Emotional Well-Being Toolkit

for schools, colleges and skills providers

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worcestershire
county council

Emotional wellbeing and mental health: a toolkit for Worcestershire maintained and independent schools, academies, short stay schools, sixth form, FE colleges and skills providers

What is the school's or college's role?

The government has acknowledged the vital role that schools, colleges and skills providers play in supporting the emotional wellbeing and mental health of all pupils and learners and it has commissioned a suite of relevant guidance and resources to help them, available through the links below. The December 2017 Green Paper 'Transforming Children and Young People's Mental Health Provision' goes further and proposes even more support for schools, in recognition of their central role in promoting good mental health and intervening early in order to prevent problems escalating . Schools and other education settings (including colleges and skills providers) can do this by providing an emotionally healthy whole school or setting environment, with a curriculum which contributes to mental and personal wellbeing and good access to further support for those pupils and learners that need it.

The Ofsted common inspection framework (2015, updated 2018) requires schools, colleges and skills providers to evidence pupils' personal development, behaviour and welfare, which is one of the 5 key judgement areas and includes evidence of learning about emotional and mental wellbeing, managing feelings and behaviour and the prevention of bullying, discrimination and prejudiced behaviour.

- Mental health and behaviour in schools: Departmental advice for school staff; DfE (2015) https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

- Guide for Heads and School Staff on behaviour and discipline; DfE (2013) https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

- The impact of pupil behaviour and wellbeing on educational outcomes, DfE (2012) https://www.gov.uk/government/publications/the-impact-of-pupil-behaviour-and-wellbeing-on-educational-outcomes

- Counselling in schools: a blueprint for the future: Departmental advice for school leaders and counsellors; DfE (2016) https://www.gov.uk/government/publications/counselling-in-schools

- Preventing and Tackling Bullying: advice for headteachers, staff and governing bodies; DfE (2014) https://www.gov.uk/government/publications/preventing-and-tackling-bullying

- The link between pupil health and wellbeing and attainment: A briefing for head teachers, governors and staff in education settings; PHE (2014) https://www.gov.uk/government/publications/the-link-between-pupil-health-and-wellbeing-and-attainment

- NICE pathways: Social and emotional wellbeing in primary education; social and emotional wellbeing in secondary education; NICE (2016) https://pathways.nice.org.uk/pathways/social-and-emotional-wellbeing-for-children-and-young-people/social-and-emotional-wellbeing-in-primary-education and https://pathways.nice.org.uk/pathways/social-and-emotional-wellbeing-for-children-and-young-people/social-and-emotional-wellbeing-in-secondary-education

- Promoting children and young people's emotional health and wellbeing: A whole school and college approach; Public Health England/Children and Young People's Mental Health Coalition (2015) https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing

- Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges; NICE guideline 2015 https://www.nice.org.uk/Guidance/NG11

- Guidance on preparing to teach about mental health and emotional wellbeing, including lesson plans; The PSHE Association https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and

- MindEd – a free educational resource funded by DfE and DH https://www.minded.org.uk

Local and regional guidance
- The Local Offer in Worcestershire Schools: Special Educational Needs Provision 'Ordinarily Available' www.worcestershire.gov.uk/thelocaloffer

- WSCB guidance 'What to do if you believe a child or young person is at risk of suicide' http://westmidlands.procedures.org.uk/local-content/ykjN/suicide-prevention

- Regional guidance: 'Self-harm and suicidal behaviour' http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour

This toolkit
This toolkit was originally developed in 2017 with the support of local headteachers, senior pastoral leads, SENCOs and learning support leads and was updated in April 2018. It condenses the best practice described in national guidance and other sources into a simple checklist and it provides further information on accessing services and other support, together with a clear referral pathway (see page 18).

Checklist of good practice in promoting emotional wellbeing
To be most effective a whole school or setting approach should be taken, covering 8 areas (ref: Public Health England 2015 https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing):

1. Leadership and management
2. Ethos and environment
3. Curriculum, teaching and learning
4. Enabling the student voice
5. Staff development
6. Understanding need, planning interventions and monitoring impact
7. Working with parents and carers
8. Targeted support and appropriate referral

Good Practice Checklist

Please note: Smaller schools may not be able to provide evidence for all the good practice descriptors. However, they and all schools can prioritise areas for specific improvement based on an understanding of need within the school. Use section 6 for guidance on understanding need.

Key to NWC rating: **N** = not started **W** = working towards **C** = completed

Good practice descriptor	NWC rating	Action needed _or_ evidence of completion	Outcomes achieved	Suggested resources/references
1 Leadership and management				
1.1 The governing body and school/setting leadership set a culture that values and includes all pupils/learners enabling them to talk about problems in a non-stigmatising way				• DfE (2015) mental health and behaviour in schools https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
1.2 An effective strategic role for the senior teacher (for example, SENCO/learning support lead) who ensures all staff know how the school/setting identifies and supports pupils/learners with persistent mental health difficulties and how to liaise with external agencies as necessary.				• Public Health England (2015) Promoting children and young people's emotional health and wellbeing: A whole school and college approach https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing
1.3 Social and emotional wellbeing is referenced in school/setting improvement plans and policies. Plans are monitored and evaluated.				• National Children's Bureau (2016) A whole school framework for emotional well-being and mental health https://www.ncb.org.uk/resources-publications/resources/whole-school-framework-emotional-well-being-and-mental-health
2 Ethos and environment				
2.1 There are clear policies on behaviour and bullying that set out the responsibilities of everyone in the				• DfE Mental health and behaviour in schools (2015)

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school/setting and the range of acceptable and unacceptable behaviour for children, young people and learners.				https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
2.2 An ethos of good behaviour, respect for staff and pupils/learners and an understanding of how our actions affect others permeate the whole school/setting environment.				• DfE Preventing and Tackling Bullying (2014) https://www.gov.uk/government/publications/preventing-and-tackling-bullying
2.3 Leaders promote equality of opportunity and diversity exceptionally well, for pupils, learners and staff, so that the ethos and culture of the whole school/setting prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils/learners do not tolerate prejudiced behaviour.				• DfE Guide for Heads and School Staff on behaviour and discipline (2013) https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools • DfE Creating a culture: how school leaders can optimise behaviour, Tom Bennett (2017) https://www.gov.uk/government/publications/behaviour-in-schools
2.4 Leaders and staff have created a culture of vigilance where pupils'/learners' welfare is actively promoted. Pupils/learners are listened to and feel safe.				• Ofsted School Inspection Handbook (updated 2018) https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015
3 Curriculum, teaching and learning				
3.1 There is a planned programme of teaching and learning about mental health, emotional wellbeing and safe and positive relationships which follows evidence-based effective practice.				• The PSHE Association: Ten principles of effective practice: https://www.pshe-association.org.uk/curriculum-and-resources/resources/ten-principles-effective-pshe-education
3.2 The PSHE subject leader or learning support lead has:				• Resources for teaching about mental health:

Good practice descriptor	NWC rating	Action needed or evidence of completion	Outcomes achieved	Suggested resources/references
• received appropriate leadership training • designated time to meet with the PSHE team • time to monitor and evaluate the quality of teaching and learning in PSHE education taught through discrete PSHE lessons, other subjects and extra-curricular activities.				https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and • The PSHE Association provides specific training on teaching about mental health and emotional wellbeing https://www.pshe-association.org.uk/ • Young Minds teaching resource: The resilient classroom https://youngminds.org.uk/media/1463/the_resilient_classroom-2016.pdf • Samaritans: DEAL teaching resources: http://www.samaritans.org/your-community/supporting-schools/deal-teaching-resources • Public Health England: Rise Above lesson plans: https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview
3.3 Mental health and emotional wellbeing is taught by teachers trained specifically to deliver this within PSHE, including training on the teaching of sensitive issues, and they are confident to teach this subject.				
3.4 There are systems in place to effectively track pupils'/learners' progress in PSHE education as well as to monitor pupils' engagement in extra-curricular activities that develop their personal and social skills.				
3.5 Social and emotional skills development and personal resilience are integrated within all subject areas and the wider curriculum and this is monitored and evaluated as part of the planned PSHE programme.				• WSCB: Healthy Relationships - a whole school approach http://www.worcestershire.gov.uk/downloads/file/7222/wscb_healthy_relationships_a_whole_school_approach • Ofsted report Not Yet Good Enough: PSHE education in schools (2013): https://www.gov.uk/government/publications/not-yet-good-enough-personal-social-health-and-economic-education • DfE Guidance on PSHE https://www.gov.uk/government/publication

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				s/personal-social-health-and-economic-education-pshe
4 Enabling the student voice				
4.1 Pupils/learners are routinely asked for feedback on the PSHE curriculum and this informs the planned programme.				• DfE Statutory guidance: Listening to and involving children and young people (2014) https://www.gov.uk/government/publications/listening-to-and-involving-children-and-young-people
4.2 The school or setting student council is able to influence action to improve emotional wellbeing and mental health within the school/setting community.				• Participation Works: website: http://www.participationworks.org.uk/topics/education/
4.3 The school/setting has mechanisms to ensure that all pupils/learners, including those from vulnerable and minority groups, such as Looked After Children, Young Carers, children and young people from ethnic minority backgrounds and children with learning disabilities, are able to contribute to decisions that may impact on their social and emotional wellbeing.				• National Youth Agency: Hear By Right Standard http://www.nya.org.uk/resource/hear-right-getting-started/ • Smart School Councils: https://www.smartschoolcouncils.org.uk/ • PHE (2015) Promoting children and young people's emotional health and wellbeing: A whole school and college approach https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing
4.4 Children and young people contribute to staff training or CPD around emotional wellbeing and mental health.				• Mentally Healthy Schools: resources for primary schools https://www.mentallyhealthyschools.org.uk/?utm_source=Place2Be&utm_medium=social
5 Staff development and wellbeing				
5.1 The school or setting provides				• MindEd – a free educational resource

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continuous professional development for staff that makes it clear that promoting good mental health is the responsibility of all members of the school/setting staff and community, informs them about the early signs of mental health problems, what is and isn't a cause for concern, and what to do if they think they have spotted a developing problem.				funded by DfE and DH https://www.minded.org.uk • Youth Mental Health First Aid schools programme. Government funded free training for secondary schools https://mhfaengland.org/mhfa-centre/schools-programme/ • WCC Youth Mental Health First Aid courses: Childrens Services Portal, Learning and Development https://capublic.worcestershire.gov.uk/LearnDevPublic/CourseSearchSchools.aspx
5.2 Teachers and practitioners in primary schools are trained to identify and assess the early signs of anxiety, emotional distress and behavioural problems among primary school children. They should also be able to assess whether a specialist should be involved and make an appropriate request for further support.				• DfE Mental health and behaviour in schools (2015) https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2 • PHE (2015) Promoting children and young people's emotional health and wellbeing: A whole school and college approach https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing
5.3 In secondary schools social and emotional wellbeing is integrated within the training and continuing professional development of practitioners; governors and practitioners have the knowledge, understanding and skills they need to develop young people's social and emotional wellbeing.				• Workplace Wellbeing Charter: http://www.wellbeingcharter.org.uk/index.php
5.4 The teaching and learning establishment can demonstrate a commitment to staff health and wellbeing: for example, by providing opportunities for assessing the emotional health and wellbeing needs of staff, by providing support to				• TES Health and wellbeing forum https://community.tes.com/forums/health-and-wellbeing.20/ • Education support partnership https://www.educationsupportpartnership.org.uk/

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enable staff to reflect on and to take actions to enhance their own wellbeing and by promoting a work-life balance for staff.				• Worcestershire Healthy Minds http://www.hacw.nhs.uk/our-services/healthy-minds/ • Free online suicide prevention training https://zerosuicidealliance.com/
6 Understanding need, planning interventions and monitoring impact				
6.1 The school or setting routinely uses recognised tools (such as SDQ) to measure pupils'/learners' emotional wellbeing and mental health needs and outcomes and this is used to inform the whole school/setting approach to improving these outcomes, including the PSHE programme, policies and school/setting based interventions. **NB**: for children and young people with significant learning disabilities specific tools may be more helpful than SDQ and other standard tools (see link to CORC Guidance).				• CORC for Schools; resources and e-learning https://www.corc.uk.net/for-schools/ • Measuring and monitoring children and young people's mental wellbeing: a toolkit for schools and colleges www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf • Guidance update and development: On the use of Routine Outcome Measures (ROM's) and feedback tools with Children and Young People with Learning Disabilities (LD), their families and networks http://www.corc.uk.net/media/1206/201503cyp_ld_feedback_roms.pdf • Schools in Mind, Anna Freud Centre network http://www.annafreud.org/services-schools/schools-in-mind/ • DfE Counselling in schools: a blueprint for the future: Departmental advice for school leaders and counsellors (updated 2016) https://www.gov.uk/government/publications/counselling-in-schools
6.2 The planned PSHE programme is based on pupils'/learners' needs. Evidence of need in emotional wellbeing and mental health is gathered from a range of sources including local data within the school's health profile (sourced from the school health nurse). Pupils'/learners' views and feedback are also used to inform the planned programme.				
6.3 The school or setting uses a 'healthy school' or setting approach to				

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promoting the health and wellbeing of all members of the school community, with priorities identified from data and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes.				• Early Intervention Foundation: What works in enhancing social and emotional skills development during childhood and adolescence? A review of the evidence on the effectiveness of school-based and out-of school programmes in the UK (2015) http://www.eif.org.uk/publication/social-and-emotional-learning-skills-for-life-and-work/
6.4 The school/setting uses pupil/learner data effectively so that changes in patterns of attainment, attendance or behaviour are noticed and can be acted upon.				• Healthy Schools Toolkit (in National Archives) http://webarchive.nationalarchives.gov.uk/20130123124929/http:/education.gov.uk/schools/pupilsupport/pastoralcare/a0075278/healthy-schools
6.5 Mechanisms are in place, protecting pupil/learner confidentiality, to enable school counsellors to highlight when they are supporting a number of children and young people with issues which are related to the school/setting environment, such as bullying, academic pressure, or the handling by teachers of difficult issues such as gender identify. This can identify where a change in policy or practice may be needed.				• DfE/NatCen/NCB Aug 2017 'Supporting Mental Health in Schools and Colleges' review of practice, case studies etc. https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges • 'Children and young people's mental health: peer support' A review of children and young people's mental health and approaches to peer support – summary findings; DfE March 2017 https://www.gov.uk/government/consultations/children-and-young-peoples-mental-health-peer-support
6.6 Planned interventions are chosen on the basis of evidence of effectiveness and their impact is monitored and evaluated by the school/setting to inform future planning. *NB: there is already a strong evidence base for social and emotional skills development/resilience programmes. The evidence base is emerging for school-based counselling services and peer mentoring programmes.*				• Papyrus suicide prevention guidance and resources for schools https://www.papyrus-uk.org/help-advice/resources

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7 Working with parents and carers				
7.1 The school/setting makes parents and carers aware of the services within and outside schools, including the routes for referral, any appointments system and confidentiality issues. Any stigma around referral is openly addressed so that pupils/learners and parents or carers feel confident to access the service/s.				• DfE Counselling in schools: a blueprint for the future: Departmental advice for school leaders and counsellors (updated 2016) https://www.gov.uk/government/publications/counselling-in-schools • DfE Mental health and behaviour in schools (updated 2016) https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
7.2 The school/setting has effective mechanisms to engage with and support parents and carers to manage and support their child's emotional, behavioural or mental health difficulties. Examples include education and training programmes (particularly effective in the primary school years) combined with interventions with the child or young person to promote problem-solving skills and positive social behaviours.				• Minded for families http://minded.e-lfh.org.uk/families/index.html • DfE Review of best practice in parental engagement (2011) https://www.gov.uk/government/publications/review-of-best-practice-in-parental-engagement
8 Targeted support and appropriate referral				
8.1 The school or setting has an effective pastoral system so that each pupil/learner is known well by at least one member of staff (e.g. a form tutor or class teacher) who can spot where bad or unusual behaviour may have a root cause in emotional wellbeing or mental health that needs addressing.				• CORC for Schools; resources and e-learning: https://www.corc.uk.net/for-schools/ • Anna Freud Centre: Measuring and monitoring children and young people's mental wellbeing: a toolkit for schools and colleges www.annafreud.org/media/4612/mwb-
8.2 The pastoral system or school/setting				

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policies provide a clear structure through which staff can log and escalate issues and concerns about pupils'/learners' emotional wellbeing needs so that the appropriate staff can decide what to do next.				toolki-final-draft-4.pdf • Anna Freud Centre resources: https://www.annafreud.org/what-we-do/schools-in-mind/youre-never-too-young-to-talk-mental-health/ • NICE pathways: Social and emotional wellbeing in primary education; social and emotional wellbeing in secondary education; NICE (2016) https://pathways.nice.org.uk/pathways/social-and-emotional-wellbeing-for-children-and-young-people/social-and-emotional-wellbeing-in-primary-education and https://pathways.nice.org.uk/pathways/social-and-emotional-wellbeing-for-children-and-young-people/social-and-emotional-wellbeing-in-secondary-education
8.3 The pastoral system coordinates work with others to provide interventions for pupils/learners with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the pupil's/learner's needs; a plan to set out how they will be supported; action to provide that support; and regular reviews to assess the effectiveness of the provision and lead to changes where necessary.				
8.4 The school/setting provides evidence-based targeted interventions for parents/carers and their children who may be particularly vulnerable to emotional, behavioural and mental health problems, for example: children showing signs of conduct disorder, Looked After Children, Young Carers, children and young people identifying as LGBT, children with learning disabilities or those from BME backgrounds. Interventions may include: • well established nurture groups • problem-focused group sessions • group parenting sessions which run in parallel with the child or				• DfE Mental health and behaviour in schools (updated 2016) https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2 • Early Intervention Foundation: What works in enhancing social and emotional skills development? A review of the evidence on the effectiveness of school-based and out-of school programmes in the UK (2015) (http://www.eif.org.uk/publication/social-and-emotional-learning-skills-for-life-and-work/) • Counselling in schools: a blueprint for the future: Departmental advice for school leaders and counsellors; DfE (2016)

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young person's sessions • joint working with specialist services, such as Worcestershire Young Carers, the LAC Health and Wellbeing service, or the school health nurse.				https://www.gov.uk/government/publications/counselling-in-schools • British Association of Counsellors and Psychotherapists (BACP) website http://www.bacp.co.uk/ • BACP register: http://www.bacpregister.org.uk/
8.5 The school/setting provides or commissions a good quality, confidential school-based or setting-based counselling and support service. The counsellor should: a) hold a diploma in counselling b) be on an Accredited Voluntary Register, ideally holding accreditation with a professional body c) have relevant experience and demonstrable competence in working with children and young people d) access regular clinical supervision e) routinely gather the child/young person's outcomes and experience of service to inform clinical practice and service improvement.				• Worcestershire Educational Psychology Service: https://www.babcockprime.co.uk/disadvantaged-and-vulnerable-learners/educational-psychology • Youth Wellbeing Directory: http://www.youthwellbeing.co.uk/ • Worcestershire CAMHS Single Point of Access (CAMHS-SPA): http://www.hacw.nhs.uk/our-services/childrens-community-health-services/camhs/ • Worcestershire Healthy Minds: Mental health services for over 16s and adults: http://www.hacw.nhs.uk/our-services/healthy-minds/
8.6 The school's or setting's pastoral and SEND support systems link effectively with their counselling service and school/setting health nurse, as well as with external services, so that a stepped care approach can be provided, ensuring seamless care and appropriate referrals. All staff understand referral				• Reach 4 Wellbeing (R4W) – NHS Emotional Wellbeing Service www.hacw.nhs.uk/starting-well/reach4wellbeing • Kooth, Worcestershire. Young people's free, safe, anonymous on-line emotional wellbeing support https://kooth.com/

Good practice descriptor	NWC rating	Action needed or evidence of completion	Outcomes achieved	Suggested resources/references
pathways, confidentiality and thresholds and their role and responsibility within the pathways. SDQ or other evidence-based tools are used to support decisions around when it is appropriate to access specialist support from an educational psychologist or CAMHS. **NB**: for children and young people with significant learning disabilities standard tools such as the SDQ are unlikely to be helpful. Please contact CAMHS-SPA if further advice on the appropriateness of referrals is needed.				• Childline https://www.childline.org.uk/ • Rise Above website. Designed by young people, for young people. Commissioned by Public Health England https://riseabove.org.uk/ • HealthUncovered podcasts. Public Health England https://itunes.apple.com/gb/podcast/health-uncovered-with-cel-spellman/id1309041290 • Young Minds: http://www.youngminds.org.uk/
8.7 The school's/setting's pastoral lead knows how to access CAMHS for consultation and advice from a named mental health worker in the CAST team (Consultation Advice Support and Training) or from CAMHS-SPA. For older young people, settings may access CAST, CAMHS-SPA or Healthy Minds for advice on mental health services for over 16s, including transition to specialist adult mental health services.				• Worcestershire Young Carers https://www.yss.org.uk/worcestershire-young-carers • What to do if you believe a child or young person is at risk of suicide http://westmidlands.procedures.org.uk/local-content/ykjN/suicide-prevention
8.8 All staff are aware of the Worcestershire Safeguarding Children Board guidance on suicide prevention and are able to use it to: a) consider whether self-harm or suicide risk may be part of a pupil's or learner's presenting needs and b) take appropriate action when required.				

Good practice descriptor	NWC rating	Action needed or evidence of completion	Outcomes achieved	Suggested resources/references

Emotional wellbeing and mental health services

Parenting and family support
Parents and carers can access the following website for practical information and support including on-line guides, parenting courses and group support available in their area: www.worcestershire.gov.uk/familysupport

Early intervention family support
To access the EIFS service schools should complete an Early Help Assessment (EHA) and upload it to the Schools Portal under the Secure Communications Tab https://capublic.worcestershire.gov.uk/Chs_Portal/Home.aspx . This should then be sent to EIFS. More information is available here: www.worcestershire.gov.uk/familysupport

Safeguarding concerns
Information for schools and other professionals is available here: www.worcestershire.gov.uk/causeforconcern or call the Family Front Door (01905 822 666).

Kooth
Kooth.com website is open to children and young people in Worcestershire aged 11-19. The site is staffed by fully trained and qualified counsellors and is available until 10pm each night, 365 days per year. It is free, safe, confidential and provides a non-stigmatising way for young people to receive counselling, advice and support on-line.
Contact details: https://kooth.com

Reach 4 Wellbeing (R4W)
This service is commissioned to provide therapeutic CBT-based group work for children and young people with mild to moderate emotional and mental health difficulties that have not responded to school or setting based prevention and emotional wellbeing support. Typically their difficulties will be starting to impact on their functioning in the home or school setting, but their difficulties are not yet severe enough to require referral to specialist CAMHS. R4W is not a counselling service, but one to one support is available where group work is not appropriate.

R4W accepts referrals for children and young people aged 5-19 years, where there is a reasonable description that suggests that the child/young person may have an emotional wellbeing issue and they are registered with a Worcestershire GP and/or live in Worcestershire or attend a Worcestershire school.

Settings such as schools or colleges who are able to commission services directly need to show evidence that they have tried setting-based interventions, for example by following guidance in the Schools'/Colleges' Emotional Wellbeing Toolkit. Professionals can refer children/young to the R4W team using the Professionals and Agencies Referral Form which is downloadable from the R4W weblink below. Completed referral forms can then be sent to the R4W team by secure email via the WCC Children's Services Portal https://capublic.worcestershire.gov.uk/Chs_Portal/Home.aspx All referrals need to have consent from the child/young person, and/or family before submitting the referral form.
Contact details: http://www.hacw.nhs.uk/starting-well/reach4wellbeing/

ChatHealth
Young people aged 11-19 years can text their school health nurse with any questions around health and wellbeing and for confidential advice and support. **Text** 07507 331750

CAST (Consultation, Advice, Support and Training)
CAST sits within Worcestershire CAMHS (Child and Adolescent Mental Health Services). They work directly with professionals who are working with children and young people experiencing or at risk of experiencing mental health difficulties, this can include: School Nurses, Teachers, GPs, Health Visitors, Social workers, Family support workers… but this list is not exhaustive. Any professional who is working with a young person about whom they have mental health specific concerns is welcome to contact the team. The service offers consultation, advice, support and training which can be specifically tailored to suit the professional seeking the service.

To request a consultation, or to make a training request, professionals should use the downloadable forms on the CAST weblink below. Settings such as schools or colleges are expected to evidence interventions tried and any current work, for example following guidance in the Schools'/Colleges' Emotional Wellbeing Toolkit. Completed forms can be sent to the CAMHS CAST team by secure email via the Children's Services Portal https://capublic.worcestershire.gov.uk/Chs_Portal/Home.aspx
Contact details: http://www.hacw.nhs.uk/our-services/childrens-community-health-services/camhs/cast/

CAMHS
Worcestershire CAMHS is a specialist mental health service for children and young people under the age of 18, where the young person is presenting with moderate to severe mental health problems that are impacting on activities of daily life and preventing them functioning within the norms for their age. Their problems may be persistent and causing significant difficulties with their achievement and relationships.

Where symptoms are displayed mainly through behaviour, the referral should include information on what strategies and interventions have been put in place by other services and agencies prior to referral, in order to explain why the need is felt to be one related to the mental health of the child, rather than other factors in their life and environment.

Examples of mental health problems seen include moderate to severe depression, anxiety, symptoms suggesting psychosis, eating disorders, suicidal ideation and significant self-harming behaviour that is affecting daily living activities. Referrals may be accepted where there is co-morbidity of a high level mental health need with another issue such as a learning disability, neurodevelopmental disorder or substance misuse. Where a young person is referred following trauma, it is important to ensure that the young person is safe from further trauma and living in a containing environment.

Some referrals may be accepted for a consultation approach rather than face to face intervention. These may include emotional responses to environmental issues (e.g. bullying at school, violence within the family).

It is not expected that referrers will have made any formal diagnosis prior to referral and the referral form helps to highlight areas of functioning and need which will guide decision making about a referral. Referrers can also speak to their CAST contact http://www.hacw.nhs.uk/our-services/childrens-community-health-services/camhs/cast/ who will help their decision making. Referrers wishing to discuss a specific referral in greater depth will be able to contact the single point of access, CAMHS-SPA, where they can speak with a CAMHS clinician for advice. CAMHS-SPA triages all referrals and clinic appointments are made according to level of urgency and mental health need.

If an emergency Mental Health Act assessment is required for acute psychotic illness or imminent suicide risk, the young person's GP would need to request this from the duty AMHP coordinator (Approved Mental Health Professional coordinator). Alternatively speak to the duty clinician at CAMHS-SPA for advice.

Contact details www.hacw.nhs.uk/CAMHS CAMHS-SPA: 01905 768300

Worcestershire Healthy Minds: Mental health services for over 16s and adults: Healthy Minds supports people aged 16 or over who are experiencing problems such as stress, low mood, anxiety or depression. The service offers short courses, talking therapies and self-help information.

Contact details http://www.hacw.nhs.uk/our-services/healthy-minds/

Emotional Wellbeing and Mental Health Pathway

Emergency medical help needed to preserve life - recent overdose or dangerous self-harm. Police help may be needed if child has absconded expressing suicidal ideation.

What should the school/college do?

Call 999

Suicide risk? Follow WSCB guidance 'What to do if you believe a child or young person is at risk of suicide' http://westmidlands.procedures.org.uk/local-content/ykjN/suicide-prevention

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Urgent mental health support may be needed for serious mental health crisis (e.g. psychosis), or serious weight loss and signs of an eating disorder.

(**NB:** children/young people with significant learning disabilities may express their mental health needs as aggressive behaviour - be prepared to contact the Police and refer to LD CAMHS for an urgent appointment via CAMHS-SPA).

What can the school/college do?

Significant weight loss should be assessed urgently by a GP first to rule out a physical cause. Contact **CAMHS-SPA** on 01905 768300 for advice and for a decision on the urgency of the mental health need. After 5pm, contact the **out-of-hours GP** service by dialling NHS 111

Safeguarding concern? If a child is in immediate danger contact the Police on 999. If a child or young person is in need of protection or safeguarding ring **Family Front Door** on 01905 822666. Out of office hours contact the **Emergency Duty Team (EDT)** 01905 768020. Then complete a **Cause for Concern** https://capublic.worcestershire.gov.uk/FamilyDoorPortal/HomePage.aspx

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Specialist support to meet significant mental health needs: '...NEED FURTHER HELP'

A few children/young people will show signs of significant mental health problems that are impacting on activities of daily life, preventing them functioning within the norms for their age. These may be persistent and of a moderate to severe nature, causing significant difficulties with their achievement and relationships.

What can the school/college do?

Continue to use school-based interventions to support the pupil, following advice from the CAMHS CAST team **CAMHS CAST Service** discuss making a referral to specialist CAMHS. Consider referring to an Educational Psychologist.

Specialist CAMHS Single Point of Access (CAMHS-SPA): www.hacw.nhs.uk/camhs **Tel: 01905 768 300**

Worcestershire Healthy Minds : (from 16 years of age) www.hacw.nhs.uk/our-services/healthy-minds

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Targeted support to meet additional needs: '...MAY NEED SOME EXTRA HELP'

Some children/young people show signs of emerging mental health problems and/or are struggling with their emotional well-being, with problems outside the normal range for their age or gender and of a mild to moderate nature. These will be starting to cause difficulties with their school work, friendships or family relationships.

What can the school/college do?

Be alert to signs of emerging emotional problems; use data and evidence-based tools to assess and identify pupils who need targeted school-based interventions (see good practice checklist in the emotional well-being toolkit). Use Single View of the Child system to see who else is working with the child or family. Refer to the school health nurse or school counsellor. Speak to **CAST CAMHS CAST Service**. Consider **www.Kooth.com** or refer to **R4W**

Reach 4 wellbeing (R4W) NHS service for face to face emotional wellbeing support: www.hacw.nhs.uk/starting-well/reach4wellbeing

Kooth.com Self-referral for on-line emotional wellbeing support and counselling: www.kooth.com

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Universal level: '...COPING WITH LIFE'

Most children and young people thrive and cope with the 'normal' difficulties and challenges of life and of growing up. They usually cope with these through their own resilience, with the support of family and friends and of their school.

What can the school/college do?

Promote an emotionally healthy whole school environment, following the 8 areas of good practice in the good practice checklist within the school's emotional well-being toolkit.

Parenting advice or family support needed? www.worcestershire.gov.uk/familysupport

For Early Intervention Family Support complete Early Help Assessment (EHA) and send securely to EIFS via https://capublic.worcestershire.gov.uk/Chs_Portal/Home.aspx

Emotional Well-Being Toolkit

You can contact us in the following ways:

By post:
Children's Community Health Services Commissioning Team
Worcestershire County Council,
County Hall,
Spetchley Road,
Worcester WR5 2NP

By email:
chsjcu@worcestershire.gov.uk

Find out more online:
www.worcestershire.gov.uk

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