



The Sherwood School

# Mental Health and Wellbeing Policy

**Our Mission Statement:**

We are dedicated to providing the best possible education for every pupil in a safe, inclusive and stimulating environment. UNICEF's convention on the Rights of the Child is embedded within our ethos and curriculum and is valued and supported by our staff, children and families.



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## **Why Mental Health and Wellbeing are Important**

At The Sherwood School, we aim to promote positive mental health and wellbeing for our whole school community; pupils, staff, parents and carers, and we recognise how important mental health and emotional wellbeing is in our lives in just the same way as our physical health.

We understand that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children will experience difficulties throughout their school life and some will face significant life events. About 1 in 10 children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on their quality of life, relationships and academic achievement. With correct and timely support, mental health challenges do not need to be life-limiting.

The Department for Education (DfE) recognises that: 'in order to help pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy'. Schools are recognised to be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. At The Sherwood School, we value our staff and expect them to offer positive role models and model healthy relationships, which are crucial in promoting pupil wellbeing.

Our role in school is to work with families to equip pupils so that they are able to manage times of change and stress, be resilient, are supported to reach their potential and know how to access help when needed. Our role in the community is to teach our young people how to maintain positive mental health, the triggers that can affect our mental health, to reduce the stigma surrounding mental health issues and where to go if they or family members need support.

## **Policy Statement**

At The Sherwood School, we are committed to supporting the emotional, mental health and wellbeing of our pupils and staff. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and each contribution is valued. At our school we know that life's challenges can make us vulnerable and at any time, anyone of us may need additional emotional or mental health support.

As a UNICEF Gold Rights Respecting School, we take the view that everyone has a right to positive mental health and we have a responsibility to each other to be supportive during difficult times. As such we believe we all have a role to play.

**Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.**

## **Global Goal 3 – Good Health & Wellbeing**

**At The Sherwood School we:**

- Help children to understand their emotions and feelings,
- Help children to feel comfortable when sharing concerns or worries,
- Help children socially to form and maintain relationships,
- Promote positive self-esteem by ensuring children know their value and feel respected,
- Encourage children to be confident and celebrate the uniqueness of every child,
- Support children to develop emotional resilience and to manage setbacks.

**We promote a mentally healthy environment by:**

- Promoting our school values and encouraging a sense of belonging,
- Promoting pupil voice and opportunities to participate in decision-making,
- Celebrating academic and non-academic achievements,
- Providing opportunities to develop a sense of worth through taking responsibility for ourselves and others,
- Providing opportunities to reflect,
- Providing access to appropriate support that meets our staff and pupils needs.

**We pursue our aims through the use of:**

- Whole school approaches such as:
  - Philosophy for Children (P4C),
  - our Gold Rights Respecting approach,
  - our restorative attitudes and approaches to conflict resolution,
  - and a RSHE program using Jigsaw 4U resources
- ELSA and Nurture Support groups for pupils experiencing recent difficulties including bereavement,
- Emotional Wellbeing Practitioner Support (EWP) approaches for families experiencing difficulties with childhood behaviour and / or anxiety,
- Transition Programmes to support moves into Secondary Schools which includes all Year 6 pupils.
- Accessing specialised, targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder.
- An employee assistance program for members of staff who require specialist support.

**Scope**

This policy should be read in conjunction with our Medical policy and SEND policy in cases where pupils mental health needs overlap with SEND. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, our RSHE policy and our First Aid policy. It also sits alongside The Sherwood School Safeguarding Policy and our child protection procedures.

We recognise that school staff cannot act as mental health experts and should not try to diagnose conditions. However, we recognise our responsibility to ensure we have clear systems and processes in place for identifying possible mental health issues, including identified routes to support families when escalating concerns and clear referral systems. At The Sherwood School, we aim to support all pupils, as well as those at risk of developing mental health problems, to intervene early to create a safe and calm educational environment and endeavour to strengthen resilience before serious mental health problems occur.

### Lead Members of Staff

All staff at The Sherwood School share the responsibility to promote an environment that supports positive mental health of our pupils and staff. Members of staff with a specific remit include:

Role	Name	Mental Health Role
Assistant Head teacher	Ms Kam Matharu	Designated Safeguard Lead (DSL)
Head Teacher	Mrs Andriana Samuol	Deputy Designated Safeguard Lead (DDSL)
SENDCO	Ms Tayla Woodman	Deputy Designated Safeguarding Lead (DDSL)
SMSC lead	Mrs Lucinda Varchione	Mental Health Lead Qualified Mental Health First Aider
Teaching Assistant	Mrs Janaki Sivaluxman	Emotional Literacy Support Assistant (ELSA)
Teaching Assistant	Ms. Vicky Brunning	Emotional Literacy Support Assistant (ELSA)
Teaching Assistant	Mrs. Emma Abrehart	Emotional Literacy Support Assistant (ELSA)

### Teaching Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our RSHE curriculum and during our Wellbeing & Children's Mental Health Weeks.

The content of lessons will be determined by the specific needs of each year group. Overall, to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner, we follow guidance from the Department for Education on Mental Health and Behaviour in Schools which forms the basis of our policy.

### **Targeted support**

The school will offer support through targeted approaches for individual pupils, families or groups of pupils which may include:

- Circle time approaches and 'P4C' sessions,
- Targeted use of Jigsaw 4U resources,
- Managing feelings resources e.g. 'worry monsters',
- Managing emotions resources such as 'The Zones of Regulation',
- Emotional Wellbeing Practitioner (EWP) support program,
- Transition Targeted support programs such as 'Worry Ninjas',
- ELSA & Nurture Group support sessions
- Therapeutic activities including Lego Therapy.

The school will make use of resources to assess and track wellbeing as appropriate including:

- Strengths and Difficulties questionnaire,
- The Boxall Profile,
- Emotional literacy scales – ELSA program

### **Signposting**

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support. Any member of staff or pupil that is concerned about another can signpost concerns to the school SENDCO, Mental Health First Aider or Designated Safeguarding Lead teacher. Concerns are treated in confidence and will be taken seriously by the member of staff it is reported to.

In the absence of these staff, any member of staff can make note of concerns and report these to a member of the Mental Health Lead team at a later time. Should concerns be considered of a serious nature and there is considered to be a risk of imminent threat to any person's wellbeing, the concern should be immediately reported to the Duty Designated Safeguard Lead teacher. These concerns may be recorded onto our safeguarding system, My Concern, and may be discussed with parents, carers and other outside agencies to seek the best advice to support the individual considered to be at risk.

Families who have urgent concerns about their child's mental health are also signposted to their GP service and the NHS. We provide links to external agencies on our school website with contact numbers in an emergency outside of school hours.

### **Identifying, Referring and Supporting Pupils**

Our approach is to support families to ensure their child has positive mental health. We do this by:

- Providing a safe environment to enable pupils to express themselves and be listened to

- Ensuring the welfare and safety of each pupil is our priority
- Identifying appropriate support for pupils based on their needs
- Involving parents and carers when their child needs support
- Involving pupils in the care and support they have
- Monitoring, reviewing and evaluating the support with pupils
- Keeping parents and carers informed and updated.

### **Early Identification**

Our identification systems involve a range of processes. We aim to identify children with mental health needs as early as possible to prevent deterioration in their health.

All staff have training on the protective and risk factors (see Appendix 1), types of mental health needs (see Appendix 2) and signs that might indicate that a pupil is experiencing mental health difficulties. Any member of staff concerned about a pupil should highlight their concerns to the Mental Health First Aider/SENDCo.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn
- Changes in activity or mood or eating and sleeping habits
- Lowering academic achievement
- Talking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Secretive behaviour
- An increase in lateness or absenteeism
- Not wanting to take part in PE or get changed for PE lessons
- Wearing long sleeves in hot weather
- Drug or alcohol misuse
- Physical signs of harm that are repeated or appear non-accidental
- Repeated physical pain or nausea with no evident cause

Staff are aware that mental health needs such as anxiety might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to difficulties within the home environment, learning, peer relationships or development.

### **Record keeping**

Where staff have concerns about behaviour that appears to be out of character for any given pupil, they should in the first instance discuss any concern with the Mental Health Lead, SENDCO or the Senior Leadership Team.

Following this, class teachers may be asked to discuss concerns with parents or carers to understand the context of these difficulties.

If there is a concern that a pupil is in danger of immediate harm then our safeguarding protection procedures are implemented and followed. If there is a medical emergency, our procedures for medical emergencies are followed.

### **Disclosures by pupils and confidentiality**

It is important to remain calm, supportive and non-judgemental to pupils who disclose a concern about themselves or a friend. The emotional and physical safety of pupils is paramount and staff should know to listen rather than advise. Staff are clear to pupils that concerns will be shared with the Mental Health Lead teacher / Safeguarding Lead and recorded in order to provide appropriate support to pupils.

### **Assessment Interventions and Support**

When concerns are reported we implement our assessment system which is based on the level of need to ensure that pupils get the support they need, either from within school or from external specialist services. Our aim is to put interventions in place as early as possible to prevent problems from escalating.

<b>Need</b> Based on discussions with key members of staff	<b>Evidence based intervention and support</b> Intervention and support decided with key members of staff, parents and pupils where appropriate.	<b>Monitoring</b>
Highest Need	CAMHS referral and assessment EWP support working directly with families to support changes within the family unit.  Where school and key member of staff agree that a statutory education, health and care assessment is required, we refer to the SEND policy and the SEN School Information Report	Parents and carers will be involved in the plan. Intervention and assessment is monitored.  Plans implemented by all and support managed ongoing. Pupil progress in monitored by class teacher / ELSA / SENDCO and evaluated during pupil progress meetings or at key points.
Moderate Need	Access to in school support with ELSA, school nursing support where appropriate, educational psychologist,	Parents and carers will be involved in the plan. Intervention and assessment is monitored.

		<p>Plans implemented at class level and support managed within a given time frame.</p> <p>Pupil progress in monitored by class teacher / ELSA / SENDCO and evaluated during pupil progress meetings or at key points throughout the year.</p>
Low Need	<p>Targeted general support Class teacher support or TA support allocated 1:1 time to discuss concerns / worries. Class circle time and P4C to problem solve and explore common themes</p>	<p>Pupil progress tracked through class teacher monitoring.</p> <p>Pupil progress meetings used to evaluate progress Parent consultations and telephone meetings throughout the year to monitor need.</p>

### Working with Specialist Services

In some cases a pupil's mental health needs require support from specialist services. These could include anxiety, depression, self-harm and eating disorders.

All school referrals to specialist services will be made by the Mental Health Lead or SENCO following the assessment process and in consultation with the pupil and their parents and carers. Referrals will usually only go ahead with the consent of the parent/carer and when it is the most appropriate support for the pupil's specific need.

When it is clear that the child has immediate needs that require management from professional services and the family are in disagreement with the school or the level support cannot be decided upon, we reserve the right to refer parents to our safeguarding policy. We work closely with our safeguarding lead teachers and the Children and Families Hub (previously MASH) to ensure that children are not at harm from their own behaviours.

Specialist Service	Referral Process
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school, GP or self-referral
Educational Psychology Assessment	Accessed through SENDCO / Mental Health Lead

Emotional Wellbeing Practitioner (EWP)	Accessed through school SENDCO / Mental Health Lead or self – referral form on school website
Emotional Literacy Support Assistant (ELSA)	Assessed through teacher referral, SENDCO, Mental Health Lead or pupil referral

We know that specialist services often have waiting lists. To support families with the wait we would advise parents or carers to seek interim support from charities and other local mental health services. Details of this support can be found on Merton’s Local Offer or on our school website.

### **ELSA**

The Emotional Literacy Support Assistants (ELSA) are designated members of staff with responsibility and training that enables them to support pupil wellbeing.

ELSAs are trained and regularly supervised by an Educational Psychologist in our Local Education Authority. An ELSA is trained to help pupils to feel happy in school. Their aim is to remove the barriers to learning and to support pupils to develop emotional resilience.

Our ELSAs can support pupils with a range of wellbeing and emotional difficulties.

These include loss and bereavement, self-esteem, social skills, emotions, friendship issues, anger management, managing behaviour, anxiety, bullying, conflict and relaxation techniques.

ELSAs provide low level support and as such are directed to carry out short term interventions with pupils who have minor or emerging difficulties. ELSAs are not councillors and cannot support pupils with complex difficulties.

### **Mental Health Trailblazer and Emotional Wellbeing Practitioner support (EWP)**

The Sherwood School are part of an NHS Trailblazer trial to support schools to develop networks of Mental Health Support and expertise. The Trailblazer provides a Children’s Wellbeing Practitioner (EWP) with links to CAMHS Psychologists and the school to support families.

The CWP is able to support families to manage children who present with anxiety and behaviour difficulties. We know that pupils have the best outcomes where families make adjustments to their own process and parenting styles to match the needs of the child. The EWP can support parents and carers to make these adjustments and manage the needs of their child in the best way possible. Referral to the CWP service can be made through the school Mental Health Lead, SENDCO or independently via the form on our school website.

When accepted by the service, this is communicated to the school along with a summary report of the advice and supportive strategies recommended. The sessions are accessed either in school with face to face consultations, remotely online or by telephone. Parents and carers are advised that they can withdraw from the support at any time.

We recognise that transitions often cause significant worry and anxiety for young people. In Year 6, pupils access transition support from our EWP. This transition programme known as Worry Ninjas supports pupils to manage the transition to high school, as well as recognise and manage their feelings around this process.

### **SEND and Mental Health**

Persistent mental health difficulties may lead to pupils having significantly greater difficulty in learning than the majority of pupils the same age. In some cases a pupil may benefit from supportive and inclusive strategies recommended for pupils with SEND. When this is identified, pupils may be included on the special education needs register. Staff may refer to guidance within the SEND policy for support.

### **Involving Parents and Carers**

We recognise the important role parent and carers have in promoting and supporting the mental health and wellbeing of their children.

We support parents to share information with the school about their child and this includes informing us of any mental health needs their child has and any issues they think might have an impact on their child's mental health and wellbeing, based on a list of risk factors pertaining to the child or family (see Appendix 1).

It is helpful to share this information in a timely manner so that we can support the child. To support parents and carers:

- We organise workshops and communicate opportunities to join parent sessions
- We provide information and links to websites on mental health issues, local wellbeing and parenting programmes. We share leaflets on mental health and resilience which can be accessed through the school website.
- We signpost families to support from Merton's Local Offer
- We inform parents of our RSHE curriculum including how parents can speak about issues with their children.

When a concern has been raised the school will

- Contact parents and carers to discuss concerns

In most cases parents and carers will be involved in their child's interventions. Although there may be circumstances when this may not happen, such as child protection concerns.

- Offer information and signpost to services

- Be available to follow up calls
- Make a record of the meeting
- Agree on a plan of action with next steps
- Discuss how parents and carers can support their child
- Keep parents up to date and informed of decisions about the support and interventions

Parents and carers will always be informed if their child is at risk. We make every effort to support parents and carers to access services as appropriate. Our primary concern are our pupils, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

### **Involving Pupils**

We seek pupil views about our approach, curriculum and promoting whole school mental health activities. We seek feedback from pupils who have received support to help improve that support and the service.

We encourage pupils to promote positive mental health. As a UNICEF Gold Rights Respecting School we actively encourage pupils to understand their rights including how they can promote wellbeing within themselves.

**Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.**

### **Global Goal 3 – Good Health & Wellbeing**

#### **Supporting and Training Staff**

We encourage staff to be confident to discuss and promote mental health and wellbeing, identify mental health needs early in pupils and know where to get help.

We have identified members of staff who are trained as Mental Health First aiders. Staff with specific responsibility have specialised training and access to supervision from mental health professionals and clinicians.

Staff are signposted to access support from the Employee Assistance Program which includes a free counselling service.

#### **Monitoring and Evaluation**

This mental health and wellbeing policy is located on the school website and paper copies can be requested from the school office.

The policy is monitored annually by the Mental Health lead involving staff with a responsibility for mental health, including specialist services.

## Appendix 1 - Protective Factors and Risk Factors

Table 1: Risk and protective factors that are believed to be associated with Mental health outcomes (from Mental Health and Behaviour DfE November 2018)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_schools\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

	<b>Risk Factors</b>	<b>Protective Factors</b>
<b>In the child</b>	<ul style="list-style-type: none"> <li>• Genetic influences</li> <li>• Low IQ and learning disabilities</li> <li>• Specific development delay or neuro-diversity</li> <li>• Communication difficulties</li> <li>• Difficult temperament</li> <li>• Physical illness</li> <li>• Academic failure</li> <li>• Low self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Secure attachment experience</li> <li>• Outgoing temperament as an infant</li> <li>• Good communication skills, sociability</li> <li>• Being a planner and having a belief in control</li> <li>• Humour</li> <li>• A positive attitude</li> <li>• Experiences of success and achievement</li> <li>• Faith or spirituality</li> <li>• Capacity to reflect</li> </ul>
<b>In the family</b>	<ul style="list-style-type: none"> <li>• Overt parental conflict including domestic violence</li> <li>• Family breakdown (including where children are taken into care or adopted)</li> <li>• Inconsistent or unclear discipline</li> <li>• Hostile and rejecting relationships</li> <li>• Failure to adapt to a child's changing needs</li> <li>• Physical, sexual, emotional abuse, or neglect</li> <li>• Parental psychiatric illness</li> <li>• Parental criminality, alcoholism or personality disorder</li> <li>• Death and loss – including loss of friendship</li> </ul>	<ul style="list-style-type: none"> <li>• At least one good parent-child relationship (or one supportive adult)</li> <li>• Affection</li> <li>• Clear, consistent discipline</li> <li>• Support for education</li> <li>• Supportive long term relationship or the absence of severe discord</li> </ul>
<b>In the school</b>	<ul style="list-style-type: none"> <li>• Bullying including online (cyber)</li> <li>• Discrimination</li> <li>• Breakdown in or lack of positive friendships</li> <li>• Deviant peer influences</li> </ul>	<ul style="list-style-type: none"> <li>• Clear policies on behaviour and bullying</li> <li>• Staff behaviour policy (also known as code of conduct)</li> <li>• 'Open door' policy for children to raise problems</li> </ul>

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	<ul style="list-style-type: none"> <li>• Peer pressure</li> <li>• Peer on peer abuse</li> <li>• Poor pupil to teacher/school staff relationships</li> </ul>	<ul style="list-style-type: none"> <li>• A whole-school approach to promoting good mental health</li> <li>• Good pupil to teacher/school staff relationships</li> <li>• Positive classroom management</li> <li>• A sense of belonging</li> <li>• Positive peer influences</li> <li>• Positive friendships</li> <li>• Effective safeguarding and Child Protection policies.</li> <li>• An effective early help process</li> <li>• Understand their role in and be part of effective multi-agency working</li> <li>• 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</li> </ul>
<p><b>In the community</b></p>	<ul style="list-style-type: none"> <li>• Socio-economic disadvantage</li> <li>• Homelessness</li> <li>• Disaster, accidents, war or other overwhelming events</li> <li>• Discrimination</li> <li>• Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation</li> <li>• Other significant life events</li> </ul>	<ul style="list-style-type: none"> <li>• Wider supportive network</li> <li>• Good housing</li> <li>• High standard of living</li> <li>• High morale school with positive policies for behaviour, attitudes and anti-bullying</li> <li>• Opportunities for valued social roles</li> <li>• Range of sport/leisure activities</li> </ul>

## **Appendix 2 – Types of Mental Health Needs**

For information regarding the types of Mental Health needs see Appendix 3 below, 'Information about mental health conditions, identification and measurement' (Mental Health and Behaviour DfE November 2018).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_schools\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

The types of commonly occurring Social, Emotional Mental Health difficulties that may affect primary school children can include:

- Anxiety
- Emotional regulation
- Attention Deficit Hyperactivity Disorder (ADHD) / Attention Deficit Disorder (ADD)
- Oppositional Defiance Disorder (ODD) or conduct disorder
- Divorce or separation
- Loss and bereavement
- Attachment difficulties
- Persistent low mood
- Self-harm
- Eating disorders

### Appendix 3 - Where to get support

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_schools\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

Table 2 – Sources of Support and Information (From Mental Health and Behaviour DfE November 2018)

<p><b>Creating a whole school culture</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Creating a culture: how school leaders can optimise behaviour</a> – Tom Bennett’s independent review on behaviour in schools, which looked at leadership, culture and methods to improve pupil behaviour</li> <li>• <a href="#">Promoting children and young people’s emotional health and wellbeing</a> – Public Health England’s guidance for head teachers and college principals on the eight principles for promoting emotional health and wellbeing in schools and colleges</li> <li>• <a href="#">A whole school framework for emotional wellbeing and mental health</a> – The National Children’s Bureau’s self-assessment and improvement tool for school leaders, to support them in implementing a whole school approach for emotional wellbeing and mental health.</li> <li>• <a href="#">Supporting mental health in schools and colleges: pen portraits of provision</a> – this report presents pen portraits of mental health provision based on case study research in 36 schools, colleges and other educational institutions across England</li> <li>• <a href="#">Mentally Healthy Schools</a> – is recommended by NAHT, and brings together quality-assured information, advice and resources to help primary schools understand and promote children’s mental health and wellbeing.</li> <li>• <a href="#">What works for wellbeing</a> - work with a network of researchers, think tanks, businesses, government departments and non-profits to provide evidence, guidance and discussion papers on a range of subjects, including community wellbeing and measuring wellbeing.</li> <li>• <a href="#">Children’s Society</a> – provide a range of research tools to support schools to talk to pupils about wellbeing and mental health.</li> <li>• <a href="#">Supporting staff wellbeing in schools</a> – aims to give school staff and senior leadership teams simple guidance and good practical examples where schools have successfully implemented staff wellbeing strategies.</li> </ul>
<p>Supporting and promoting positive mental health</p>	<ul style="list-style-type: none"> <li>• <a href="#">Royal College of Psychiatrists (RCPSYCH)</a> – Provide specifically tailored information for young people, parents, teachers and carers about mental health through their Parents and Youth Info A-Z.</li> <li>• <a href="#">National Institute for Health and Care Excellence (NICE)</a> – NICE’s role is to improve outcomes for</li> </ul>

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<p>(including early intervention and supporting children through difficult life events)</p>	<p>people using the NHS and other public health and social care services, including by producing evidence-based guidance and advice. This can be useful in understanding social, emotional and mental health conditions and their recommended treatments.</p> <ul style="list-style-type: none"><li>• <a href="#">British Association for Counselling and Psychotherapy (BACP)</a> – Register of Counsellors and Psychotherapists which is accredited by the Department of Health and Social Care.</li><li>• <a href="#">Young Minds</a> – Young Minds is charity committed to improving the emotional wellbeing and mental health of children and young people. They undertake campaigns and research, make resources available to professionals (including teachers) and run a helpline for adults worried about the emotional problems, behaviour or mental health of anyone up to the age of 25. They also offer a catalogue of resources for commissioning support services.</li><li>• <a href="#">Nasen SEND Gateway</a> - an online portal offering education professionals free, easy access to high quality information, resources and training for meeting the needs of children with special educational needs and disabilities (SEND), including a large number of specific mental health resources.</li><li>• <a href="#">Schools in Mind</a> - a free network for school staff and allied professionals which shares practical, academic and clinical expertise regarding the wellbeing and mental health issues that affect schools.</li><li>• <a href="#">MindEd</a> – provides free e-learning to help adults to identify and understand children and young people with mental health problems. It provides simple, clear guidance on mental health to adults who work with children and young people, to help them support the development of young healthy minds.</li><li>• <a href="#">Counselling MindEd</a> – Counselling MindEd is an online resource within MindEd that provides free evidence-based, e-learning to support the training of school and youth counsellors and supervisors working in a wide variety of settings.</li><li>• <a href="#">PSHE Teacher Guidance</a>: Preparing to teach about mental health and emotional wellbeing - Has been produced by the PSHE Association. It provides guidance for schools on teaching about mental health and emotional wellbeing as part of PSHE and signposts to organisations that can provide support for specific mental health conditions.</li><li>• <a href="#">Sexual violence and sexual harassment between children in schools and colleges</a> –</li></ul>
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departmental advice which amongst other things includes detailed guidance on supporting victims of peer on peer sexual violence.

- [Bullying and mental health](#): Guidance for teachers and other professionals - Free resource produced by the Anti-Bullying Alliance to help schools, teachers and other professionals understand the issues around bullying and mental health for children and young people.
- [ChildLine](#) – A confidential service, provided by the NSPCC, offering free support for children and young people up to the age of nineteen on a wide variety of problems.
- [Place2Be](#) – Place2Be is a charity working in schools providing early intervention mental health support to children aged 4-14 in England, Scotland and Wales.
- [Play Therapy UK \(PTUK\)](#) - is a not-for-profit professional organisation with registrants located all over the UK, many working in primary schools, alleviating social, emotional, behaviour and mental health problems. The Register managed by PTUK is accredited by the Professional Standards Authority, providing an assurance of the quality of the Registrant's work.
- [Relate](#) – Relate offers advice, relationship counselling, workshops, mediation, consultations and support face-to-face, by phone and through their website. This includes counselling for any child or young person who is having problems.
- [Women's Aid](#) – is the national domestic violence charity that works to end violence against women and children and supports domestic and sexual violence services across the country. They provide services to support abused women and children such as The HideOut, a website to help children and young people.
- [Nurture UK](#) – is dedicated to improving the mental health and wellbeing of children and young people, and removing barriers to education by promoting nurture in education.
- [Trauma Informed Schools UK](#) – provides training for schools, communities and organisations to become trauma informed and mentally healthy places for all.
- [Early Intervention Foundation guidebook](#) – on trauma-focused cognitive behavioural therapy.
- [Beat Eating Disorders UK](#) – provides information on what to do if you're worried about a friend,

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	<p>family member or pupil, along with how to support someone with an eating disorder.</p> <ul style="list-style-type: none"> <li>• <a href="#">Child Bereavement UK</a> – provides information and resources to support bereaved pupils, schools and staff.</li> <li>• <a href="#">Young Minds</a> – Young Carers – information about how to spot if young carers need support, and how to get help.</li> </ul>
<p>Information about mental health conditions, identification and measurement</p>	<ul style="list-style-type: none"> <li>• <a href="#">MindEd</a> – provides free online teaching to help adults to identify and understand children and young people with mental health problems. It provides simple, clear guidance on mental health to adults who work with children and young people, to help them support the development of young healthy minds.</li> <li>• <a href="#">Health A-Z</a> - Conditions and treatments by subject - Mental health disorders – information from the NHS on mental health disorders.</li> <li>• <a href="#">Strengths and Difficulties Questionnaire (SDQ)</a> – the SDQ can assist schools in taking an overview and making a judgement about whether a pupil is likely to be suffering from a mental health problem.</li> <li>• <a href="#">Boxall Profile</a> – an online assessment tool for social emotional and behavioural difficulties for children and young people.</li> <li>• <a href="#">Education Endowment Foundation</a> – The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of all pupils and especially disadvantaged pupils.</li> <li>• <a href="#">CORC outcome and experience measurements</a> – provides easily accessible resources for individuals looking for information on how to measure children and young people’s mental health and wellbeing</li> <li>• <a href="#">Good Childhood Wellbeing Index</a> - is an easy and free to run simple assessment of children’s wellbeing in the classroom.</li> <li>• <a href="#">Measuring and monitoring children and young people's mental wellbeing</a>: a toolkit for schools and colleges – this toolkit aims to raise awareness amongst school and college staff of the range of validated tools that are available to help measure subjective mental wellbeing amongst the pupil population</li> </ul>

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<p>Commissioning services directly</p>	<p><a href="#">Youth Wellbeing Directory</a> - provides a list of local and national organisations for anyone up to the age of 25 (including teachers helping pupils to find support), along with additional important information and support.</p> <ul style="list-style-type: none"> <li>• <a href="#">BOND: Learning from Practice Review</a> – This report from BOND sets out the findings of an evidence based practice review, exploring the nature of the relationship between the voluntary &amp; community sector and commissioners (Schools, NHS, LA), with a focus on the delivery of early intervention mental health services for children and young people).</li> <li>• <a href="#">School nursing public health services</a> – guidance produced by the Department of Health and Social Care and Public Health England. This guidance supports effective commissioning of school nursing services to provide public health for school aged children.</li> <li>• <a href="#">Supporting public health: children, young people and families</a> - documents to support local authorities and providers in commissioning and delivering children's public health services aged 0 to 19 years.</li> </ul>
<p>Working with families</p>	<p>The strongest evidence supports working with parents/carers in a structured way to address behavioural issues through education and training programmes such as:</p> <ul style="list-style-type: none"> <li>• <a href="#">Triple P</a> – which gives parents simple and practical strategies to help them build strong, healthy relationships, confidently manage their children’s behavior and prevent problems developing.</li> <li>• <a href="#">The Incredible Years</a> – a series of interlocking, evidence-based programs for parents, children, and teachers, supported by over 30 years of research, which aims to prevent and treat young children's behavior problems and promote their social, emotional, and academic competence.</li> <li>• <a href="#">MindEd for Families</a> – advice and information from trusted experts to help improve understanding of mental health problems, and how parents and carers can best support their families.</li> </ul>
<p>Supporting children with medical conditions</p>	<p><a href="#">HeadMeds</a> – website developed by the charity YoungMinds providing general information about common medications that may be prescribed for children and young people with mental health conditions.</p> <ul style="list-style-type: none"> <li>• <a href="#">Health Conditions in Schools Alliance</a> – this website offers guidance and tools to schools who are looking after children with health conditions. This includes a template medical conditions policy; a sample individual healthcare plan and advice on what it should contain; and a process for making sure children who require education in different settings get the support they need.</li> </ul>