

# Glade Primary School

## Mental Health and Wellbeing Policy 2020



**Growing, Learning & Achieving with Dedication & Enthusiasm**

**Glade Primary School**  
**Mental Health and Well-being Policy 2020**

As Glade Primary School is a Rights respecting school, we believe that all children have the right to reach their fullest potential academically, socially, spiritually and emotionally. We are committed to nurturing our pupils so that they grow into physically and mentally healthy young people who are confident and able to fully participate in the wider community. We believe that our well-being education permeates the culture of the school and transcends through our ethos, school vision statement, curriculum and relationships. It is taught explicitly through our PSHE programme, which includes Citizenship, British Values and Spiritual, Moral, Social and Cultural Development.

It is widely recognised that a child’s emotional health and well-being influences their cognitive development and learning, as well as their physical and social health and their mental well-being in adulthood. The Department for Education (DfE) recognises that, “in order to help their pupils succeed: schools have a role to play in supporting them to be resilient and mentally healthy”.

***“Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”*** (World Health Organization 2014)

At our school, we aim to promote positive mental health for every child, parent / carer and staff member. We recognise there are many risk factors which threaten the mental health and well-being of our community and we aim to develop the protective factors which build resilience to mental health problems. We pursue this aim using both universal, whole school approaches

and specialised, targeted interventions aimed at identified vulnerable pupils and families.

This policy describes the school's approach to promoting positive mental health and well-being and is intended as guidance for all staff including non-teaching staff and governors. It should be read in conjunction with our policies on Safeguarding, Health & Safety, SEND, Anti-bullying, Equalities and especially our school's Behaviour Policy because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health needs.

## **Ethos**

Glade Primary School aims to support and teach skills to pupils and staff to increase their awareness of emotional health and well-being. The key elements which underpin good mental health are:

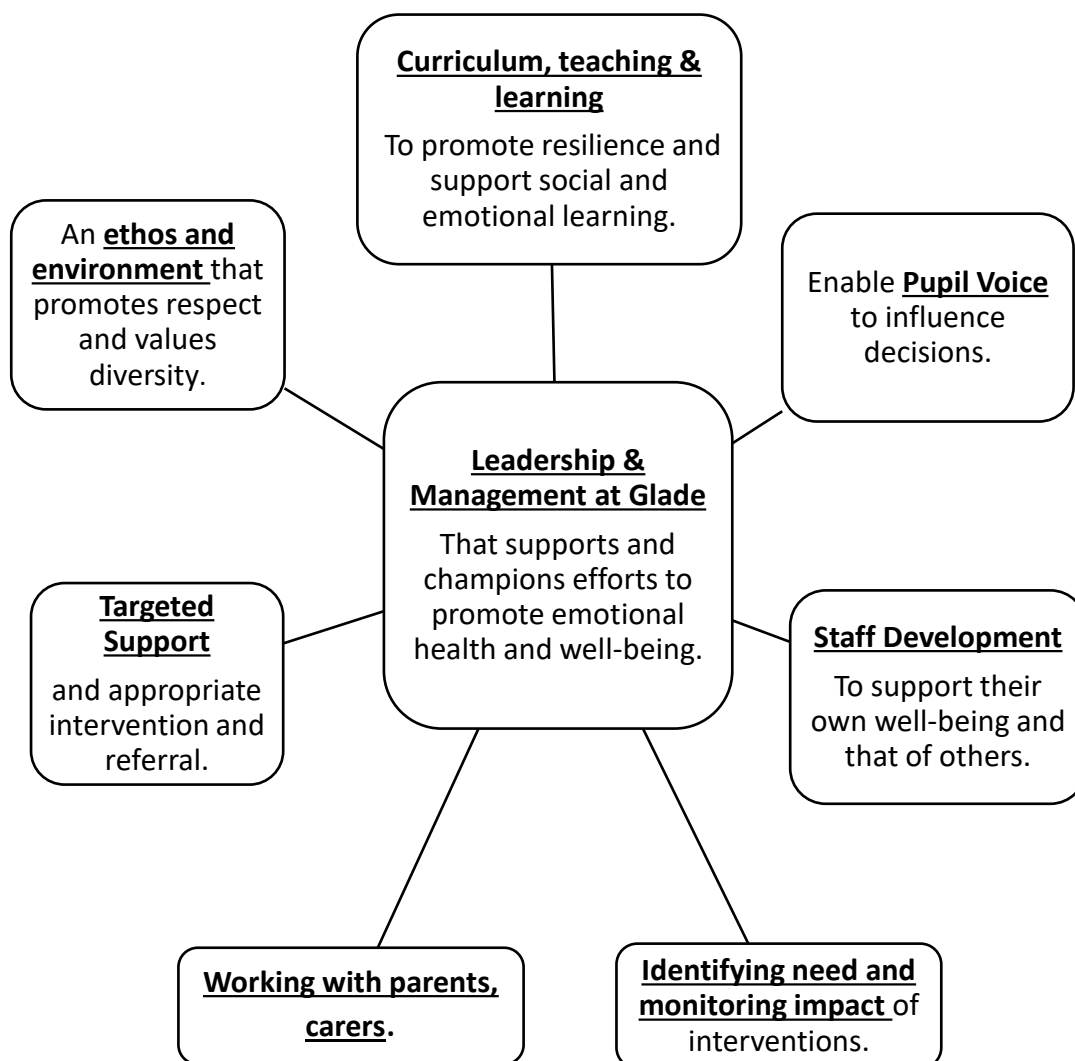
- Feeling good – experiencing positive emotions like happiness, contentment and enjoyment and feelings such as curiosity, engagement and safety.
- Functioning well – how a person is able to function in the world, this includes positive relationships and social connections, as well as feeling in control of their life and having a sense of purpose.

To promote the mental health and well-being of our school community we are developing a whole school approach for both pupils and staff which is based on the 8 key principles identified in Public Health England's 'Promoting Children and Young Peoples Emotional Health and Well-being' (2015). These principles underpin the approaches used to support the development and integration of well-being strategies at Glade. Through adoption of these principles, we aim to create a school where all members of our school community:

- Are valued.
- Feel good and function well.
- Have a sense of belonging and feel safe.
- Feel confident in themselves.
- Can learn, thrive and achieve.
- Feel able to talk openly with trusted adults about their problems without feeling any stigma or judgement.
- Are able to build strong, positive relationships.

- Can express a range of emotions appropriately.
- Understand the risk factors which can threaten mental health.
- Can cope with the stresses of everyday life.
- Understand the protective factors which can help build resilience and protect them from adversity.
- Develop an awareness of what they can do to maintain positive mental health.
- Can manage times of stress and be able to deal with change.
- Know where they can go if they need help and support.

The following diagram presents eight principles to promote emotional health and well-being in schools as promoted by Public Health England.



## **Pupil Identification**

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways:

- Pupil Questionnaires – using a range of questionnaires such as The Many Pieces of Me, Well-being Survey and Student Resilience Survey to identify individuals who may need support.
- Staff reporting concerns about individual children to the relevant lead persons.
- Analysing behaviour, exclusions, visits to First Aid, attendance and sanctions.
- Bubble boxes in each class for children to raise concerns which are checked by the Class Teachers and Teaching Assistants (these can be anonymous but give an indication of needs in a particular class).
- Termly Pupil Progress Review meetings.
- Identification of vulnerable pupils such as those on Child Protection Register or who are SEND and/or Pupil Premium.
- A parental information and health questionnaire on entry to the School.
- Gathering information from a previous school at transfer.
- Regular parent meetings.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.

Any member of staff who is concerned about the social and emotional well-being of a child should follow the school's referral process and raise a Record of Concern. If the child makes a disclosure or the staff member fears that the child is in danger of immediate harm, then the normal safeguarding procedures should be followed with an immediate referral to a member of the safeguarding team. This will involve the member of staff recording their concern on the CPOMS system. If the child presents as a medical emergency,

then the normal procedures for medical emergencies should be followed, including alerting a First Aider, a member of SLT and contacting the emergency services if necessary. Where a referral to the Emotional Well-being and Mental Health Service (EWMHS) is appropriate, this will be led and managed by the SENDCo. who will complete a Single Point of Access referral to Redbridge Specialist Children's Service. Guidance about the EWMHS referral pathway is provided in (Appendix 5)

Signs staff should look out for include:

- Isolation from friends and family and becoming socially withdrawn
- Changes in activity or mood or eating/sleeping habits
- Falling behind in academic achievement
- Talking or joking 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 do P.E. or get changed for P.E.
- Wearing long sleeves in hot weather
- Drugs or alcohol misuse
- Physical signs of harm that are repeated or appear non-accidental
- Repeated physical pain or nausea with no evident cause
- Anxiety – which might present as non-compliant, disruptive or aggressive behaviour and/or include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

### Procedure for Concern in relation to mental health issues

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

Staff should listen carefully and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'

Once a pupil has been identified as having a mental health need, the Procedures for Well-being Interventions will be followed. Pupils will be assessed using the ELSA Assessment Form and will then be supported by a trained member of staff who will provide an intervention for them appropriate

to their need. The SENDCo will inform the child’s parents and seek their permission to carry out an intervention.

Confidentiality

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

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

**Pupil Well-being Support Strategies and Interventions**

We believe the school has a key role in promoting positive mental health and helping to prevent mental health problems. We have developed a range of universal strategies to promote good mental health and well-being for all pupils as well as a range of strategies and interventions for those pupils requiring more targeted interventions.

<b>Universal Support</b>	<b>Whole school, class and pupil-led approaches and strategies</b>
	<ul style="list-style-type: none"> <li>• Our Personal, Social, Health Education Scheme, Jigsaw, teaches the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health, prepare them for life, help them really know and value who they truly are and understand how they relate to other people in this ever-changing world.</li> <li>• Themes will be covered simultaneously in each year group throughout the school and include:               <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> <li>• Dreams and Goals</li> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> </ul> </li> <li>• Teaching pupils’ strategies to help calm and relax them; helping them to focus and self-regulate</li> <li>• Providing all pupils with a wide range of experiences</li> </ul>

	<ul style="list-style-type: none"> <li>• Circle Times</li> <li>• Use of Resilience Framework (Appendix 2) to identify and provide as many protective factors as possible to improve pupils' resilience</li> <li>• Campaigns &amp; assemblies to raise awareness of mental health issues.</li> <li>• Vigilant adults to check in on identified pupils.</li> <li>• Peer Mediators to represent the interests of all pupils</li> <li>• Bubble Boxes so children can anonymously share worries or concerns in class</li> <li>• Well-being weeks to raise awareness of mental health</li> <li>• Displays and information around the school and on the school website about positive mental health and where to go for help and support</li> <li>• Transition Programmes for Early Years and Year 6 pupils to ensure a smooth transition to Nursery/Reception classes or secondary school</li> <li>• Access to Out of School Hour Clubs and activities</li> </ul>	
<b>Targeted Support</b>	<b>Evidence-based Interventions and Support</b>	<b>Monitoring</b>
<b>Highest need</b>	EWMHS/CAMHS assessment (Appendix 5) 1:1 or family support or treatment, consultation with school staff and other agencies. Other External agency support. If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the SEND policy and SENDCO.	All children requiring high level targeted individualised support will be added to our SEND Register and be part of the regular ADPR cycle including developing and Individual Education Plan. Children and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact. E.g. through a pre and post SDQ and if needed a different kind of support can be provided. The process is overseen by the SENDCO.
<b>Some need</b>	Access to ELSA, school nurse, play therapist/Counsellor, educational psychologist,	Pupils at medium risk who have been identified as having some need will have their intervention recorded on an Intervention Overview which



	1:1 intervention, small group intervention, Circle of Friends. Well-being Club, Art Therapy or Lego Therapy.	will outline the type of intervention taking place and the member of staff delivering it. The interventions are monitored and reviewed to evaluate and assess the impact.
<b>Low need</b>	General support via access to Learning Support Mentor or Emotional Literacy Support Assistant.	

### **Pupil Voice**

We have Peer Mediators who are part of our Article 12 Group, they lead on whole school campaigns on health and well-being. We seek pupil's views about our approach, curriculum and in promoting whole school mental health activities. We also seek feedback from children who have had support to help improve that support and the services they received. We hold yearly pupil well-being questionnaires to ascertain the needs of individual pupils so we can provide support either universally or through targeted interventions.

### **Staff Identification**

Promoting staff health and emotional well-being at Glade is an integral part of the whole school approach to mental health and well-being. Therefore, training and signposting to materials about mental health and emotional well-being will be made available for **all** staff. An open door policy to senior leadership is always made available if a member of staff needs to speak to someone about any issues of concern. Information advice about how to safeguard their own mental health and emotional well-being and where to go if they need additional support and advice will also be made available to all staff. We also carry out staff well-being questionnaires to ascertain the needs of our staff and seek their views on what else we can do to support them.

## **Staff Well-being Support & Interventions**

<b>Universal whole school approach</b>	<ul style="list-style-type: none"><li>• A SLT and governing body committed to providing all staff with listening support in relation to emotional well-being.</li><li>• A SLT and governing body committed to ensuring staff have an adequate work life balance.</li><li>• Limited number of weekly meetings</li><li>• Library of resources and online training with Optimus Education (<a href="mailto:training@optimus-education.com">training@optimus-education.com</a>) and planned CPD opportunities</li><li>• Access to Mental Health First Aiders</li><li>• Wellbeing updates and notices, awareness weeks and inset days</li><li>• Events to promote Wellbeing</li><li>• Open door policy to SLT</li><li>• Access to Education Support Partnership</li><li>• Signposting to useful advice and information</li><li>• Staff exercise classes</li></ul>
<b>Targeted support</b>	<ul style="list-style-type: none"><li>• Debriefing/support sessions with the Head Teacher, Deputy Head and/or SENDCO for all staff working with pupils who have complex medical needs or challenging behaviour</li><li>• Significant incidents – debriefing/counselling with a trained professional for all staff involved in a significant incident.</li></ul>

## **Self-referral for Mental Health or Wellbeing Support**

### **Staff**

Any member of staff who feels that they may be in need of Mental Health or Wellbeing support are welcome complete the Self-referral form. Please see Appendix 4. This will be treated in the strictest confidence.

### **Parent/Carer**

Any Parent or carer who feels that they may be in need of Mental Health or Wellbeing support are urged to either seek advice from any of the sources suggested in this policy and to contact their G.P. They are welcome complete the Self-referral form to seek help and advice from school. Please see Appendix 3. This will be treated in the strictest confidence.

## **Working with All Parents and Carers**

We recognise the important role parents and carers have in promoting the mental health and well-being of their children. On first entry to the school, our parent's meeting includes a discussion on the importance of positive mental health for learning. We ask parents to inform us of any mental health needs their child has and any issues that they think might have an impact on their child's mental health and well-being, based on a list of risk factors pertaining to the child or family. It is very helpful if parents and carers can share information with the school so that we can better support their child. We try to engage parents and carers in as many ways as possible to support them with this through:

- Conducting parent questionnaires to ascertain what parents know and understand about mental health and what areas they would like support with.
- Hosting information meetings, informal coffee mornings and mental health awareness weeks to raise awareness around mental health and help reduce the stigma associated with it.
- Highlighting on our school website sources of information and support about mental health issues and factors which can undermine emotional well-being.
- Ensuring that all parents are aware of who they can talk to, and how to get the support they need if they have concerns about their own child or a friend of their child.
- Making our Mental Health and Well-being Policy easily accessible to parents.
- Sharing ideas about how parents can support positive mental health in their children.
- Keeping parents informed about the mental health topics their children are learning about in PSHE.

We make every effort to support parents and carers to access services and support where appropriate. However, our primary concern is the children, 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.

## **Working with specialist services and external service providers**

In some cases, a pupil’s mental health needs require support from a specialist service. School referrals to a specialist service will be made by the SENDCo. Parents will always be informed and will need to give parental permission for a referral of this kind.

<b>Specialist Service</b>	<b>Referral Process</b>
Redbridge Emotional Well-being and Mental Health Service (EWMHS)	Accessed through school, GP or self-referral
Education Psychologist	Accessed through the SENDCO.

### **Staff Roles & Responsibilities**

All staff have a responsibility to promote the mental health and emotional well-being of pupils and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

Staff with specific, relevant qualifications include:

- Mr. Dean Miller            Designated Safeguarding Lead/Deputy Head
- Mrs. Farzana Hussain    Deputy Safeguarding Lead/Head teacher
- Mr. Philip Merchant      Deputy safeguarding Lead/Assistant Deputy Head
- Mrs. Susan Jones         Mental Health and Wellbeing Lead/SENDCo

### **Mental Health First Aiders:**

- Mrs. Denise Graham    Lead LSA
- Mr. Philip Merchant    Assistant Deputy Head
- Mrs. Susan Bowyer     Teaching Assistant

### **Counsellor**

- Mrs. Usha Chudasama    School Counsellor

## **Staff Training and CPD**

Staff will receive regular training on recognising and responding to mental health issues as well as their regular child protection training in order to enable them to keep students safe. They will also receive training on resilience and understanding the importance of strong attachments, the risk factors which can increase a child's likelihood of experiencing problems and the protective factors which can mitigate these.

The **MindEd** [www.minded.org.uk](http://www.minded.org.uk) learning portal provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils. Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

## **GLADE PRIMARY SCHOOL MENTAL HEALTH AND WELLBEING POLICY**

### **Rights Respecting School**

As an accredited Rights Respecting School, we are a community where children's rights are learned, taught, practised, respected, protected and promoted. Through the Mental Health and Wellbeing Policy, pupils will develop a deeper understanding of the UN Convention on the rights of the Child, with particular reference to Articles 28 and 29.

### **REVIEW**

This policy will be reviewed annually

Date of adoption

Date of review

**February 2020**

**January 2021**

## Appendix 1

	<b>Risk Factors</b>	<b>Protective Factors</b>
In the child	<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>
In the family	<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>
In the school	<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> <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>• 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> <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> </ul>

		<ul style="list-style-type: none"> <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 raise concerns about policies and processes, and know they will be dealt with fairly and effectively</li> </ul>
In the community	<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**

### **Further information and sources of support about common mental health issues**

Support on all of these issues can be accessed via Young Minds ([www.youngminds.org.uk](http://www.youngminds.org.uk)), Mind ([www.mind.org.uk](http://www.mind.org.uk)) and (for e-learning opportunities) Minded ([www.minded.org.uk](http://www.minded.org.uk)).

#### **Self-harm**

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

**Online support** SelfHarm.co.uk: [www.selfharm.co.uk](http://www.selfharm.co.uk) National Self-Harm Network: [www.nshn.co.uk](http://www.nshn.co.uk)

#### **Books**

- Pooky Knightsmith (2015) *Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies*. London: Jessica Kingsley Publishers  
Keith Hawton and Karen Rodham (2006)
- *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*. London: Jessica Kingsley Publishers
- Carol Fitzpatrick (2012) *A Short Introduction to Understanding and Supporting Children and Young People Who Self-Harm*. London: Jessica Kingsley Publishers

#### **Depression**

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

#### **Online support**

Depression Alliance: [www.depressionalliance.org/information/what-depression](http://www.depressionalliance.org/information/what-depression)

#### **Books**

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

#### **Anxiety, panic attacks and phobias**

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

#### **Online support**

**Anxiety UK:** [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)

#### **Books**

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



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

### **Obsessions and compulsions**

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

#### **Online support**

OCD UK: [www.ocduk.org/ocd](http://www.ocduk.org/ocd)

#### **Books**

- Amita Jassi and Sarah Hull (2013) Can I Tell you about OCD?: A guide for friends, family and professionals. London: Jessica Kingsley Publishers
- Susan Connors (2011) The Tourette Syndrome & OCD Checklist: A practical reference for parents and teachers. San Francisco: Jossey-Bass

### **Suicidal feelings**

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

#### **Online support**

- Prevention of young suicide UK – PAPYRUS: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- On the edge: Child Line spotlight report on suicide: [www.nspcc.org.uk/preventingabuse/research-and-resources/on-the-edge-childline-spotlight/](http://www.nspcc.org.uk/preventingabuse/research-and-resources/on-the-edge-childline-spotlight/)

#### **Books**

- Keith Hawton and Karen Rodham (2006) By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents. London: Jessica Kingsley Publishers
- Terri A.Erbacher, Jonathan B. Singer and Scott Poland (2015) Suicide in Schools: A Practitioner's Guide to Multi-level Prevention, Assessment, Intervention, and Postvention. New York: Routledge

### **Eating problems**

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

#### **Online support**

- Beat – the eating disorders charity: [www.b-eat.co.uk/about-eating-disorders](http://www.b-eat.co.uk/about-eating-disorders)
- Eating Difficulties in Younger Children and when to worry:  
[www.inourhands.com/eatingdifficulties-in-younger-children](http://www.inourhands.com/eatingdifficulties-in-younger-children)

#### **Books**

- Bryan Lask and Lucy Watson (2014) Can I tell you about Eating Disorders? A Guide for Friends, Family and Professionals. London: Jessica Kingsley Publishers
- Pooky Knightsmith (2015) Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies. London: Jessica Kingsley Publishers
- Pooky Knightsmith (2012) Eating Disorders Pocketbook. Teachers' Pocketbooks



# Self-Referral Form for Parent/Carer Mental Health or Wellbeing Support

Appendix 3

Please take 5 minutes to tell us how we can help you. The more information you provide, the more we can help. We will read your request and contact you as soon as we can to arrange support and/or obtain any further information required. We promise that we will make contact with you within 24 hours of receiving your request. In the meantime, and if you would like to, please feel free to talk to Mrs. Jones or Mrs Hussain. They can both be contacted via the school office.

If you require urgent support from an independent source, you can contact your G.P. or any of the help lines on our Mental Health and Wellbeing policy which is on the Glade website.

If you would like to speak to a trained counsellor over the telephone, please contact the Young Minds Parent Helpline.

0808 802 5544

## Your Details

Name:

Please let us know how we can help you.

Return this form to either:

Mrs. Jones [senco@glade.redbridge.sch.uk](mailto:senco@glade.redbridge.sch.uk)

Mrs. Hussain [farzana.hussain@glade.redbridge.sch.uk](mailto:farzana.hussain@glade.redbridge.sch.uk)



# Self-Referral Form for Staff Mental Health or Wellbeing Support

Appendix 4

Please take 5 minutes to tell us how we can help you. The more information you provide, the more we can help. We will read your request and contact you as soon as we can to arrange support and/or obtain any further information required. We promise that we will make contact with you within 24 hours of receiving your request. In the meantime, and if you would like to, please feel free to talk to Farzana Hussain, Sue Jones or any one of our Mental Health First Aiders, Philip Merchant, Denise Graham or Susan Bowyer.

If you require urgent support from an independent source, you can contact the Educational Support Partnership which is a free, confidential helpline for people working in education.

Telephone 0800 562561

Your Details: Name:

How can we help you?

Please let us know how we can help you.

Return this form to either:

Mrs. Jones [senco@glade.redbridge.sch.uk](mailto:senco@glade.redbridge.sch.uk)

Mrs. Hussain [farzana.hussain@glade.redbridge.sch.uk](mailto:farzana.hussain@glade.redbridge.sch.uk)

# Referral Pathway - Pupils

Best Care by the best people

NELFT NHS Foundation Trust

