



Emotional Well-Being Toolkit

for schools, colleges and skills providers

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

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.

National guidance

- **Mental health and behaviour in schools: Departmental advice for school staff; DfE (2018)**
- **Guide for Heads and School Staff on behaviour and discipline; DfE (2013)**
- **The impact of pupil behaviour and wellbeing on educational outcomes, DfE (2012)**
- **Counselling in schools: a blueprint for the future: Departmental advice for school leaders and counsellors; DfE (2016)**
- **Preventing and Tackling Bullying: advice for headteachers, staff and governing bodies; DfE (2017)**
- Relationships Education, Relationships and Sex Education (RSE) and Health Education; DfE (2019) statutory guidance currently in draft, to be published in final version following consultation and parliamentary approval; see www.gov.uk/education/personal-social-health-and-economic-education
- **The link between pupil health and wellbeing and attainment: A briefing for head teachers, governors and staff in education settings; PHE (2014)**
- NICE pathways: **Social and emotional wellbeing in primary education**; and **social and emotional wellbeing in secondary education**; NICE (2016)
- **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)
- **Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges**; NICE guideline 2015
- **Guidance on preparing to teach about mental health and emotional wellbeing**, including lesson plans; The PSHE Association
- **MindEd** – a free educational resource funded by DfE and DH

Local and regional guidance

- **The Local Offer** in Worcestershire Schools: Special Educational Needs Provision ‘Ordinarily Available’
- Worcestershire Safeguarding Children Board guidance ‘**What to do if you believe a child or young person is at risk of suicide**’
- Regional guidance: ‘**Self-harm and suicidal behaviour**’
- Babcock Prime’s Emotional Wellbeing Pathway www.babcockprime.co.uk

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 and December 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 (2018) mental health and behaviour in schools updated 2018 Public Health England (2015) Promoting children and young people's emotional health and wellbeing: A whole school and college approach National Children's Bureau (2016) A whole school framework for emotional well-being and mental health Leading a mentally healthy school Teaching Schools Council: free 2 day programme for senior leaders in all TSAs
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.				
1.3 Social and emotional wellbeing is referenced in school/setting improvement plans and policies. Plans are monitored and evaluated.				

Good practice descriptor	NWC rating	Action needed or evidence of completion	Outcomes achieved	Suggested resources/references
2. Ethos and environment				
2.1 There are clear policies on behaviour and bullying that set out the responsibilities of everyone in the school/setting and the range of acceptable and unacceptable behaviour for children, young people and learners.				DfE Mental health and behaviour in schools (2018) DfE Preventing and Tackling Bullying (2017) DfE Guide for Heads and School Staff on behaviour and discipline (2013) DfE Creating a culture: how school leaders can optimise behaviour, Tom Bennett (2017) Ofsted School Inspection Handbook (updated 2018)
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.				
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.				
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.				

Good practice descriptor	NWC rating	Action needed or evidence of completion	Outcomes achieved	Suggested resources/references
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.				<p>The PSHE Association: training, guidance, programmes of study, lesson plans and other resources. Many are free, but members can access more.</p> <p>PSHE Association free resources for teaching about mental health</p> <p>Young Minds teaching resource (free): The resilient classroom</p> <p>Samaritans: DEAL teaching resources (free)</p> <p>Selfie, where's the harm? Self-harm awareness, teaching resource and film (free)</p> <p>Public Health England: Rise Above lesson plans (free)</p> <p>Worcestershire Safeguarding Children Board: Healthy Relationships - a whole school approach (free)</p> <p>NSPCC: Making Sense of Relationships – (free) teaching resource</p> <p>We All Have Mental Health, (free) KS3 animation resource and teacher's toolkit</p> <p>Ofsted report Not Yet Good Enough: PSHE education in schools (2013)</p> <p>DfE Guidance on PSHE</p>
3.2 The PSHE subject leader or learning support lead has: 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.				
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.				

Good practice descriptor	NWC rating	Action needed or evidence of completion	Outcomes achieved	Suggested resources/references
4. Enabling the student voice				
4.1 Pupils/learners are routinely asked for feedback on the PSHE curriculum and this informs the planned programme.				<p>DfE Statutory guidance: Listening to and involving children and young people (2014)</p> <p>National Youth Agency: Hear By Right Standard (free to use self assessment tools and resources, but registration may be required)</p> <p>PHE (2015) Promoting children and young people's emotional health and wellbeing: A whole school and college approach</p> <p>Mentally Healthy Schools: (some free, some charged for) resources for primary schools</p> <p>Time to Change: (free) resources for schools</p> <p>School Councils UK (charged for resources)</p> <p>Smart School Councils (member only access to resources)</p>
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.				
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.				
4.4 Children and young people contribute to staff training or CPD around emotional wellbeing and mental health.				

Good practice descriptor	NWC rating	Action needed or evidence of completion	Outcomes achieved	Suggested resources/references
5. Staff development and wellbeing				
5.1 The school or setting provides 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.				<p>MindEd – a free educational resource funded by DfE and DH</p> <p>Youth Mental Health First Aid schools programme. Government funded free training for secondary schools</p> <p>WCC Youth Mental Health First Aid courses: Childrens Services Portal, Learning and Development https://capublic.worcestershire.gov.uk/LearnDevPublic/CourseSearchSchools.aspx</p> <p>DfE Mental health and behaviour in schools (2018)</p> <p>PHE (2015) Promoting children and young people's emotional health and wellbeing: A whole school and college approach</p> <p>Worcestershire Works Well: free workplace wellbeing accreditation scheme</p> <p>TES Health and wellbeing forum (free membership)</p>
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.				
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.				
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 enable staff to reflect on and to take actions to enhance their own wellbeing and by promoting a work-life balance for staff.				<p>Education support partnership includes free confidential helpline available 24/7: 08000 562561 txt: 07909 341 229</p> <p>Worcestershire Healthy Minds</p> <p>Free online suicide prevention training https://zerosuicidealliance.com/</p> <p>Young Minds: staff resilience training free training in resilience for school staff</p>

Good practice descriptor	NWC rating	Action needed or evidence of completion	Outcomes achieved	Suggested resources/references
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).				Children's Outcomes Research Consortium (CORC): CORC for Schools : free resources, wellbeing measurement tools and e-learning, with optional paid-for support packages Measuring and monitoring children and young people's mental wellbeing : free toolkit for schools and colleges from the Anna Freud Centre Guidance update and development: On the use of Routine Outcome Measures (ROMs) and feedback tools with Children and Young People with Learning Disabilities (LD), their families and networks, from CORC Schools in Mind , Anna Freud Centre network DfE Counselling in schools: a blueprint for the future : Departmental advice for school leaders and counsellors (updated 2016) 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)
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 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.				
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.				

Good practice descriptor	NWC rating	Action needed or evidence of completion	Outcomes achieved	Suggested resources/references
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.				<p>Healthy Schools Toolkit (in National Archives)</p> <p>Mentally Healthy Schools: (some free, some charged for) resources for primary schools</p> <p>DfE/NatCen/NCB Aug 2017 'Supporting Mental Health in Schools and Colleges' review of practice, case studies etc.</p>
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.				<p>‘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</p> <p>Papyrus suicide prevention guidance and resources for schools</p>

Good practice descriptor	NWC rating	Action needed or evidence of completion	Outcomes achieved	Suggested resources/references
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.				<p>DfE Counselling in schools: a blueprint for the future: Departmental advice for school leaders and counsellors (updated 2016)</p> <p>DfE Mental health and behaviour in schools (2018)</p>
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.				<p>Minded for families free learning resource</p> <p>DfE Review of best practice in parental engagement (2011)</p>

Good practice descriptor	NWC rating	Action needed or evidence of completion	Outcomes achieved	Suggested resources/references
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.				<p>CORC for Schools; free resources, wellbeing measurement tools and e-learning, with optional paid-for support packages</p> <p>Anna Freud Centre: Measuring and monitoring children and young people's mental wellbeing; a free toolkit for schools and colleges</p>
8.2 The pastoral system or school/setting 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.				<p>Anna Freud Centre resources: 'Talking Mental Health' animation and teacher toolkit (free)</p> <p>NICE pathways: Social and emotional wellbeing in primary education; and social and emotional wellbeing in secondary education; National Institute for Health and Care Excellence (2016)</p>
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.				<p>DfE Mental health and behaviour in schools (2018)</p> <p>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)</p>

Good practice descriptor	NWC rating	Action needed or evidence of completion	Outcomes achieved	Suggested resources/references
<p>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:</p> <ul style="list-style-type: none"> • well established nurture groups • problem-focused group sessions • group parenting sessions running in parallel with the child or 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. 				<p>DfE Counselling in schools: a blueprint for the future: Departmental advice for school leaders and counsellors (updated 2016)</p> <p>British Association of Counsellors and Psychotherapists (BACP) website www.bacp.co.uk</p> <p>BACP register: www.bacpregister.org.uk</p> <p>Worcestershire Educational Psychology Service: Babcock Prime</p> <p>Youth Wellbeing Directory: directory of free local and national organisation</p> <p>Worcestershire CAMHS Single Point of Access (CAMHS-SPA):</p>
<p>8.5 The school/setting provides or commissions a good quality, confidential school-based or setting-based counselling and support service. The counsellor should:</p> <ol style="list-style-type: none"> 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. 				<p>CAMHS CAST team</p> <p>Worcestershire Healthy Minds: Mental health services for over 16s and adults:</p> <p>Reach 4 Wellbeing (R4W) – NHS Emotional Wellbeing Service</p> <p>Kooth, Worcestershire. Young people's free, safe, anonymous on-line emotional wellbeing support</p> <p>Childline www.childline.org.uk</p>

Good practice descriptor	NWC rating	Action needed or evidence of completion	Outcomes achieved	Suggested resources/references
<p>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 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.</p>				<p>Rise Above website: designed by young people, for young people. Commissioned by Public Health England</p> <p>On My Mind: web resource developed by young people, for young people, Anna Freud Centre</p> <p>HealthUncovered podcasts. Public Health England</p> <p>Young Minds: www.youngminds.org.uk</p> <p>Worcestershire Young Carers</p> <p>Worcestershire Safeguarding Children Board guidance 'What to do if you believe a child or young person is at risk of suicide'</p>
<p>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 CAMHS CAST team (Consultation Advice Support and Training) or from CAMHS-SPA. For older young people, settings may access CAMHS CAST, CAMHS-SPA or Healthy Minds for advice on mental health services for over 16s, including transition to specialist adult mental health services.</p>				
<p>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.</p>				

Emotional wellbeing and mental health services

Parenting Support

Worcestershire parents, carers and grandparents can access free online guides about children aged from 0-18 years. To access these guides visit www.worcestershire.gov.uk/parentguides

For additional parenting support, contact your local Parenting and Community Provider to find out about local groups available. You do not need to make a referral; professionals and families can call providers directly to discuss the group most suited to the families' needs. For more information and contact details visit www.worcestershire.gov.uk/groupsforparents

Early Help Family Support

To access family support schools should complete a 'Request for Early Help, Family Support' form. This is a service request form for children and young people who are identified as needing additional support from within the Levels of Need 2 or 3 and are seeking a service from Early Intervention Family Support (EIFS) or Targeted Family Support (TFS). The form can be completed from a link within the schools portal under the Secure Communications Tab https://capublic.worcestershire.gov.uk/Chs_Portal/Home.aspx or directly from the WCC website www.worcestershire.gov.uk/childrenyoungpeopleandfamilies

Safeguarding concerns

If you have an immediate concern about the safety and welfare of a child in school phone the Family Front Door directly on 01905 822666 (out of office hours call the EDT on 01905 768020). You will be required to submit the information on a referral form following this call, via the WCC website or the Childrens Services Schools Portal. For further information go to <http://www.worcestershire.gov.uk/childrenreferral>

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>

Reach4Wellbeing (R4W)

This service sits within Worcestershire CAMHS (Child and Adolescent Mental Health Services). It 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 or a behaviour management service. As groups are the first choice of intervention one to one support for a child or young person is only available when group work is not appropriate. Groups are held in both educational and community settings during school hours. 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/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

CAMHS CAST (Consultation, Advice, Support and Training)

The CAMHS CAST team 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 CAMHS 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 CAMHS 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/ykijN/suicide-prevention>

Urgent mental health support may be needed for serious mental health crisis (eg. 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. For further information go to www.worcestershire.gov.uk/childrenreferral

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 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

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

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 wellbeing, 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 wellbeing 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 CAMHS CAST team. Consider Kooth.com or refer to **Reach 4 Wellbeing**

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

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

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 wellbeing toolkit.

Parenting support needed?

Online parenting guides:
www.worcestershire.gov.uk/parentguides

Parenting groups:
www.worcestershire.gov.uk/groupsforparents

Early help family support service requests:
www.worcestershire.gov.uk/childrenyoungpeopleandfamilies

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:

chsju@worcestershire.gov.uk

This document can be provided in alternative formats such as Large Print, an audio recording or Braille; it can also be emailed as a Microsoft Word attachment. Please contact the Equality and Diversity Team on telephone number 01905 766225 or by emailing equality@worcestershire.gov.uk.

To the best of our knowledge all information was correct at the time of printing: December 2018.

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