

**Prevention**

**Early intervention**

**Targeted support**

**Whole School Approach**

- Health & Wellbeing Review has been completed with the Public Health 5-19 Service and a Health & Wellbeing Plan has been developed.
- Spiralling curriculum in place across all year groups which is clearly planned and includes positive mental health, aspirations, coping & resilience, decision making, body image, sexuality, internet, social media
- Policy and teaching is monitored and evaluated then reviewed in partnership with staff, pupils, parents and relevant agencies
- A designated senior staff member and governor leads on Emotional Health & wellbeing.
- [Policies](#) in place which include clear expectations and consistent responses to incident management which considers safeguarding, behaviour, bullying and confidentiality.
- ‘Open door’ policy for children to raise problems
- Positive and nurturing classroom management
- Positive peer influences
- Process in place to address early concerns about individual children or a cohort of children
- Effective procedures are in place to develop [Individual Health Care Plan \(IHCP\)](#) as required
- Effective working relationships with relevant agencies who support children with mental health problem
- All staff including lunchtime supervisors receives appropriate training that is relevant and regularly updated. e.g. Youth Mental Health First Aid

**Indicators for concern**

- Losing weight
- Tired, lethargic, can't be bothered to do anything
- Change in behaviour – moody, irritable, sad or distressed
- Perfectionisms
- Often says they are not hungry or that they don't like lots of foods.
- Obsessive about food
- Skipping meals, doesn't like eating in front of others
- Drinking lots of water or chewing lots of gum
- Spending more time online or on mobile phone
- Working harder in PE, often keen to do more than needed
- Increasing exercise by walking or cycling to school
- Avoids or is uncomfortable or upset in situations where they may be need to change their clothes
- Going to the toilet more
- Low level self-harm

**Escalation of concern**

- Dramatic weight loss
- Very tired and lethargic. Complains of feeling dizzy or faint
- Frequent headaches, sore throat and minor ails
- Struggling to concentrate, falling behind at school
- Increased conscientiousness, perfectionism
- Feeling cold but wearing excessive layers or baggy clothing
- Increasing exercise.
- Scheduling activities to avoid mealtimes
- Denies hunger despite eating very little or not at all
- Visiting the toilet a lot or immediately after meals
- Increasing isolation and loss of friends
- Moody and irritable or sad and distressed
- Very secretive and possibly spending more time online or mobile phone
- Constantly checking their appearance, believing they are fat when not.
- Describes a voice or someone telling them not to eat.
- Self-harm or suicidal thoughts
- Parents not responding to health concern

- All concerns, incidents and actions recorded on school database
- A supportive or trusted teacher to talk to the child about the concerns and whether there are issues at home or school
- Provide space and time for them to speak and ask them what you can do and how you can help
- Speak to parents to assess their level of concern and if advice has been taken
- Advise parent to seek advice from their GP.
- Offer and gain consent for a school [Individual Health Care Plan \(IHCP\)](#) which clearly outlines school and home support and should consider:
  - Parents providing small healthy meals and snacks 'little & often'
  - Family modelling healthy eating and lifestyle
  - Parents and school to monitor food & drink intake
  - Assess internet and social media use
  - Are there any bullying or friendships problem
  - School pressure - Review academic development and support
  - Parents and school to share progress and concerns
  - Peer mentoring
- Referral to school counsellor or mentor
- Referral to [SAFA | Self Harm Awareness](#)
- Discuss with [Early Help Officer](#)
- Refer to MHWB and Healthy weight pathways.
- Refer to [Emotional & mental wellbeing support guide for professionals](#)

- Advice parent to take child to GP within 1 week.
- Review IHCP with parent and child before and after GP appointment.
- Discuss concerns with the [HUB](#)
- Discuss concerns with [CAMHS](#)

- **Early Help Assessment**  
With consent from parent/child where appropriate complete an [EHA](#)
- Invite parent/child and relevant health professional or agency to the initial TAC meeting.
- **Early Help Panel**  
With consent to discuss if progress is slow or stuck

- **External support & Links**
- [CCC - Early Help](#)
- [CAMHS & My Time Cumbria](#)
- [Local Safeguarding Children Board \(LSCB\)](#)
- [SAFA | Self Harm Awareness](#)
- [Kooth online counselling](#)
- [Child health 6-15 - Live Well](#)
- [Health for Teens](#)
- [YoungMinds](#)
- [Childline](#)
- [NSPCC](#)
- [Beat - Eating Disorder Charity](#)
- [BDA Teens Weight Wise](#)
- [Young People's | healthtalk](#)
- [NHS - Eating Disorders](#)
- **Childs GP**
- **NHS GO APP**

**Provide advice and support**  
Information and website addresses to be given to parent/child

**Public Health 5-19 Service** - Contact to arrange a Health & Wellbeing Review and plan  
Public health Nurses are able to provide support to address the health needs of children aged 5-19 years and signpost to appropriate service or resources.  
[www.cumbria.gov.uk/ph5to19/](http://www.cumbria.gov.uk/ph5to19/)

**IF CHILD IS ASSESSED TO BE AT IMMEDIATE OR SIGNIFICANT RISK OF HARM REFER TO SAFEGUARDING POLICY OR CONTACT SAFEGUARDING HUB TELEPHONE: 0333 240 1727**

This pathway is to guide your response to a child aged 5–19 years who is presenting with health or wellbeing concerns. Please note this is NOT a diagnostic tool and age appropriate behaviour and safeguarding should always be considered.