

LECA Mental Health Support Plan

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organisation)

Scope

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with our other policies including SEND, Behaviour, safeguarding and Attendance in cases where a student's mental health overlaps with or is linked to other issues.

The Policy Aims to:

- Promote positive mental health in all staff and students
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents or carers
- Highlight the schools response to mental health in young people

Lead Members of Staff

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

- Mr Jacek Charko - SENCO / Senior Lead for Mental Health /Designated safeguarding Lead
- Ms Karen Mulqueen –Designated safeguarding Lead /Mental Health Champion
- Mrs Emma Paul – Assistant SENCO/ Designated Safeguarding Lead
- Mr James Mortlock – Progress Leader Yr. 8 & 9 Mental Health Champion
- Mr James Richardson – Progress Leader Yr. 7
- Mr James Tatham – Progress Leader Yr. 10 & 11
- Krystal Sturman – Young Peoples Worker

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the mental health lead in the first instance and complete a 'MyConcern' referral. If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated safeguard team via the 'MyConcern' platform or the designated governor. Where a referral to CAMHS is appropriate, this will be led and managed by Mr James Tatham, (MHSL).

Introduction

At Littleport and East Cambs Academy (LECA), we aim to promote positive mental health for every member of our staff and student body. We aim to pursue this by using a 4 tiered approach aimed at ensuring every student has access to a range of appropriate mental health strategies to support them through their secondary education and the many and varied challenges they face.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health using a range of Tier 1 Identification processes to ensure each student has appropriate targeted support as and when needed.

Strategy

At LECA we use a 4 Tier model to ensure mental health is at the heart of student welfare as they progress through the years. [See Appendix A](#)

TIER 1: Using Tier 1 Early Identification processes. We aim to ensure all students are assessed immediately on entry to the School and are given a Mental Health Risk category. This information is clearly shared on Go4Schools for staff to

access and make appropriate adjustments in their planning and teaching. The Tier 1 process is ongoing throughout the year with student information being monitored and reviewed on a regular basis.

TIER 2: Highlights the mental health diet that every student acquires as they go about their daily routines. We firmly believe that the majority of our routines, established cultures, rewards systems and curriculum philosophies support students and their mental health. TIER 2 aims to promote an understanding of the importance of mental health and develop health and wellbeing strategies as well as aiming to build student confidence and belief through positive relationships, respect and clear praise and reward systems.

TIER 3: Aims to support students highlighted as medium to high risk with a range of targeted support programmes and opportunities. This early intervention aims to reduce the health risk of the student equipping them with key skills and strategies to support with their mental health.

TIER 4: Further supports those students demonstrating symptoms of medium/high risk resulting in possible ill health/mental health diagnosis. Much of this tier is using specialised outside agencies to work as counselling services to our students and supporting their individual needs as appropriate. Other features of Tier 4 are specialised services to work with focus groups such as Young Carers or LGBT+ communities.

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safety are included as part of our developmental PSHE curriculum. There will also be clear links made in tutor time, assemblies and other subject curriculum areas.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. We follow the Cambridgeshire PSHE Curriculum Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms. We will ensure that staff, students and parents are aware of sources of support within school and in the local community.

What support is available within our school and local community, who it is aimed at and how to access it is outlined in [Appendix B](#).

We will display relevant sources of support on key mental health noticeboards and classrooms and will regularly highlight sources of support to students within relevant parts of the curriculum.

Whenever we highlight sources of support, we will increase the chance of student help-seeking by ensuring students understand the following:

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

There is also a worry box in every form class for students to speak out with any issues they may be experiencing. This is collected by the form tutor on a daily basis and acted on according to policy.

Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with making a MyConcern referral.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn

- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Managing disclosures

A student may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure. If a student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental. Staff should listen rather than advise and our first thoughts should be of the student's emotional and physical safety rather than an exploring 'Why?'.

All disclosures should be recorded as a referral on MyConcern

Confidentiality

We should be honest with regard to the issue of confidentiality. If it is necessary for us to pass our concerns about a student on, then we should discuss with the student:

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

We should never share information about a student without first telling them. Ideally we would receive their consent, though there are certain situations when information must always be shared with another member of staff / professional and / or a parent. This will depend upon:

- students age
- seriousness of the risk of harm
- the nature of the risk to the student

All disclosures should be recorded and referred on MyConcern in order for the relevant mental health leads to action. This also helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the student, it ensures continuity of care in our absence; and it provides an extra source of ideas and support. We should explain this to the student and discuss with them who it would be most appropriate and helpful to share this information with.

Parents should always be informed. Students may choose to tell their parents themselves. It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect. We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too, e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow-up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next steps and always keep a brief record of the meeting on our online communication platform – GO4Schools

Working with All Parents

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

- on our school website
- Ensuring all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child
- By making our mental health procedure easily accessible to parents
- By sharing ideas about how parents can support positive mental health in their children about in PSHE and share ideas for extending and exploring this learning at home
- By delivering parental mental health workshops

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe. We will share all relevant information and updates through staff briefings, meetings, Staff share drives and emails to staff. Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more students. Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with Mr James Tatham SLMH who can take this information to our CPD Coordinator. We can also source relevant training and support for individuals as needed.

Appendix A



Appendix B

For local support: visit: -

The Emotional Health and Wellbeing Service ccs.ehw@nhs.net

www.keepyourhead.com - The Keep Your Head website is a 'one-stop shop' for information on wellbeing and mental health for people of all ages across Cambridgeshire and Peterborough.

www.youthoria.org is a website for young people aged 11-19 in Cambridgeshire which has information about mental health.

help@centre33.org.uk: Telephone Helpline: 0333 4141809: Free and confidential support for young people in Cambridgeshire and Peterborough.

www.cambridgeshireexpressiveartsandcounsellingcentre.com: Adding creativity to counselling for children, young people and adults.

For national websites: visit:-

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 – POPYRUS: www.papyrus-uk.org

www.moodbug.me A tool for sharing how you feel with your close friends and letting them know when you are thinking about them

www.talktofrank.com/ A national drug education service jointly established by the Department of Health

For general information and support: visit:-

www.childline.org.uk - 0800 1111 (free 24 hour) confidential listening

www.relate.org.uk - 0300 100 1234

www.samaritans.org - 116 123 (free 24 hour)

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

www.bullying.co.uk for advice about bullying

www.innovationlabs.org.uk Includes 7 apps and websites to improve young people's mental health

www.amazon.co.uk/Sitting-Still-Like-Frog-Mindfulness/dp/161180058 Simple mindfulness practices for children aged 5-12 to help deal with anxiety, improve concentration and handle difficult emotions

<http://smilingmind.com.au/smiling-mind-app/> For adults, young people and children to help reduce worries, anxiety and distress

www.rethink.org A mental health charity providing information and advice, including about local services

<https://reading-well.org.uk/books/books-on-prescription/young-people-mental-health> The Shelf-help scheme provides recommended, expert endorsed books about mental health for 13-18 year olds through libraries. Collections are available through Cambridgeshire libraries

www.kooth.com A free on-line counselling and emotional wellbeing support service for children and young people

<https://play.google.com/store/apps/details?id=com.bstro.MindShift> Mindshift: An App to help teens and young adults cope with anxiety

<http://www.moodjuice.scot.nhs.uk> Provides self-help guides on a range of mental health issues

<https://www.meetwo.co.uk/> A new app for young people. They can post problems, share solutions, access expert help and educational resources. The app is 100% moderated and the directory links to a broad range of real world support groups. Suicidal posts are screened out, the posters are emailed directly and referred to Childline.

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<http://www.epicfriends.co.uk/> Help for young people aged 12-18 to understand and support their friends through difficult times. Specialist content by Sheffield CAMHS.

For useful evidence based studies and research surrounding mental health: visit:-

The **Academic Resilience Approach** provides “ free, practical resources to help everyone in the school community step up and support pupils’ academic resilience.” <https://youngminds.org.uk/what-we-do/our-projects/academic-resilience>

Resilience and Results: This document was produced to help schools understand the importance of supporting their pupils’ emotional wellbeing, what they can do within schools and how they can work in partnership with local agencies and commission additional support. <http://www.cypmhc.org.uk/resources/resilience-and-results-how-improve-emotional-and-mental-wellbeing-children-and-young>

BoingBoing An evidence based resilience framework for parents, practitioners and young people. www.boingboing.org.uk

The Charlie Waller Memorial Trust provides free talks and training on mental health in schools and resources that are suitable for staff, pupils and parents. www.cwmt.org.uk/freestuff

Supporting schools in reviewing and developing policy and practice in a wide range of health related themes, including mental health and emotional wellbeing, drug education, sex and relationships education, anti-bullying, healthy lifestyles (including healthy eating), loss and change and citizenship <http://www5.cambridgeshire.gov.uk/learntogether/homepage/88/pshe/>

Mental Health Training for Cambridgeshire Children’s workforce. <http://www.trainingcamh.net/>

The resilient classroom https://youngminds.org.uk/media/1463/the_resilient_classroom-2016.pdf)

UK Resilience Programme
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/197313/DFE-RB097.pdf)

Hands on Scotland practical information, tools and activities to help children and young people to flourish <http://handsonscotland.co.uk/>

Mental health Foundation <https://www.mentalhealth.org.uk/podcasts-and-videos/podcasts-for-your-wellbeing>

Information about mental health issues and associated specific websites

Self-harm

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

Online support

www.SelfHarm.co.uk A project dedicated to supporting young people impacted by self-harm, providing a safe space to talk, ask any questions and obtain help to overcome difficulties. It also provides information about how to stay safe
National Self-Harm Network: www.nshn.co.uk provides crisis support, information and resources, advice, discussion and distractions and is available 24/7. Also supports and provides information for families and carers

<https://youngminds.org.uk/what-we-do/our-projects/no-harm-done/> No Harm Done? Created in collaboration with the Charlie Waller memorial trust and the Royal College of Psychiatrists. For young people who are self-harming or at risk of self-harming, their parents and professionals working with them. Provides a series of resource publications and short films.

<https://www.familylives.org.uk/advice/teenagers/health-wellbeing/self-harm/> Family Lives is a charity helping parents to deal with the changes that are a constant part of family life members’ .They provide professional, non-judgmental support and advice through a helpline, extensive advice on the website, befriending services, and parenting/relationship support groups. Nearly all of our services are accessible at no charge to parents 365 days a year

Books

Pooky Knightsmith (2015) *Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies*. London: Jessica Kingsley Publishers

Keith Hawton and Karen Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*. London: Jessica Kingsley Publishers

Carol Fitzpatrick (2012) *A Short Introduction to Understanding and Supporting Children and Young People Who Self-Harm*. London: Jessica Kingsley Publishers

Understanding and responding to children and young people at risk of self-harm and suicide. (2014) CPFT

Depression

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

Online support

www.youngminds.org.uk Information and advice. Parent's helpline.

www.relate.org.uk Counselling and on line information and support to families

<https://www.cwmt.org.uk/> The Charlie Waller Memorial Trust seeks to equip young people to look after their mental wellbeing and to help people to recognise the signs of depression in themselves and others so that they know when to seek help.

www.inhand.org.uk A digital friend that provides young people with tools, advice and activities when their mental health is at risk

www.docready.org.uk helps young people feel more confident and get better results when they see their GP about a mental health issue.

www.findgetgive.org.uk offers support for young people to find mental health support in their area and give feedback on it.

www.headsmed.org.uk Accessible, straight talking information on young people's mental health medication

CHUMS <http://chums.uk.com/low-mood-and-feeling-sad/>

CWMT <https://www.cwmt.org.uk/parents-guide>

Books

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

Anxiety, panic attacks and phobias

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

Online support

Anxiety UK: www.anxietyuk.org.uk and www.supportline.org.uk/problems/anxiety.ph Advice, services and resources

Headspace app: <https://www.headspace.com/headspace-meditation-app> and <https://www.headspace.com/kids>

Themed sessions on meditation. For adults, children and young people

Calm: <https://www.calm.com/> Meditation app to reduce anxiety and improve sleep

CHUMS <http://chums.uk.com/anxiety>

Books

Lucy Willetts and Polly Waite (2014) *Can I Tell you about Anxiety?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers

Carol Fitzpatrick (2015) *A Short Introduction to Helping Young People Manage Anxiety*. London: Jessica Kingsley Publishers

Obsessions and Compulsions

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

Online support

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

Books

Amita Jassi and Sarah Hull (2013) *Can I Tell you about OCD?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers

Susan Connors (2011) *The Tourette Syndrome & OCD Checklist: A practical reference for parents and teachers*. San Francisco: Jossey-Bass

Suicidal feelings

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

Online support

Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org Provides confidential help and advice to young people and anyone worried about a young person. Helpline, email and texts to HOPELineUK.

Help for professional and bereavement support. <https://www.papyrus-uk.org/help-advice/about-hopelineuk>
www.samaritans.org Helpline open every day 24/7

On the edge: ChildLine spotlight report on suicide: www.nspcc.org.uk/perventing-abuse/research-and-resources/on-the-edge-childline-spotlight

STOP Suicide is an award-winning suicide prevention campaign that seeks to empower communities and individuals across Cambridgeshire and Peterborough to help stop suicides by being alert to the warning signs, asking directly about suicide and helping those who are feeling suicidal to stay safe <http://www.stopsuicidepledge.org/>

Books

Keith Hawton and Karen Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*. London: Jessica Kingsley Publishers

Terri A. Erbacher, Jonathan B. Singer and Scott Poland (2015) *Suicide in Schools: A Practitioner's Guide to Multi-level Prevention, Assessment, Intervention, and Postvention*. New York: Routledge 2018

Eating problems

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

Online support

Beat – the eating disorders charity: www.b-eat.co.uk/about-eating-disorders Year round, 24/7 helpline, HNS accredited information, message boards, support groups, helpfinder.

Eating Difficulties in Younger Children and when to worry: www.inourhands.com/eating-difficulties-in-younger-children
Presentation and links to resources

Books

Bryan Lask and Lucy Watson (2014) *Can I tell you about Eating Disorders?: A Guide for Friends, Family and Professionals*. London: Jessica Kingsley Publishers

Pooky Knightsmith (2015) Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies. London: Jessica Kingsley Publishers

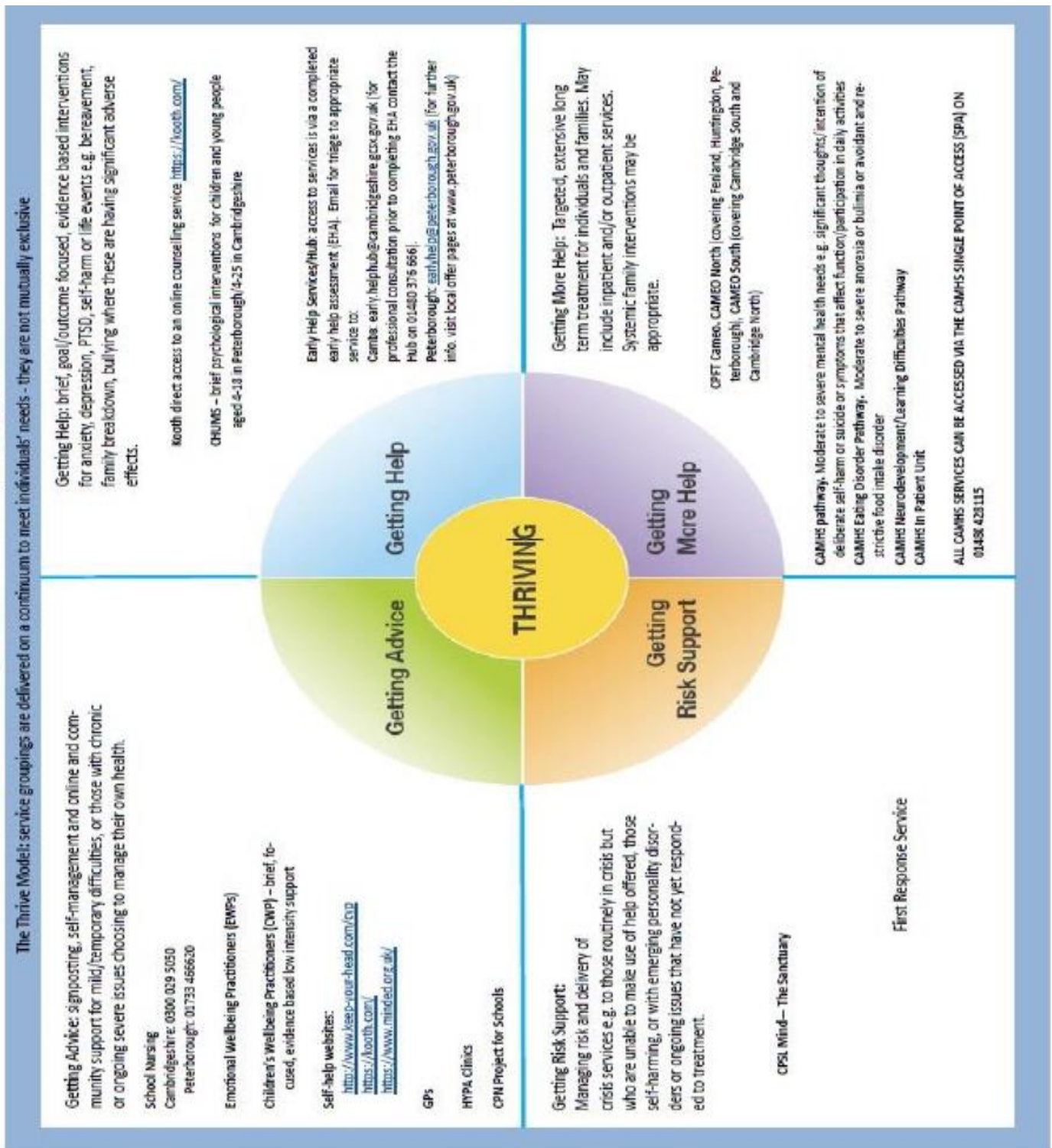
Pooky Knightsmith (2012) Eating Disorders Pocketbook. Teachers' Pocketbooks

THRIVE

We have also included below in Appendix C the **new service model** for Child and Adolescent Mental Health Services (CAMHS), their partner organisations and County District teams. It is called **THRIVE**.

“Thriving”

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



Disclosure of Risk: Information and advice

Below is the process for clarifying the nature of the Suicide Risk to determine response

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

