other agencies School counsellor-1:1 support If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the SEND policy and SEN School Information Report.	All pupils needing targeted individualised support will have an Individual Care Plan drawn up setting out • The needs of the pupils • How the pupil will be supported • Actions to provide that support • Any special requirements Pupils and parents/carers will be involved in the plan.
Some need	Access to in school nurture group, family support worker, school nurse, art therapy, educational psychologist, 1:1 intervention, small group intervention, skills for life/wellbeing programmes, circle of friends, support from a key member of staff such as a form tutor or TA	The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g., through a pre and post SDQ and if needed a different kind of support can be provided. The Care Plan is overseen by the Mental Health Lead
Low need	General support E.g., school nurse drop in, class teacher/TA, form tutor	
All needs	Access to a supervised quiet room that pupils can go to if feeling overwhelmed and in need of some quiet time	

10 Special Educational Needs or Disabilities (SEND) and mental health
Persistent mental health problems 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 or disability

Parents can access specialist services in our school local offer (link to website) or Camden's local offer (link to website)

11 **Support for friends**
We recognise that when a pupil is experiencing mental health problems 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 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. Students can also access our Peer Support and Peer Mentoring programmes.

12. **Involving parents and carers**

Promoting mental health

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting 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. It is very helpful if parents can share information with the school so that we can better support their child.

- We provide information on our website on mental health issues, local wellbeing and parenting programmes. The school has produced a leaflet for parents on mental health, which can also 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 (*see appendix 2*).
- The mental health topics that are covered in PSHE curriculum are included on the school website
- When children start school, all parents and carers are given our mental health and resilience leaflet that includes information on how parents can support their child's mental health and where to go for help and support.

Supporting parents and carers with children with mental health needs

We are aware that parents react in different ways to knowing their child has a mental health difficulty and we will be sensitive and supportive.

When a concern has been raised the school will:

- Contact parents and meet with them
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. Children over the age of 16 are entitled to consent to their own treatment.
- Offer information to take away and places to seek further information
- Be available for follow up calls
- Make a record of the meeting
- Agree a mental health care plan together and next steps
- Discuss how the parents can support their child
- Keep parents up to date and fully informed of decisions about the support and interventions

Parents will always be informed if their child is at risk of danger and pupils may choose to tell their parents themselves. We give pupils the option of the mental health need informing parents for them or with them.

We make every effort to support parents to access services. Our primary concern are pupils, and in the rare event that parents 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

13.   Involving pupils

Every year we train up a group of pupils as our health champions who lead on whole school campaigns on health and wellbeing. Last year the Champions led a campaign on promoting mental health, reducing stigma and the importance of talking to someone if you feel worried and helped plan ways to reduce stress before SATs/exams.

We seek pupil's views about our approach, policy, curriculum and promoting whole school mental health activities and involve them in producing information about taking care of their mental health and how to get help if they need it.

We have an annual pupil questionnaire that includes questions about how well pupils think the school supports their mental health. The questionnaire responses are used in reviewing provision and policies.

We always seek feedback from pupils who have had support to help improve that support and the services they received.

14. Staff-Supporting and training

Staff Supporting

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 yoga, mindfulness, and physical activities.
"If we want our school staff to do what's asked of them, then we need to make sure that their mental health and wellbeing is effectively supported." Professor Peter Fonagy, CEO of the Anna Freud National Centre for Children and Families
Staff also have access to Camden's counselling service and support organisations.
Education Support charity offers a free confidential helpline.UK-wide: 08000 562 561 day or night.

Staff Training

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 pupils and know what to do and where to get help (see Appendix 3). Several teaching and support staff have completed the national Mental Health First Aid training and have annual updates, to enable staff to offer an effective first response if pupils disclose, they are struggling with their mental health.

In addition to training, we also provide staff with the opportunity to access support in school through peer supervision and problem-solving discussions.
Staff have access to information on mental health and well being on the shared drive
Staff have access to information on PSHE on the shared drive

Some staff have recently completed the Place2be online Mental Health Champions – Foundation programme to gain a deeper understanding of Mental Health. This online course can be an introduction or a refresher.

Those staff with a specific responsibility have more specialised training and where possible access to supervision from mental health professionals

15. Monitoring and Evaluation

The mental health and wellbeing policy is on the school website and hard copies are available to parents and carers from the school office. All mental health professionals are given a copy before they begin working with the school as well as external agencies involved in our mental health work.

The policy is monitored at an annual review meeting led by the Mental Health Lead and Deputy Lead involving staff with a responsibility for mental health, including specialist services supporting the school.

Appendices
Appendix A 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 B 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

Suicide and Suicidal Thoughts
Suicide is the leading cause of young deaths in the UK. It is estimated that 1 in 4 young people experience thoughts and feelings about wanting to end their life. Some young people never act on these feelings but may openly discuss and explore them, some may show signs, such as, suicidal behaviours and attempts at suicide, while some young people may die suddenly from suicide without any apparent warning signs.

Appendix C 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

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

Appendix D Mental <u>Health covered in the PSHE programme curriculum</u>

Mental Health is a key focus of PSHE lessons and tutor time in the mornings. Form tutors regularly check in with how students are feeling, providing an informal opportunity and space for students to consider their emotions and practise communicating these if they wish to. Additionally, form tutors may also practice some mindfulness exercises, including meditations or colouring, with their forms on a semi-regular basis.

Most of the topics covered in the PSHE curriculum are directly or indirectly related to mental health, as all topics are focused on providing students with the knowledge and skills to become happy and resilient teenagers and adults. Below is a list of the direct links to mental health in the curriculum. For the full list of topics covered in PSHE, please see the relevant page on the school website.

Year	Aspect of mental health	Module
Year 7	Establishing new routines	Transition + Building Relationships
	The importance of positive thinking	
	Identifying and dealing with emotions	
	Establishing respectful and happy friendships + bullying	
	Dealing with the emotional effects of puberty	Health, Puberty + Emotional Wellbeing
	How good quality sleep, diet + exercise contribute to positive mental health	
	Dealing with stress and anxiety	
	Exploring different aspects of our identity and promoting a sense of self	Identity
Year 8	Exploring how different relationships can affect our mental wellbeing and how to manage them, including managing conflict productively	Healthy + Unhealthy Relationships
	How taking drugs and alcohol can affect mental wellbeing	Drugs + Alcohol
	Exploring common mental health issues	Mental Health + Body Image
	Recognising healthy and unhealthy coping strategies (including self-harm + eating disorders)	
	Body Image, including the role of the media	
	Challenging stigmas on mental health	
Year 9	How living a healthy lifestyle contributes to positive mental wellbeing	Physical and Mental

	Understanding common mental disabilities	Health
	Exploring how to make responsible choices on choosing intimate partners + sexual health	Relationships and Sex Education
	The emotional effects of sex	
Year 10	Managing the challenges of adolescence	Mental Health
	Signs of emotional and mental ill health	
	Reframing negative thinking	
	Challenging stereotypes in the media about mental ill health	
	How substance abuse and involvement in gangs can affect our wellbeing and those of the people around us	Managing Influence
	Recognising relationship abuse and how that can affect our mental health and self-esteem	Healthy + Unhealthy Relationships
	How experiencing discrimination negatively affects mental wellbeing	Promoting Tolerance + Diversity
Year 11	Developing resilience and self-motivation and the effect this has on our self-image	Building for the Future
	Maintaining a work/life balance	
	Causes of stress + management techniques	
	Understanding your core values and emotions	Healthy Relationships + Families
	Healthy and unhealthy relationships and how this contributes to positive/negative mental health	

Resilience in the PSHE SOW (scheme of work)

What is resilience?

Basics

- *In order for students to feel more resilient, basic structures need to be put in place such as good enough housing (in this context translated as a safe and comfortable school and tutor room), enough sleep (students who have slept well will feel more alert and motivated to learn) and healthy diet (can improve behaviour, mood, ability to learn).*
- *If these basic structures are in place then students will feel a greater sense of security and peace of mind and can better deal with the challenges of school life.*
- *Although some of these improvements may seem beyond the reach of 'school duty' and are linked to family life and social circumstances they can still be addressed through taking an interest or exploring sensitively with students and could make significant changes to your student's wellbeing and enhance their ability to learn.*

Belonging

- *Belonging is an important aspect of resilience-building. When a student has good relationships in their life, and they belong to a group that accept them as they are, this helps create a good sense of self and identity.*
- *Tutors can help by trying to encourage good relationships with friends, teachers and other members of staff.*
- *It is important that students have somewhere they feel they belong (clubs, activities and favourite places in school) and that they meet people who are good influences, who can help them make sense of where they have come from and their place in the world.*
- *It is really important for the student to find something they are good at, an activity or a talent, a way of expressing themselves, whether it's sport, music, writing, helping out in the library... it can be almost anything. The important thing is that being part of a group where they do or talk this activity can have a positive effect.*

Learning

- *Learning is a fundamental part of the student being able to function successfully in the world.*
- *Helping our students to develop talents, interests and life skills, encouraging them to learn how to cope, how to express their emotions, understand boundaries and have aspirations, are crucial parts of helping them become more resilient.*
- *Helping our student have life plans, visions and getting organised allows them to develop new skills that are an essential part of them increasing their learning.*

Coping

- *Coping helps the student build up a particular set of skills to help them with the challenges of everyday life.*
- *Encouraging the student to cope helps them develop a sense of bravery, an ability to solve problems, to stand up for their own views and beliefs, foster interests and make themselves feel better.*

Core self

- *Core self focuses on the importance of the student understanding of who they are and their own personal strengths.*
- *Encouraging the student to put themselves in other people's shoes and be sensitive to how to other people feel can help raise awareness of how they feel and how their behaviour can affect other people's feelings.*
- *It is important to help them be self-aware and take responsibility for themselves and their behaviour towards others while at the same time believing in them.*
- *Help them try out different things and they might find something they are talented at.*

What are the overall aspects of Resilience?

		BASICS		BELONGING		LEARNING		COPING		CORE SELF
SPECIFIC APPROACHES	BA1	Good enough environment (at home and at school)	BE1	Find somewhere for the child/YP to belong	L1	Make school/college life work as well as possible	C1	Understanding boundaries and keeping within them	CO1	Instil a sense of hope
			BE2	Help child/YP understand their place in the world						
	BA2	Enough money to live	BE3	Tap into good influences	L2	Engage mentors for children/YP	C2	Being brave	CO2	Support the child/YP to understand other people's feelings
	BA3	Being safe	BE4	Keep relationships going			C3	Solving problems		
	BA4	Access & transport	BE5	The more healthy relationships the better	L3	Map out career or life plan	C4	Putting on rose-tinted glasses(seeing things in a positive light)	CO3	Help the child/YP to know her/himself
	BA5	Healthy diet	BE6	Take what you can from relationships where there is some hope			C5	Fostering their interests		
	BA6	Exercise and fresh air	BE7	Get together people the child/YP can count on	L4	Help the child/YP to organise her/himself	C6	Calming down & self-soothing	CO4	Help the child/YP take responsibility for her/himself
			BE8	Responsibilities & obligations						
	BA7	Enough sleep	BE9	Focus on good times and places	L5	Highlight achievements	C7	Remember tomorrow is another day	CO5	Foster their talents
	BA8	Play & leisure	BE10	Make sense of where child/YP has come from						
	BA9	Being free from prejudice & discrimination	BE11	Predict a good experience of someone or something new	L6	Develop life skills	C8	Lean on others when necessary	CO6	There are tried and tested treatments for specific problems, use them
			BE12	Make friends and mix with other children/YPs			C9	Have a laugh		

from Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow with Thomas 2007   www.boingboing.org.uk

Websites that will provide help and support

- Young Minds
  http://www.youngminds.org.uk/for_parents/

- My CAMHS Choices
  http://mycamhschoices.org/

- Choosing what's best for you
  http://www.choosing.org.uk/

- Time to Change
  http://www.time-to-change.org.uk/

- Doc Ready
  http://www.docready.org/#/home

- Youth Wellbeing Directory
  http://www.youthwellbeingdirectory.co.uk/

- NHS Young People & Mental Health
  http://www.nhs.uk/Livewell/youth-mental-health/Pages/Youth-mental-health-help.aspx

- Samaritans for parents
  http://www.samaritans.org/media-centre/our-campaigns/information-suicide-and-self-harm-parents

Appendix E
SUPPORTING YOUR DAUGHTER'S MENTAL HEALTH

An advice leaflet from Camden School for Girls PSHE Department

What is mental health?

We all have mental health, just as we all have physical health. It is about our range of emotions and affects the way we think and feel about ourselves and others, and how we deal with life.

When we experience a mental health problem, it can affect our thinking and feelings, our mood, and our ability to relate to others as we usually would.

The most commonly diagnosed mental health problems are depression, anxiety, bipolar disorder, phobias, obsessive compulsive disorder (OCD), eating disorders, personality disorders and schizophrenia. (You can find out more about these on the Mind or Young Minds websites). You might be surprised how common these experiences are.

One in ten young people will experience a mental health problem before the age of 16. So, even if mental health problems aren't affecting your family directly, you're very likely to know people who are going through the experience right now.

It's perhaps worth remembering that mental health can fluctuate in all of us, whoever we are – over the course of our lives, or even from day to day.

Common mental health concerns

I'm worried that my daughter:

- Is not eating properly
- Is spending too long working
- Is not sleeping
- Is very tearful and moody
- Is having panic attacks
- Is carrying out self-harm
- Might be smoking
- Might be taking legal/illegal substances
- Is avoiding work
- Feeling isolated

What do I do if I think my daughter is experiencing a mental health problem?

1 Show you're open to talking

One of the most significant things for young people is that they know they can come to talk to someone if they are worried about the mental health or the mental health of someone they know. Being open to talking about mental health, and showing you care, will mean a lot.

- Remind them you care
- Be patient: there are times when they won't feel like talking
- Everyday questions can help – like 'How are you doing?' or 'How was it today?'

If the opportunity to talk arises, here are five tips that might help:

1. **Listening**: It can be more important and significant than talking
2. **Small and informal**: You don't have to set aside hours to chat, and informal spaces can be great – like in the car, over a meal, or while you're watching TV
3. **Put experiences in context**: We all have mental health, just like we all have physical health. Mental wellbeing doesn't mean feeling happy all the time, and mental health problems are actually quite common
4. **Depersonalise**: You might find it easier to talk about hypothetical situations rather than their direct questions about their feelings. Like saying 'Exams can be really stressful, can't they?' or chatting about the experiences of a TV character
5. **Hearing what's real to them**: You might not understand or agree with their feelings or way of seeing things, but this might be real for them in that moment

Remember, you don't need to be an expert. It's OK not to know or understand things. Everyday words are often helpful – like stress, feeling low, depressed or anxious. You could even learn together.

2 Take your daughter to the GP to request a CAMHS referral

CAMHS (Child and Adolescent Mental Health Service) is the specialist NHS service that offers assessment and treatment when children and young people have emotional, behavioural or mental health difficulties.
Children and young people and their families can be referred to CAMHS if children are finding it hard to cope with family life, school or the wider world. If these difficulties are too much for family, friends or GPs to help with, CAMHS may be able to assist.

The types of problems that CAMHS can help with include violent or angry behaviour, depression, eating difficulties, low self-esteem, anxiety, obsessions or compulsions, sleep problems, self-harming and the effects of abuse or traumatic events. CAMHS can also diagnose and treat serious mental health problems such as bipolar disorder and schizophrenia.

You can discuss your worries about your child with their GP. If they are old enough and feel able to do so, your child can see the GP themselves.

It can be useful to write down what is worrying you before you visit the GP, including how long the difficulties have been happening and anything you feel might be causing them. The GP may be able to offer their own advice.

If GPs think specialist help is needed, they can write a letter to CAMHS asking them to make an appointment for your child.

Where to get further help?

Your GP should be your first port of call for any help and support if you think your daughter may have a mental health problem.
You can also call the YoungMinds Parents' helpline for advice.
YoungMinds Parents' Helpline free on **0808 802 5544** (Monday to Friday, 9.30am to 4pm)

Don't forget about you

If your child is having problems, don't be too hard on yourself or blame yourself. Although it can be upsetting and worrying if your child is having a bad time, and it makes your relationship with them feel more stressful, you are not a bad parent.

Children often take it out on those closest to them, so you might be feeling the effect of their very powerful emotions.

Go to your GP if things are really getting on top of you. Asking for some support from your doctor or a referral to a counselling service is a sign of strength.

You can't help your child if you are not being supported yourself.

Some people worry their parenting will be judged and their children will be taken away if they admit they are struggling to cope. This should only happen if a child is being abused or neglected and the role of professionals is to support you to look after your child as well as you can.

Information in this leaflet has been taken from:
the Time to Change website www.time-to-change.org.uk/
& Young minds www.youngminds.org.uk/for_parents