

Prevention

Early Intervention

Targeted Support

Whole School Approach

- Annual Public Health Review completed with the Public Health 5-19 Team and a Public Health Plan in place.
- Designated senior staff member and governor leads on Emotional Health & Wellbeing. <https://www.gov.uk/guidance/senior-mental-health-lead-training>
- Positive staff wellbeing <https://mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/>
- **Policies** in place which include clear expectations and consistent responses to incident management which considers safeguarding, behaviour, bullying and confidentiality.
- Development of a mental health and emotional wellbeing policy
- Spiralling curriculum across all Year groups and subjects which is clearly planned and includes positive **mental health**, aspirations, coping & resilience, decision making, body image, sexuality, internet, social media <https://pshe-association.org.uk/> <https://www.annafreud.org/schools-and-colleges/resources/mentally-healthy-schools/>
- Policy and teaching is monitored and evaluated then reviewed in partnership with staff, pupils, parents and relevant agencies
- Effective working relationships with relevant agencies who support children with mental health problems
- Process in place to address early concerns about individual children or a cohort of children.
- Regular Staff training and updates E.g. Youth Mental Health First Aid, ELSA

Indicators for concern

- Becoming disinterested in school and other activities
- Unusual tummy aches, headaches, tired
- Circle of friends reducing, becoming isolated
- Feeling bullied or starting to bully
- Irritable, no patience, snapping at people
- Sad, tearful
- Self-harm – superficial, scratching
- Not sleeping well, increasingly late or absent from school <80%
- Increase of internet social media, especially late at night.
- Increasingly quiet and withdrawn
- Friends reporting concerns
- Change in eating habits.
- Family breakdown, bereavement or traumatic event.

Escalation of concern

- No energy, can't be bothered, no interest in school or usual activities
- Obsessive, tearful, panic attacks.
- Erratic mood changes - very sad, angry, irrational or hyper
- Inability to focus/concentrate
- Increasingly absent from school less than 60%
- Engaging in substance abuse and/or risky sexual behaviours
- Falling behind at school/ high personal/parental expectations
- Shutting out family and friends, increasingly isolated, not going out
- Unable to sleep till early hours, disturbing dreams, waking in the night
- Deterioration or significant change of appearance
- Not eating/overeating - significant weight loss or gain
- Self-harm and/or thoughts of or attempts at suicide
- Family breakdown, bereavement or traumatic event

- Provide space and time for them to speak and ask them what you can do and how you can help
- Get a supportive or trusted teacher to talk to the child about the concerns and whether there are issues at home or school
- All concerns, incidents and actions recorded on school database
- Access resources on <https://www.cumbria.gov.uk/ph5to19/mentalhealth.asp> <https://www.annafreud.org/schools-and-colleges/resources/>
- Advise parent to speak to their GP.
- Offer and gain consent for a school **Individual Health Care Plan (IHCP)** or support plan which clearly outlines school and home support. (**SOS Assess & Plan**)
- Consider the following; sleep pattern, diet, fluid intake, screen time, bullying, friendships, support at home, school pressures, substance misuse
- Consider peer mentoring
- Refer to school counsellor or mentor
- Review academic development and provide extra support with school work
- Discuss at an **e-school nurse** appointment. Telephone 01228 603973
- Referral to **SAFA | Self Harm Awareness**
- Discuss with **Early Help Officer**
- Discuss with **CAMHS** or **My Time Cumbria**
- Discuss with **Education Psychology**
- Refer to **Eating Disorder** and **Risk Taking Behaviour** pathways.

Advise parent to seek medical advice within 1 week or within 1 day if suicidal ideation or attempt.

Review Individual Health Care Plan before and after medical input.

Discuss with **Early Help Officer** or the **HUB**

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

Early Help Panel
With consent to discuss if progress is slow or stuck

- External support & Links**
- [Lancs & S. Cumbria Healthy Young Minds](#)
 - [CCC - Early Help](#)
 - [CAMHS](#)
 - [My Time](#)
 - [Safeguarding Children Board \(LSCB\)](#)
 - [SAFA | Self Harm Awareness](#)
 - [Kooth online counselling](#)
 - [NHS Child health](#)
 - [Health for Teens](#)
 - [YoungMinds](#)
 - [Childline](#)
 - [NSPCC](#)
 - [The Mix - support under 25s](#)
 - [APPS to support Children and Young Peoples Mental Health](#)

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/

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.