Promoting and Supporting Mental Health and Wellbeing Policy

Mental Health Lead	Maz Potterton
Governor with responsibility for mental health and wellbeing	Ruth Dervey
Policy Date	November 2023
Policy Approved by Governors	Autumn Term 2023
Policy Review Date	November 2026

Monitoring and Evaluation This policy was made in collaboration with the whole school. Its effectiveness will be monitored by the Leadership Team, Mental Health Lead, Staff Wellbeing Team and Governors and is reported to the Full Governing Body. This policy will be reviewed every three years or sooner if deemed necessary.

Contents

1. Introduction

At Castledyke Primary School, we are fully committed to safeguarding and promoting the mental health and wellbeing of all our students and staff. We take a whole school approach to promoting positive mental health that aims to help students and staff to become more resilient and to prevent problems before they arise.

We recognise that early identification is key to preventing problems becoming worse. At our school we know that everyone experiences life-challenges that can make us vulnerable and that, at times, anyone may need additional emotional support. Furthermore, in children, it can create a barrier to learning that can affect their academic performance.

The Department for Education (DfE) recognises that: *'in order to help their students succeed; schools have a role to play in supporting them to be resilient and mentally healthy'*.

We take the view that positive mental health is everybody's responsibility and that we all have a role to play. At our school, we aim to promote positive mental health for every child, parent, carer and for all of our staff.

We pursue this aim by using both universal, whole school approaches and specialised targeted interventions, aimed at identified vulnerable students and families and we recognise how important mental health and emotional wellbeing is to our lives.

Definition of Mental Health and Wellbeing

Mental health is defined for the purposes of this policy as:
"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, August 2014)

At Castledyke Primary School, we believe that taking a coordinated and evidence-informed whole school approach to mental health in our school will lead to improved student and student wellbeing, which, in turn, will improve learning and outcomes for our students, supporting the Promoting and Supporting Mental Health and Wellbeing document:
Public Health England and Department for Education
Published 20 March 2015
Last updated 21 September 2021

2. A Whole School Approach to Promoting Positive Mental Health and Wellbeing

At Castledyke Primary School, we take a whole school approach to promoting positive mental health that aims to help students become more resilient, be happy, be successful and prevent problems before they arise.

The eight principles of the Whole School Approach are:
- Leadership and Management that supports and champions efforts to promote emotional health and wellbeing
- Ethos and Environment that promotes respect and values diversity
- Curriculum, Teaching and Learning to promote resilience and support social and emotional learning
- Enabling Student Voice to influence decisions
- Staff Development to support their own wellbeing and that of students
- Identifying need and monitoring impact of interventions

- Working with parents/carers
- Targeted support and appropriate referral
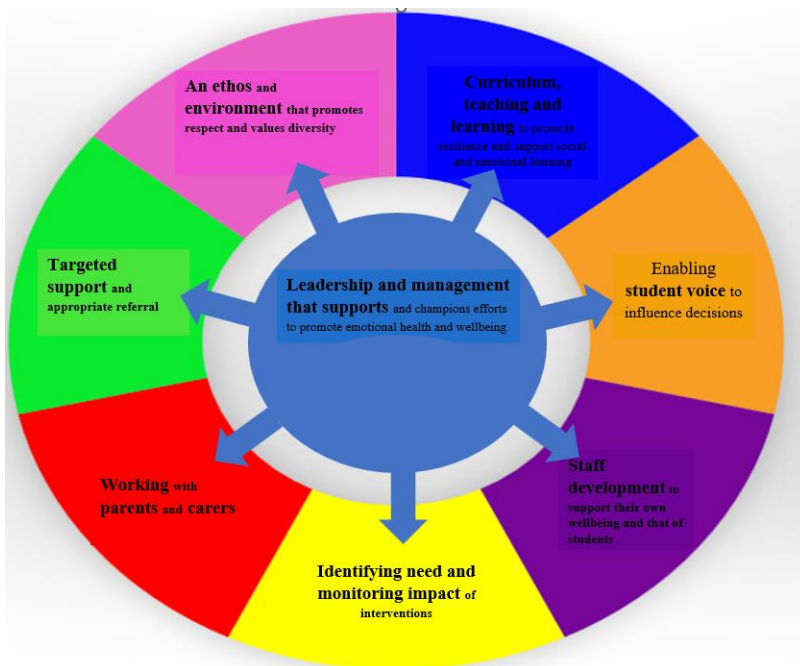
Links to other Policies

This policy describes the school's whole school approach to promoting positive mental health and wellbeing and is intended as guidance for all staff including non-teaching staff and governors as well as parents. It should be read in conjunction with our policies on Safeguarding, Inclusion, Looked After Children, Anti-Bullying, Behaviour, Personal Social Health Education (PSHE), Sex and Relationships Education (SRE) and Special Educational Needs and Disabilities (SEND) Policy.

3. Policy Aims

Our aim is to develop the protective factors which build resilience to mental health problems. We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues through the promotion of mental health and be a school community where we promote a mentally healthy environment through:

- Promoting positive mental health and emotional wellbeing, without stigma, for all staff and students, including via the staff health and wellbeing board, our curriculum, assemblies, themed weeks, newsletters, pastoral support, school website, school social media, Growth Mindset approach, mindfulness & intervention groups.
- Ensuring that all students, staff and members of the wider school community are valued.
- Ensuring that the school's leadership team raise awareness amongst staff that may have personal mental health issues.
- Ensuring that staff are supported in relation to looking after their own wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting.

- Enabling staff to identify and respond to early warning signs of mental ill health in students.
- Enabling staff to understand how and when to access support when working with young people with mental health issues.
- Ensuring that students have a sense of belonging and feel safe; establishing and maintaining an environment where children feel secure, are encouraged to talk and are listened to.
- Creating a positive ethos and environment where students feel able to talk openly with trusted adults about their problems without feeling any stigma and that children have a trusted adult whom they can approach if they are worried.
- Ensuring that positive mental health is promoted and valued, including opportunities in the PSHE curriculum.
- Ensuring that bullying is not tolerated and supporting children through anti-bullying initiatives and the school's curriculum.
- Promoting our school values and British values and encouraging a sense of belonging.
- Promoting student voice through the school council and within the classroom.
- Celebrating academic and non-academic achievements in class and in assemblies
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Ensuring early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
- Providing and signposting to appropriate support that meets the individual's needs.
- Using student, staff and parent/carer surveys to identify any areas that need support.
- Effectively working with parents and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Implementing strong transition for secondary school and moving up into the new year group with additional sessions offered for those children needing additional support.

4. Roles and Responsibilities

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 students 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 as physical long-term illness, changes in their lives, having a parent who has a mental health problem, bereavement 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.

The School's Mental Health Team

By taking a whole school approach, this policy aims to ensure all staff take individual and collective responsibility to promote the mental health of students, however there are key members of staff who have specific roles within school.

Key Members of Staff

Staff Member	Role
Maz Potterton	Mental Health Lead
Naomi Roberts Amanda Atkin David Thurlby	Mental Health Team
Jess Houghton	Thrive Practitioner
Hannah Bartlett	Pastoral Staff
Maz Potterton	Designated Safeguarding Lead
Naomi Roberts	SENDCO
Maz Potterton	PSHE Lead
Ruth Dervey	Governor

5. Staff Training

Whole School Approach

All staff will receive regular safeguarding training. With regards to mental health and wellbeing, as a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection and safeguarding training to enable them to keep students safe.

Nominated members of staff receive professional Mental Health Lead training, Thrive: Leading a mentally healthy school and Thrive Practitioner training.

We will host relevant information and signposting on our website for staff who wish to learn more about mental health.

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 young people.

6. Prevention

At Castledyke Primary School, we recognise that early identification is key to supporting with the prevention of mental health and wellbeing problems developing.

7. Identifying Need

Staff are aware that they are not expected or trained to diagnose mental health conditions but may notice behaviours that may be of concern. Staff recognise that every child is different and therefore, a child or staff member can experience a variety of symptoms. Additionally, it is their responsibility to act and inform the appropriate member of staff. Staff may become aware of warning signs that may indicate that 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, as appropriate.

All staff will monitor students and report any noticeable changes to:

- Attendance or Punctuality
- Relationships (with family, peers, staff)
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators
- Staff will be aware to look out for the following possible warning signs:
- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood (emotional, fearful, low self-esteem)
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness, or loss of hope
- Repeated physical pain or nausea with no evident cause
- Behaviour (Aggressive or oppositional; habitual body rocking).
- Interpersonal behaviours (indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).

8. Mental Health Disclosure or Concern being Raised

All concerns or disclosures should be recorded on the school's electronic system CPOMS, the record should include:
- Date
- The name of the member of staff who is raising the concern or the member of staff to whom the disclosure was made
- Main points of concern or main points of the disclosure

Agreed Next Steps

This information should be shared with the appropriate staff member who will offer support and advice about next steps.

If the child has made a disclosure and is at immediate risk of harm DO NOT LEAVE THEM and ask someone to inform the Designated Safeguarding Lead or Deputy immediately.

Staff will then need to follow the school's safeguarding procedure.

If a child chooses to disclose concerns about their own mental health, or that of a friend, to a member of staff, the staff member's response should always be calm, supportive and non-judgemental.

Staff should listen, rather than advise and our first thoughts should be for the student's emotional and physical safety.

Do not promise confidentiality - it could be a child protection matter. Enable the young person to get help to work through the avenues of support. Explain that you would like to share their thoughts with someone else so that they can get the best help.
Listen non-judgmentally. Give them time to talk and gain their confidence to take the issue to someone who could help further.

Assess the risk of harm to self or others and try to reduce any risk that is present.

Non-Verbal Disclosures by Students

Staff may also recognise persistent and unusual non-verbal disclosures in behaviours and that behaviour may be the result of an unmet need or message.

9. Targeted Support

At Castledyke Primary School, 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 students with mental health needs and their families.

The school has a comprehensive pastoral package in place to support children and staff with their emotional and mental wellbeing. The school has universal, whole school approaches, targeted approaches and specialised approaches for more complex or long-term difficulties. The school sees every child as unique and therefore treats each case individually and inclusively. The school recognises that there is not a one-size-fits-all approach. The package of support offered will be tailored to the child's specific needs and will include consultation with the child, parents/carers, class teacher / pastoral staff and any other professionals involved in supporting the child. This is done to ensure that the right support is in place for the child at the right time.

The appropriate intervention and support provided will be decided in consultation with key members of staff, parents and students.

NEED	EVIDENCE BASED INTERVENTION and SUPPORT	MONITORING
HIGHEST NEED	SENDCO CAMHS-assessment 1:1 or family support or treatment, consultation with school staff and other agencies School Counsellor 1:1 support Educational Psychologist involvement External agency support that provides 1:1 support and group work Weekly 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 students needing targeted individualised support will have an Individual Plan drawn up setting out: The needs of the student How the student will be supported Actions to provide that support Any special requirements Students and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through a strengths and difficulties questionnaire Multi-agency meetings and regular reviews and feedback with parents/carers. Children's Services, if appropriate.

RIVERVIEW
FAMILY OF SCHOOLS

	Mental Health Lead / Mental Health Team Safeguarding/Child Protection Team Support staff to manage mental health needs of students Therapy Services	Discussion, advice and support in Child and Mental Health Services (CAMHS) CPOMs log is kept and regular safeguarding team meetings
MODERATE NEED	Early Help Plan, when required Small group intervention support Thrive Practitioner & Thrive interventions and support With Me in Mind intervention Education Psychologist	CPOMs log is kept and regular safeguarding team meetings With Me In Mind: Identifying need Parental involvement and permission for consultation Consultation Level of support identified Signposting Student voice Baseline assessment Intervention
LOW NEED	General support e.g. Playground support Quiet space / time out	Class teacher/TA check-in Pastoral 'Check-in' Daily mood chart, if relevant

10. Assessment

The school will make use of a range of assessment resources, as appropriate.

11. Student Mental Health and Wellbeing

Teaching about mental health, the skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our PSHE curriculum.

As a school, we use the JIGSAW scheme of work to ensure coverage of the national curriculum; this is taught discretely in weekly lessons, as well as in a cross-curricular manner, where appropriate, including opportunities during assemblies, themed weeks etc. The specific content of lessons will be determined by the specific needs of the cohort we are teaching but we will also use the national curriculum DFE Guidance (updated September 2021) to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

PSHE is currently a non-statutory subject however, Relationships (Primary) and Relationships Sex Education (Secondary) and Health Education are statutory elements of

RIVERVIEW
FAMILY OF SCHOOLS

the curriculum, and core elements within the PSHE curriculum are statutory for years 1 - 11. The introduction of RSHE as a subject became compulsory in Sept 2020 (see Appendix 1).

Supporting Students with Positive Mental Health

We believe we have a key role in promoting students' positive mental health and helping to prevent mental health problems and we have developed a range of strategies and approaches that may include:

- Student-led Activities
- Themed days/ weeks and assemblies to raise awareness of mental health
- Transition Support
- Support for vulnerable children, for example, Speech and Language (SALT)
- Transition meetings with parent/carers, students and relevant staff
- Extra personalised transition for vulnerable children
- Key Adults may support secondary school visits with vulnerable students
- Class Activities
- Worry boxes / worry monsters
- Mindfulness and breathing/meditation in class
- Individual scripts and signposting to the Whole School
- Social & Emotional Aspects of Learning (SEAL) resources
- Anna Freud Schools in Mind resources
- Assembly themes
- Using the power of reading to explore themes and learn about emotions, difference, loss, bullying, change, resilience, etc.
- 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 Small Group Activities
- Small friendship, social skills groups
- Pastoral support
- Sanctuary room for those children who are finding the classroom overwhelming Teaching about Mental Health and Emotional Well-being
- Involving Students
- we seek students' views and feedback about our approach and whole school mental health activities through Student Voice, surveys, class questions and suggestion boxes

12. Working with Parents and Carers

Promoting Mental Health

We recognise that the family play a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems.
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.).
- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by appropriately trained health or education practitioners.
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to

promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with childcare. We recognise this might involve liaison with family support agencies.

To support parents and carers:
- we signpost parents/ carers to a range of mental health workshops; this includes topics such as anxiety, stress management and sleep.
- we provide information and signposting to organisations on our websites on mental health issues and local wellbeing and parenting programmes.
- we have an open-door policy.
- we support parents and carers with children with mental health needs through sensitive and supportive regular meetings and signposting.
- when a concern for wellbeing and mental health has been raised the school will:
    - contact parents and carers and meet with them
    - we are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.
    - discuss the most appropriate way forward, i.e. school intervention, parent support and/or signposting or involvement of other services
    - ensure that a record of the meeting and points discussed/agreed are added to the student's record and an individual care plan created if appropriate.
    - parents and carers may be involved in their children's interventions, although there may be circumstances when this may not happen, such as child protection issues.
    - signpost and offer information to take away and places to seek further information
    - keep parents and carers up to date and fully informed of decisions about the support, interventions, progress and outcomes.
    - parents and carers will always be informed if their child is at risk of danger.

13. Staff Mental Health and Wellbeing

At Castledyke Primary School, we recognise, prioritise and promote staff health and emotional wellbeing as an integral part of the whole school approach to mental health and wellbeing.

Therefore, training and signposting to materials about mental health and emotional wellbeing will be made available for all staff.

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:
- Systems in place in school to ease workload
- Supervision
- Staff also have access to a confidential counselling service, (if needed.)
- After school meetings (on mental health / behaviour / mindfulness)
- Flexibility for personal appointments in school time.
- Supervision and appraisal will allow for mutual communication about personal health and emotional wellbeing if both felt it is necessary
- An open-door policy to senior leadership is always made available if staff want to speak to someone.
- A supportive governing body.

Involving Staff

We seek staff views and feedback about our approach and whole school mental health activities through staff wellbeing surveys.

Our policy is underpinned by the Government's Guidance contained within the: 'Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges' document; 'Making a coordinated and evidence-informed approach to mental health in schools and colleges leads to improved student and student wellbeing, which, in turn, can improve learning.

The guidance outlining a whole school or college approach describes the areas to consider to enable good mental health and wellbeing practice:
Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)

APPENDIX 1

Castledyke Primary School Statement of Intent for Social, Emotional and Mental Health

Moral Purpose

Castledyke SEMH Team is passionate about making a difference to the lives of young people. We believe in teamwork; working with each other, with teachers and colleagues across the school, with the wider school community and most importantly with the young people in our school. We act with determination. Whatever issues our students, their families, the school, our team or the community face, we always support, react and pull together. Finally, we are committed to making a difference; we are not passive players in young people's lives but active participants who can and do make a real difference. This reflects the school's curriculum intent statement and core values, in particular 'Be Supportive', 'Be Determined' and 'Aim High'.
Aspire, Achieve, Succeed!

Our moral purpose can therefore be summarised below:

Teamwork.
Determination.
Commitment.

Mental Health Definition

"Mental health is a state of well-being in which an individual realises their own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community."
World Health Organisation, 2018

What supporting Positive Mental Health means to us:

The child stays at the centre of every conversation.
We promote positive mental health with everyone, whilst we prioritise those who need our help most
We embed social, emotional and mental health awareness across the curriculum through PSHE and assemblies
Children and young people are taught skills to build resilience and manage everyday stressors
Staff wellbeing, resilience and mental health is a key focus in order for them to fulfil their role effectively
We have a highly trained Pastoral Team and school counsellor, who lead on evidence-based practice for all our interventions.

How we ensure best practice:

Notes are kept up to date and only shared with relevant parties
Staff read and understand section one of Keeping Young people Safe in Education.
Staff know our behaviour, SEMH, attendance and safeguarding policies and protocols.
The wider school community is encouraged to have an active voice about SEMH.
We monitor SEMH interventions and adjust were necessary
All staff have training and the option of supervision to effectively support student SEMH

All members of the school community speaking to each other with courtesy, respect and empathy is essential.
Maintain confidentiality
Through successful implementation we will see:

Elimination of prejudice towards SEMH difficulties
Equal opportunities for all
A positive and safe environment for all
An increased resilience in all
All members of the community have access to a range of strategies to help them cope in challenging situations

APPENDIX 2

DFE: Physical Health & Mental Wellbeing Curriculum (updated September 2021)
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary

Primary

By the end of Key Stage 2, our curriculum will ensure that the following is taught:
Mental wellbeing

Students should know:
- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

Students should know:
- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Physical Health and Fitness

Students should know:
- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy Eating

Students should know:
- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, Alcohol and Tobacco

Students should know:
- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and Prevention

Students should know:
- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

Basic First Aid

Students should know:
- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first aid, for example dealing with common injuries, including head injuries

Changing Adolescent Body

Students should know:
- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

DFE: Physical Health & Mental Wellbeing (updated September 2021)
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary

Secondary

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental Wellbeing

Students should know:
- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- that happiness is linked to being connected to others
- how to recognise the early signs of mental wellbeing concerns
- common types of mental ill health (e.g. anxiety and depression)
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

Internet Safety and Harms

Students should know:
- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online
- how to identify harmful behaviours online (including bullying, abuse or harassment)

Physical Health and Fitness

Students should know:
- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health
- about the science relating to blood, organ and stem cell donation

Healthy Eating

Students should know:
- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

Drugs, Alcohol and Tobacco

Students should know:
- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
- the law relating to the supply and possession of illegal substances
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- the physical and psychological consequences of addiction, including alcohol dependency
- awareness of the dangers of drugs which are prescribed but still present serious health risks
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so

Health and Prevention

Students should know:
- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- (late secondary) the benefits of regular self-examination and screening
- the facts and science relating to immunisation and vaccination
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn

Basic First Aid

Students should know:
- basic treatment for common injuries
- life-saving skills, including how to administer CPR
- the purpose of defibrillators and when one might be needed

Changing Adolescent Body

Students should know:
- key facts about puberty, the changing adolescent body and menstrual wellbeing
- the main changes which take place in males and females, and the implications for emotional and physical health

APPENDIX 3

Protective and Risk factors (adapted from Mental Health and Behaviour DfE November 2018)
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

	Risk Factors	Protective Factors
In the Child	Genetic influences. Low IQ and learning disabilities. Specific development delay or neurodiversity. Communication difficulties. Physical illness. Academic failure. Low self-esteem . Social Media Relationships	Secure attachment experience. Outgoing temperament as an infant. Good communication skills, sociability. Being a planner and having a belief in control. Humour. A positive attitude. Experiences of success and achievement. Capacity to reflect. School.
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 secure 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 including online (cyber). Discrimination. Breakdown in or lack of positive friendships. Deviant peer influences Peer pressure. Poor student to teacher/school staff relationships.	Clear policies on behaviour and bullying. Staff behaviour policy (also known as code of conduct). 'Open door' policy for children to raise problems. A whole-school approach to promoting good mental health. Good student to teacher/school staff relationships. Positive classroom management. A sense of belonging. Positive peer influences. Positive friendships Effective safeguarding and child protection policies. An effective Early Help process. Understand their role in and be part of effective multi-agency working.

		Appropriate procedures to ensure staff are confident to / can raise concerns about policies and processes, and know they will be dealt with fairly and effectively.
In the community	Socio-economic disadvantage. Homelessness. Disaster, accidents, war or other overwhelming events. Discrimination. Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation. 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 4

Information and Support Links

Local support:
With Me In Mind https://www.withmeinmind.co.uk/
http://www.withmeinmind.co.uk/videos/
North Lincolnshire SEND local offer http://www.northlincslocaloffer.com/parents-and-carers/emotional-health-and-wellbeing/
North Lincolnshire Child and Adolescent Mental Health Service
https://camhs.rdash.nhs.uk/north-lincolnshire/
A free online mental health and wellbeing support service for children and young people (aged 11-25) has been launched in Hull, East Yorkshire and North Lincolnshire.
https://www.kooth.com/
NHS "Every Mind Matters" campaign https://www.nhs.uk/oneyou/every-mind-matters/childrens-mental-health/
The Talking Shop, Scunthorpe - offering free confidential advice and training about improving mental health and wellbeing https://www.rdash.nhs.uk/scunthorpe-talking-shop/ 01724 867297.
North Lincolnshire Healthy Lifestyle Service - support you to improve your wellbeing, including your mental and emotional health. The service can be accessed in numerous settings across North Lincolnshire. To make an appointment with our friendly team, please telephone 01724 298212 or email nlc.healthylifestyles@nhs.net.
Visit your GP or doctor.
Speak to friends and family.

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
https://www.nhs.uk/conditions/stress-anxiety-depression/ Mood self-Assessment tool and more information on specific mental health needs.

Self-help:
https://www.moodjuice.scot.nhs.uk/professional/index.asp
https://www.getselfhelp.co.uk/selfhelp.htm
https://www.cci.health.wa.gov.au/en/Resources/For-Clinicians
https://www.therapistaid.com/

For general information and support:
www.youngminds.org.uk champions young people's mental health and wellbeing
www.mind.org.uk offers 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
https://www.mentalhealth.org.uk/your-mental-health/looking-after-your-mental-health

Looking after your mental health:
https://www.samaritans.org/ offer support 24 hours a day 365 days a year. Call 116 123 (free)