



HIGH TUNSTALL

THE STUDENT MENTAL HEALTH
AND WELLBEING TOOLKIT



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WELCOME

School mental health and wellbeing services and supports are an effective means of addressing the mental health needs of children, families and staff and improving the learning environment.

Secondary School mental health and wellbeing services help educators prevent and respond to crises while fostering a school climate that supports teaching and learning. The purpose of this document is to guide the College on how to develop formalised processes for identifying and connecting students to needed mental health and wellbeing supports and services.

OUR VISION





OUR VISION

It is vitally important that any policy or strategic development correlates with a College vision and adds to this. Over the page highlights what our vision is and how the Mental Health and Wellbeing Toolkit fits in with and enhances that College Vision.

This then enables a strategic plan and tactics to come from this rather than coming first prior to the visionary development.

'As High Tunstall Learners we INSPIRE one another by getting involved, being imaginative and enjoying challenges

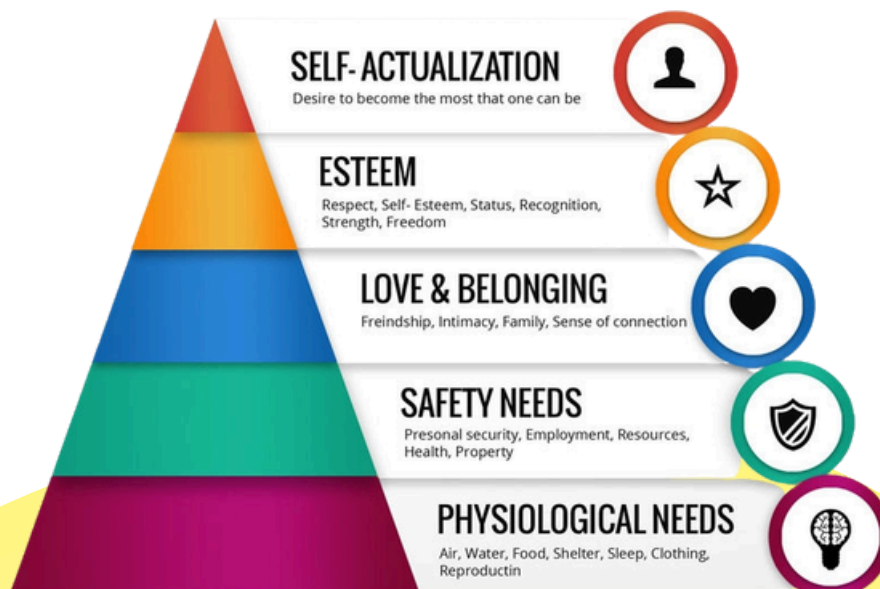
As High Tunstall Learners we SUPPORT one another by showing respect, being positive and having pride in our community

Together, as High Tunstall Learners we can ACHIEVE

The High Tunstall Learner – Embrace Every Opportunity'

OUR VISION

Our Mental Health and Wellbeing Plan or Toolkit strategy ties in with the vision as Maslow cites in his 'Hierarchy of Needs' (1943), without being supported as learners with our Physiological, Safety, Social and Esteem needs (which all relate to Mental Health and Wellbeing, we will struggle to achieve our potential. Therefore, this strategic plan is essential for us as a college community to allow all to achieve.



Our Strategy is therefore 3 fold:

- To raise awareness of Mental Health and Wellbeing issues and methods of support
- To act to aid others around mental health and wellbeing and support their actions to develop
- To show appreciation for successes and constantly review our processes in order to always improve

OUR FRAMEWORK



HIGH TUNSTALL'S MENTAL HEALTH AND WELLBEING FRAMEWORK

LINKING TO SYSTEMS OF CARE

Appropriate research/data/fact finding
Appropriate information-sharing
Appropriate planning and delivery
Continuous monitoring, review and communication
Appropriate support, referrals and navigation aiding

DEEP CARE

- Counselling and Support
- Seamless referrals, wraparound and reviews
- Safety and re-entry plans
- Deeper collaboration with external providers
- Case Management
- Crisis care

SELF CARE

- Mental Health & Wellbeing Education via PSHE/Tutor Time/WTYD
- Ease of access to self-help material/staff guides
- Awareness of MHAW conditions via our media.
- A whole-community ethos based on resiliency, inclusivity, reparation and respect.
- Trauma-sensitive and restorative practices
- Transitional data shares relating to all aspects of a child and their contexts - reviewed annually

COLLABORATIVE CARE

- Co-planning strategies with all stakeholders i.e. PCPs etc.
- Effective individual and group interventions by both adults and peers
- Early identification, screening, monitoring and reviewing process

ALL

FOUNDATIONS

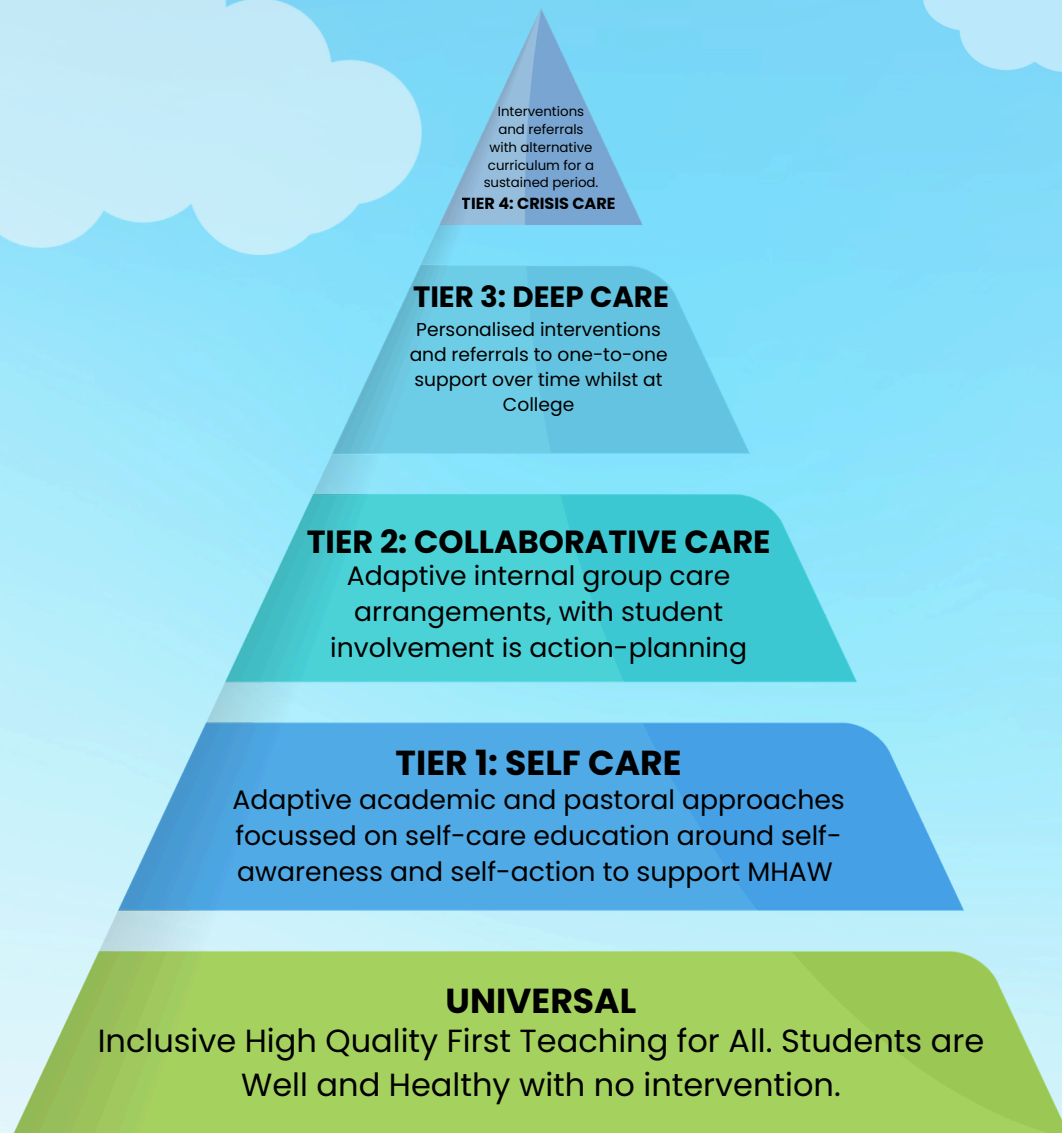
- Quality first teaching and Universal Care
- Positive and restorative behavioural systems
- Multi-stakeholder involvement and collaboration at all levels
- Ethical School Leadership at all levels
- Cultural and Contextual evidence based practices
- Data-based continual monitoring and improvement
- Positive and Inclusive school culture and ethos
- Policy-based and CPD-based approaches that are continually renewed
- A student, staff and community approach to Mental Health and Wellbeing



Inspire
Support
Achieve

HIGH TUNSTALL'S MENTAL HEALTH AND WELLBEING FRAMEWORK

The tiers of provision



Inspire
Support
Achieve

OUR REFERRALS





HTCS MHAW: THE PROCESS FOR DEVELOPING A MENTAL HEALTH REFERRAL PATHWAY

STEP 1

Identify a College Mental Health and Wellbeing Leadership Team



STEP 2

Determine MHAW related issues and fact-find (using Primary and Secondary data)



STEP 3

Develop a system to gather necessary information and a procedure for managing referrals.



STEP 4

Establish and utilise a secure student record management system



STEP 5

Map available resources and interventions



STEP 6

Create decision rules to determine appropriate intervention



STEP 7

Develop a system for school-based monitoring of intervention effectiveness



CHECKLIST FOR DEVELOPING A SCHOOL MENTAL HEALTH REFERRALS PLAN AND ANNUAL REVIEW



Identify a College Mental Health and Wellbeing Leadership Team

STEP 1

- Assess the purpose of existing college teams.
- Identify team members
- Articulate the team vision in line with the College's, and identify roles and responsibilities of each team member.
- Establish a routine, including meeting at regular intervals
- Regularly assess team structure and functioning.

Determine a procedure for managing referral flow

- Adopt a referral framework
- Consider how referrals can be accessed (paper, electronically, or both) and submitted.
- Determine who will review referral forms
- Identify contacts for community agencies to connect with when making referrals.
- Communicate procedures with school staff, parents, students, etc

STEP 2

Develop a system to gather necessary information

STEP 3

- Collect background information about the students.
- Conduct observations.
- Interview the student, parents, school staff, and (with parental/guardian authorisation) other individuals with special knowledge of the student.
- If using universal screening measures to identify and measure student need, have a thoughtful plan in place regarding next steps prior to administering the screening.
- *Not every care need or referral will require every form of information gathering.

Establish a secure student record management system

- Determine a secure location or electronic system for storing records.
- Determine levels of permission for appropriate team members to access files in accordance with confidentiality laws and policies.

STEP 4

Map available resources and interventions

STEP 5

- Identify who from the team will map available resources and interventions initially and how resources will be updated on an ongoing basis.
 - Identify resources available at college (e.g., after-school clubs, group counselling, individual mental health services etc.) and create lists for each 'care level'.
 - Determine whether existing school-based interventions are of sufficient breadth and quality to serve student needs. Examine school-wide data to determine need.
 - Identify community resources and request information to build a database
 - Begin building partnerships with new community organisations, define roles and responsibilities, establish a process for information sharing and plan for transitions between levels of care.
- Anticipate possible barriers to accessing supports (e.g. stigma, financial challenges) and plan for how to support families in overcoming these barriers.

CHECKLIST FOR DEVELOPING A SCHOOL MENTAL HEALTH REFERRALS PLAN AND ANNUAL REVIEW



STEP 6

Create decision rules to determine appropriate interventions based on this information

- Determine guidelines to decide when a student needs self, collaborative or deep care
- Determine guidelines for determining if an intervention is complete or should be discontinued, and appropriate fading of the intervention.
- Determine possible sources of positive outcome data (e.g., improved attendance or grades, fewer office referrals)
- Consider communication and challenge structures to support decisions of referral but also removal from care levels.

Develop a system for school-based monitoring of intervention effectiveness

- Develop a system to monitor if the student is receiving the intervention and a plan to address any barriers that arise.
- Create a process for selecting a progress-monitoring method and schedule for each outcome goal.
- Determine a process for obtaining feedback from community providers, the student, and the student's family.
- Consider adopting or adapting an existing software system to electronically track intervention process and outcome data.
- Develop a plan for sharing intervention effectiveness information with appropriate stakeholders (e.g., family members, school staff that interact with the student).

STEP 7



HIGH TUNSTALL'S REFERRAL, MONITORING AND REVIEWING FLOW DIAGRAM



HIGH TUNSTALL'S SCREENING STAGE AND REPORTING SYSTEMS



In order to screen people for mental health conditions the SSAT has provided a grid to support others in identifying when interventions and referrals need to take place. The SSAT states that ... *'The flow chart uses a red, amber & green system to identify students' mental health state and how it should be addressed. The framework categorises many different types of behaviours that could be present in students. Along with recommendations on what staff should do.'*

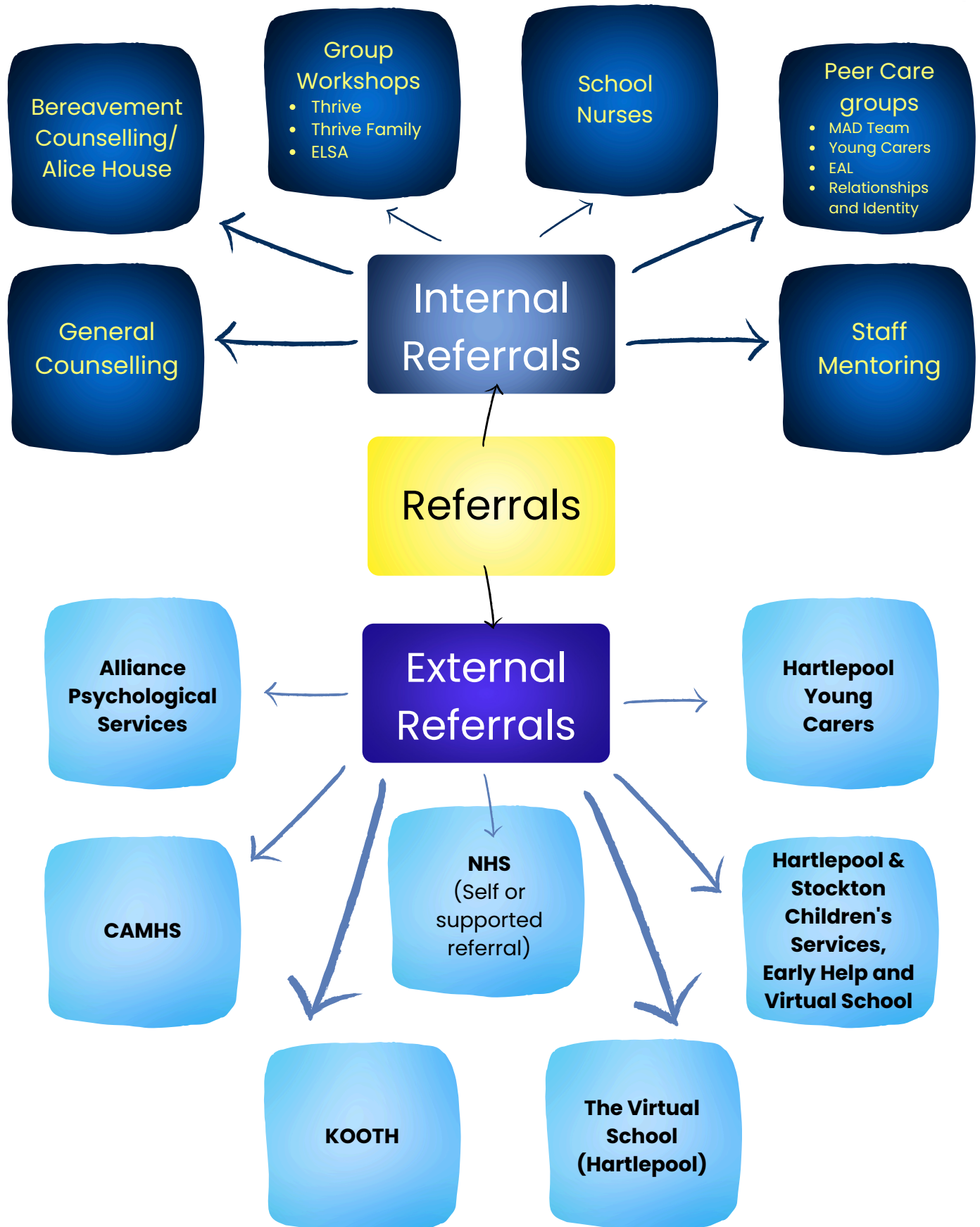
- *The Green category identifies students who have a positive mental health and are coping well with day-to-day issues.*
- *Amber shows behaviours that are beginning to become a concern and gives staff advice on how to support students.*
- *The Red category outlines behaviours of somebody who is having extreme issues with their mental health and needs urgent intervention.'*

Created by Dayne Meakin, SSAT Leadership Legacy Fellow, 2018

Mental health flow chart

LEVEL OF FUNCTIONING	COGNITIVE AND ACADEMIC FUNCTIONING	SOCIAL FUNCTIONING	COPING BEHAVIOURS	PSYCHOLOGICAL FUNCTIONING	RESPONSE AND RECOMMENDATIONS
Superior/good functioning in a wide range of activities Can identify short and longer term plans for the future	High achieving Performing well in the workplace/studies Concentrates on tasks and seems alert Generally attends school on time Study/work capacity fulfilled	Engaged in a range of activities Positive relationships with peers Displays emotional warmth Spends time in social activities Energy to perform the majority of daily tasks required	Positive coping skills Good functioning overall Able to consider problems/issues in an appropriate fashion	No or minimal symptoms, resilient, generally happy. May have mild anxiety in response to events (e.g. exams) Describes enjoyment in several different activities	Keep socially active Make plans for periods of enjoyment Nutrition is important for all aspects of health Regular physical exercise to help maintain mental wellbeing
LEVEL OF FUNCTIONING	COGNITIVE AND ACADEMIC FUNCTIONING	SOCIAL FUNCTIONING	COPING BEHAVIOURS	PSYCHOLOGICAL FUNCTIONING	RESPONSE AND RECOMMENDATIONS
Temporary impairment Symptoms may be understandable in the circumstances (e.g. exam stress, bereavement) Generally functioning in several areas of life	Capable student who is experiencing transient problems May have temporary setbacks due to challenge of unfamiliar academic/work task May demonstrate reduced self confidence/decreased self esteem May use avoidance as a safety mechanism May have reduced level of concentration	Occasional arguments Minor ups and downs in relationships Engaged in social situations with peers May withdraw briefly	Understandable stress reaction to difficult situations Returns to normal once situation resolved Increase in level of irritability	Period of understandable low mood or irritability Anxiety symptoms such as brief sleep or appetite disturbance Worrying thoughts Thoughts of inability to cope	Offer support and problem solving/peer support Encourage to talk to a trusted friend Speak to colleague such as form tutor, head of year or pastoral lead Pastoral team may wish to contact parents to express concern if necessary
LEVEL OF FUNCTIONING	COGNITIVE AND ACADEMIC FUNCTIONING	SOCIAL FUNCTIONING	COPING BEHAVIOURS	PSYCHOLOGICAL FUNCTIONING	RESPONSE AND RECOMMENDATIONS
May appear disorganised and unreliable May be denying any problems or responsibilities for behaviours Unlikely those issues will resolve without intervention Action required to prevent further distress	Impaired ability due to reduced concentration and learning capacity Unable to prioritise tasks Difficulty meeting lesson and school requirement Conflict in group work or situations Altered decision making Inconsistent behaviour Worrying or anxious thoughts May appear vague Changing beliefs	Few friends, limited integration in team processes Conflict with peers/staff May be withdrawn or isolated Increased hours on internet Behaviour may be having a negative effect on others Others may express concern or make complaints Generating rumours which cause concern to others Low level use of written, verbal or physical abuse (e.g. pushing or shoving) Concerning or unwelcome comments of a sexual nature or relationship seeking Out of character behaviours/out of context behaviours	Poor coping May be demanding of others to find solution Overall functioning compromised Inappropriate, changeable emotional expression (e.g. tearful or aggressive outbursts) Excessive online chat and other internet activity Impulse control problems may lead to high risk behaviours (e.g. unsafe sex, overeating, gambling, self harm or harm to others) Intentional theft Damage to property Threatening communications which make you feel uncomfortable Recent improvements in mood or daily motivation after a period of low mood	Feel out of control or have panic attacks Increase/decrease sleep Impaired judgement and decision making Impaired organisation May appear chaotic Fear regarding poor performance/letting others down Thoughts of escaping Any thoughts or expressions of suicidal/ non-suicidal self injury/harm to others Difficulty making plans for longer term Limited/reduced hope for future Depression Change in levels of energy Thoughts/behaviours out of context or character Guilt Anger/blaming others for how they feel History of harm to self or others Past mental health presentations/admission to hospital High anxiety, distress/agitation	Needs psychological assessment and intervention Encourage them to talk to their family and close friends for support May help to discuss current or future workload Contact designated safeguarding lead immediately Designated safeguarding lead will follow safe guarding policy

HIGH TUNSTALL'S REFERRALS SYSTEM



HIGH TUNSTALL'S REFERRALS SYSTEM – INTERNAL



Thrive Approach

What is Thrive? – Thrive aims to work with young people over a period of time to understand what children and young people are trying to communicate through their behaviour – so you can promote their positive mental health, improve their ability to learn, and open their doors to a bright future. It is a neuroscience and psychology-based approach to helping children and young people thrive.

Why Refer? – If you are concerned about the behavioural traits of a young person over time and have actioned other strategies with limited effect, then refer to Thrive or Thrive Families.

How to Refer? – Complete the Thrive or HTCS MHAW Referral form and send to CSC (for student sessions) or JTU (for Family sessions), copying in the DSL and HoY, as well as actioning this on CPOMs and updating the Safeguarding part of Synergy.



ELSA

What is ELSA? – The Emotional Literacy Support Assistant (ELSA) project was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. It recognises that children and young people learn better and are happier in school if their emotional needs are also addressed.

Why Refer? – If you are concerned about a student's emotional health, emotions over time or their ability to regulate their emotions, then why not refer them for ELSA Training with one of the in-house experts.

How to Refer? – Please complete the HTCS MHAW Referral Form and send to Claire Hope, copying in the DSL and HoY, as well as actioning this on CPOMs and updating the Safeguarding part of Synergy.



HTCS Counselling

What is HTCS Counselling? – HTCS Counselling is a general service of counselling related to a variety of Mental Health issues and conditions. It is there to do work over time in one-to-one meetings with some students, available to lead other group/collaborative care sessions, or to co-ordinate whole-school awareness-related issues.

Why Refer? – For a one-to-one or group referral you would refer as a Year Team or via the Year Team, if you are concerned about a student's MHAW using the SSAT screening system or informed conversations.

How to Refer? – Please complete the HTCS MHAW Referral Form and send to Kate Hillyard, copying in the DSL and HoY, as well as actioning this on CPOMs and updating the Safeguarding part of Synergy.



HIGH TUNSTALL'S REFERRALS SYSTEM – INTERNAL



Staff Mentoring

What is Staff Mentoring? – Staff mentoring is where Year Teams speak to specific staff relating to working with students in a number of areas, particularly around self and collaborative care approaches. The staff members would check in with the students on agreed occasions and generally act as a support for any further referrals and information but they do not lead this as this is Year Teams and wider pastoral teams.

Why Refer? – You have recognised that a student might be in need of short term MHAW care and support with strategies and resources to aid this. This would not be a chronic MH issue but one that is early stages or that can be managed over time. This would be in specific cases with specific staff around stress, anxiety, depression, eating, sleep, good health etc.

How to Refer? – Please complete the HTCS MHAW Referral Form and send to relevant mentor after a conversation with them has taken place relating to relationships and capacity, copying in the DSL and HoY, as well as actioning this on CPOMs and updating the Safeguarding part of Synergy.



Peer Support Groups

What are Peer Support Groups? – These are groups that students may be referred to, to work with other students on MHAW issues and developing strategies as a group to try and feedback on regularly. Currently, groups include: Anti-bullying; Relationships and Identity; Exam Stress Regulation; etc.

Why Refer? – You have recognised that a student might be in need of short term MHAW care and support with strategies and resources to aid this. This would not be a chronic MH issue but one that is early stages or that can be managed over time.

How to Refer? – Please complete the HTCS MHAW Referral Form and send to relevant co-ordinator of the support group after a conversation with them has taken place relating to capacity, copying in the DSL and HoY, as well as actioning this on CPOMs and updating the Safeguarding part of Synergy.



Bereavement Counselling

What is Bereavement Counselling? – Bereavement Counselling is a service that will come to HTCS at set times and offer one-to-one counselling sessions and group sessions for students. This work will be regular for students and monitor their progress.

Why Refer? – You have recognised that a student needs support when close relations or friends are at end-of-life care, or they have passed away. They seem to be struggling to cope with what is happening, showing signs externally or they have become introverted.

How to Refer? – Please complete the HTCS MHAW Referral Form and send to the AHT: Behaviour and Attitudes, copying in other relevant DSLs and HoY, as well as actioning this on CPOMs and updating the Safeguarding part of Synergy.



HIGH TUNSTALL'S REFERRALS SYSTEM – INTERNAL



School Nurses

What is the School Nurse Team? – School nurses are specialist community public health nurses (SCPHN) who work with school-aged children and young people and their families to improve health and wellbeing outcomes and reduce inequalities and vulnerabilities. Currently the School Nurse Team are in school every Monday from 9 till 12 situated in the Parent Meeting Room.

Why Refer? – For support around:

- Emotional Well-Being
- Sexual Health
- Smoking
- Hygiene
- Sleep
- Healthy Weight
- Toileting
- Head Lice
- Puberty

How to Refer? – Referrals must go through Year Team who will complete the School Nurse Referral Form and forward to Cheryl Whitaker to record and pass on to the School Nurse Team. Drop-ins are accepted if spaces are available. This should be actioned on CPOMs and updated on the Safeguarding part of Synergy



ABC Counselling

What is the ABC Counselling? – ABC currently works in primary and secondary schools across Teesside offering counselling, play therapy and therapeutic group work. High Tunstall is now working with ABC counselling to support 1-to-1 sessions and group therapy.

Why Refer? – Reasons for referral include: low to medium CBT work around emotional regulation; low mood; depression; small group work over 5 weeks for wellbeing; a counselling service; Parental Advice Service; High level CBT work; Systemic Family work.

How to Refer? – ABC counselling can be accessed by completing an ABC referral form – (all pastoral teams have access to this) and this is monitored via NBE. All referrals go through NBE so we have a clear understanding of need and individual access.



Art Therapy

What is Art Therapy? – Our current Art Therapist is Mrs Pinchen and is both an Art Teacher with vast educational experience and currently qualifying as an Art Therapist through Teesside University. Art Therapy is a type of therapy that utilises creative processes to express thoughts and feelings in a way that talking therapy alone cannot do.

Why Refer? – Reasons for referral include: emotional regulation and coping strategies; low mood; low self-esteem; low confidence; expression; anxiety; processing trauma; small group work for wellbeing and expression; etc. If the student regularly attends and are willing to engage in sessions then Art Therapy may be very useful for work towards improving mental health.

How to Refer? – Referrals must go through Year Team who will complete the School Referral Form and forward to Sharon Pinchen to record and organise. This should be actioned on CPOMs and updated on the Safeguarding part of Synergy.



HIGH TUNSTALL'S REFERRALS SYSTEM – EXTERNAL



Alliance Psychological Services/Getting Help Together

What is Alliance? – Alliance and Changing Futures have joined up to offer early intervention relating to help with mild to moderate mental health issues.

Why Refer? – To help with low mood, anxiety, loss, relationship difficulties, and negative body issues. They offer cognitive behaviour therapy, counselling, parental support and systemic family work

How to Refer? – This is done through the Year Teams and NBE with referrals being discussed at monthly consultation meetings.



Child and Adult Mental Health Services – CAMHS

What is CAMHS? – CAMHS is a service run by the NHS made up of medical and mental health professionals.

Why Refer? – CAMHS can help young people through mental health issues such as depression, anxiety, panic attacks, hearing voices, self-harm or suicidal thoughts.

How to Refer? – Parents can refer by calling 0300 013 2000. School staff can refer by completing a referral form (available through NBE or online) and it is sent to the SPOC (Single Point of Contact) Team. Parents can speak to GPs and request referrals that way also.



Children's Services – Early Help

What is Early Help? – They provide support for young people and their families to help resolve a variety of issues.

Why Refer? – They provide support to help resolve issues, so they do not escalate. This referral can be for a variety of reasons such as: relationship breakdowns; challenging behaviour; struggling with routines and boundaries; financial difficulties; substance misuse; or mental health issues.

How to Refer? – Parents can contact 284284 for advice. Parents can also complete an Early Help Assessment with school staff to identify needs. Please see NBE/CLW for further advice on this.



HIGH TUNSTALL'S REFERRALS SYSTEM – EXTERNAL



Hartlepool Young Carers

What is Hartlepool Young Carers? – Hartlepool Young Carers is the 'centre-point for carers in the town'. They offer respite, training, wellbeing counselling, social opportunities and help with care plans to support Young Carers.

Why Refer? – Students who are identified as young carers may or will need support for their own Mental Health and Wellbeing due to their circumstance. This service offers them the above opportunities

How to Refer? – This is via a phone-call to young carers and then maintaining contact with the around the student. Internally, you should action this on CPOMs and update the Safeguarding part of Synergy.



Kooth

What is Kooth? – The Kooth team provide free, safe and anonymous online support and counselling. The whole team are made up of friendly and experienced individuals who want to help young people. Students have to join and may need support in doing this. This is an NHS approved provider of online support leading to wider care and referrals.

Why Refer? – Students are in need of MHAW support and need to either get over the first hurdle of asking for support with people objectively outside of the college or local services, or they may have used other services previously and have a negative outlook on them.

How to Refer? – Students will need support in joining but they need to visit <https://www.kooth.com/> and click on 'Join Kooth'. Once joined they can then easily access online resources including chatting via a variety of means to professionals and then they can take it from there. Year Teams should check in with students, action this on CPOMs and update the Safeguarding part of Synergy.



Children's Services – The Virtual School

What is the Virtual School? – This is a Local Authority support service with oversight of vulnerable students and has a statutory responsibility for 'Looked After Children' and those who are 'Home Educated'.

Why Refer? – Referrals are completed at a Local Authority level and advice and guidance is offered to support complex vulnerable young people.

How to Refer? – Referrals are completed at a Local Authority level, but anyone can contact the service for advice about an existing student or for general advice and guidance relating to LAC or Home-Education on 01429 523825.



HIGH TUNSTALL COLLEGE OF SCIENCE: MENTAL HEALTH REFERRAL FORM



MENTAL HEALTH REFERRAL FORM

Name of person being referred: _____
Name of person referring _____
Date _____

Please complete the form and pass this to the Designated Safeguarding Lead. All sections need to be completed. Thank you.

Context: Using below and the SSAT screening framework overleaf, please state why you are referring the person:

Depression, Anxiety, Sleep issues, Eating, Family, Friendships, Bullying, Personality, Addiction, Substance Misuse, Behaviour, ACEs, OCD, Phobias, Physical Health, Attendance, Punctuality, Organisation, etc.

History: Using below, please state what work has already been done with the person, or any additional needs they have:

Contact Home, staff mentoring, peer support, pastoral support meetings, provision of resources, counselling, etc.

Suggested Referral: Please tick and justify below

INTERNAL

☐

EXTERNAL

☐

Suggested Care route and provision (i.e. internal or external agency, and why):

Actions to be taken by Referee and dates by:

Have relevant parties including parents/guardians been informed:

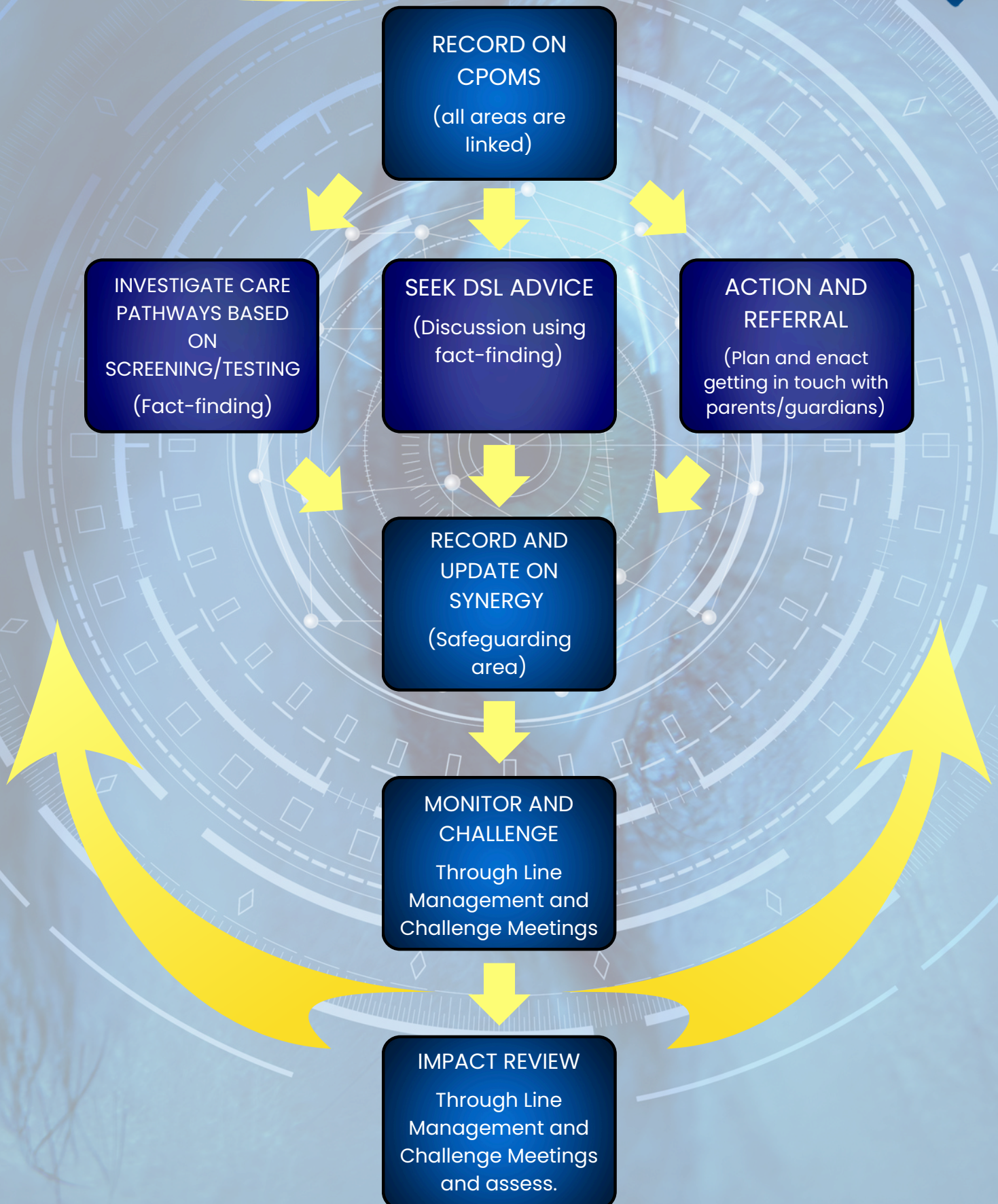
Signed By:

Contact details of Parents/Guardians:

OUR MONITORING



HIGH TUNSTALL'S REPORTING AND MONITORING SYSTEMS



HIGH TUNSTALL'S REPORTING AND MONITORING SYSTEMS – **SCHOOL SYNERGY AND CASE STUDIES**



Once MHAW issues are raised it is down to the Year team, DSL and intervention leads to record and monitor the actions, developments and updates, using HTCS pro-formas, School Synergy and regular meetings.

Only Year Teams, SLT, DSL and the Headteacher have access to the area on Synergy maintaining the confidentiality.

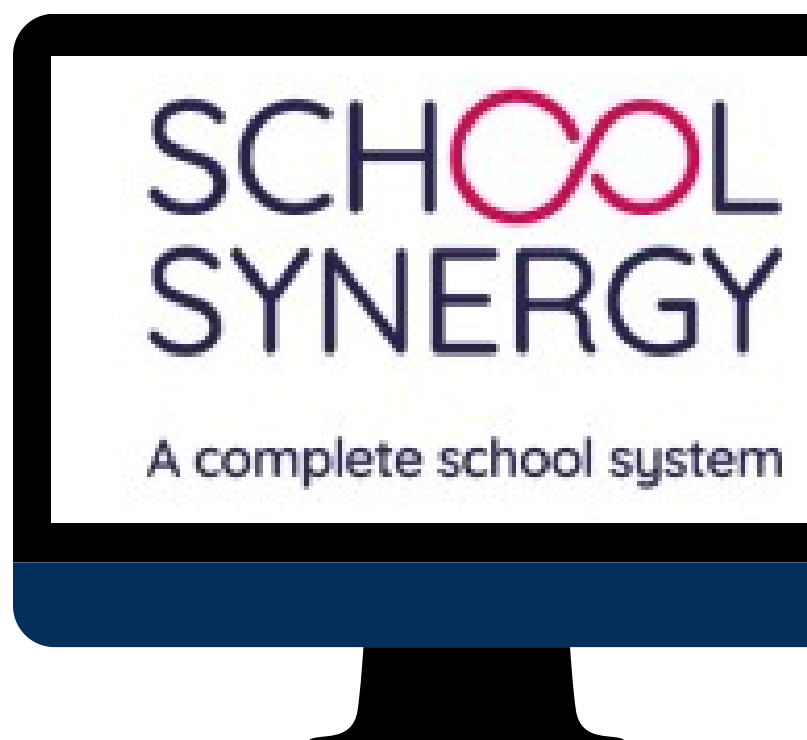
The system acts as an ongoing e-report as to what is occurring and must be updated at key points for each student identified as needed MHAW interventions.

Art Therapy:

BASELINE ASSESSMENT: PARENTS

Child Name: _____
Parent Name: _____
Date: _____

	NEVER	SOMETIMES	OFTEN	ALWAYS
1. My child seems happy and relaxed at home.				
2. My child seems worried, upset, or anxious without a clear reason.				
3. My child copes well when they feel upset or stressed.				
4. My child finds it hard to feel safe or comfortable in some situations.				
5. My child avoids certain places, people, or situations.				
6. My child talks about how they feel or shares worries with someone they trust.				
7. My child gets along well with family members at home.				
8. My child joins in activities at home, school, or in the community.				



HIGH TUNSTALL'S SYSTEMS TO BE REVIEWED ANNUALLY



It is essential that the Mental Health and Wellbeing systems are reviewed for efficiencies, use and impact. The systems below are all ones being utilised as part of this toolkit and therefore need reviewing annually, with roles attached for leading the reviews:

AREA TO BE REVIEWED	LEAD
The HTCS MHAW policy and Toolkit	AHT: Personal Development
The coding, usage and systems of CPOMs	AHT: Behaviour & Attitudes and HeadTeacher
The usage and systems of School Synergy	AHT: Behaviour & Attitudes and HeadTeacher
Internal referral systems and the impact of the support on offer	AHT: Behaviour & Attitudes
External referral systems and the impact of the support on offer	AHT: Behaviour & Attitudes
Overall systems, CPD, referrals, usage, monitoring and impact	AHT: Behaviour & Attitudes and HeadTeacher
Whole-College systems of awareness around MHAW	AHT: Personal Development

MENTAL HEALTH CONDITIONS

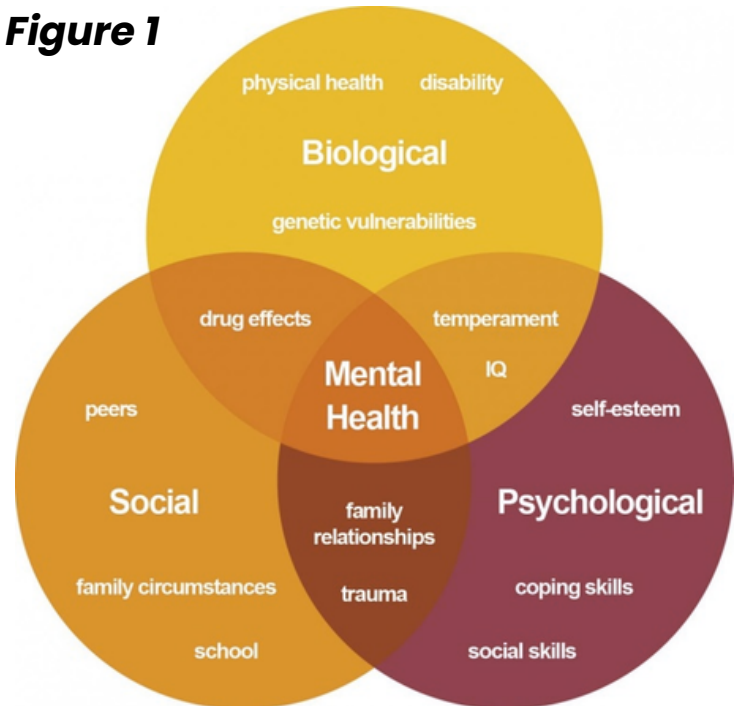


TYPES OF MENTAL HEALTH CONDITIONS



Figure 1 is a diagram showing the different factors that affect the persons susceptibility to Mental Health conditions and their ability to be able to cope with their mental health. As we become richer with information about students we can utilise this to enhance the picture around a person when looking at the care to be provided and in which specific areas.

Figure 1



Below, **figure 2** shows the stages of Mental Health conditions and staff familiarising themselves with the stages so they know:

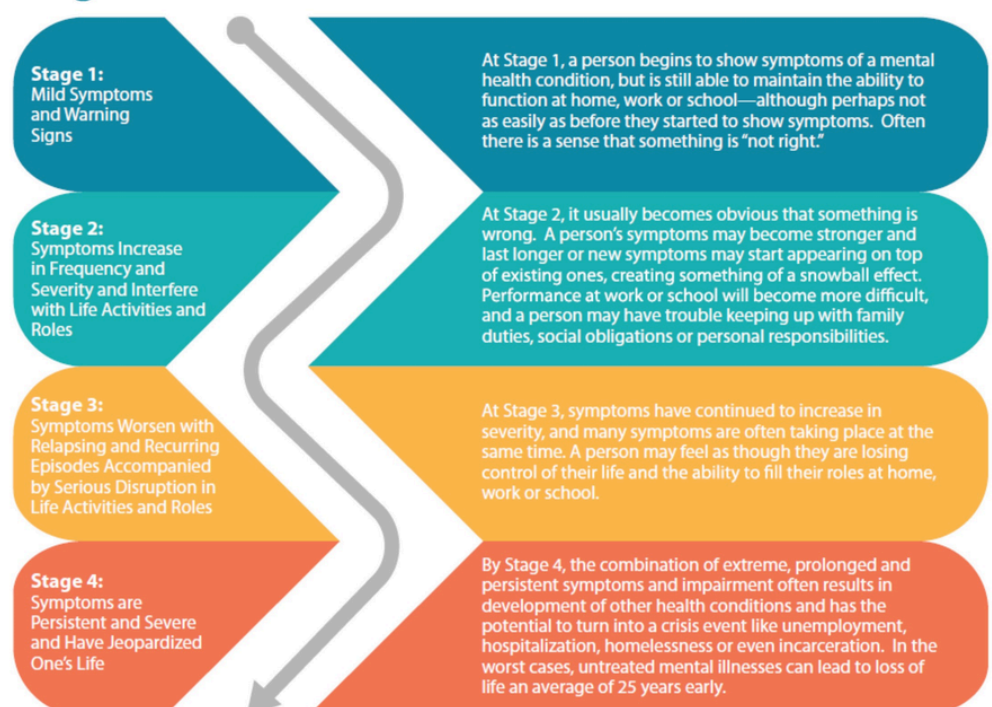
a) What to look out for in regard to signs and symptoms

Figure 2

b) What to look for in regard to how chronic the Mental Health condition is.

c) What to work on the have impact over time

Stages of Mental Health Conditions



TYPES OF MENTAL HEALTH CONDITIONS

Please see a list of mental health conditions below. This is not a complete list but does offer the main examples that affect young people:



Clinical depression

Depression is a low mood that lasts for weeks or months and affects your daily life.

Generalised anxiety disorder

Everyone has feelings of anxiety at some point in their life. However, some people find it hard to control their worries. Their feelings of anxiety are more constant and can often affect their daily lives.

Eating disorders

An eating disorder is a mental health condition where you use the control of food to cope with feelings and other situations.

Unhealthy eating behaviours may include eating too much or too little or worrying about your weight or body shape.

Obsessive compulsive disorder (OCD)

Obsessive compulsive disorder (OCD) is a common mental health condition where a person has obsessive thoughts and compulsive behaviours.

Panic disorder

Panic disorder is an anxiety disorder where you regularly have sudden attacks of panic or fear.

Everyone experiences feelings of anxiety and panic at certain times. It's a natural response to stressful or dangerous situations.

But someone with panic disorder has feelings of anxiety, stress and panic regularly and at any time, often for no apparent reason.

Health anxiety

Health anxiety is when you spend so much time worrying you're ill, or about getting ill, that it starts to take over your life. It's related to obsessive compulsive disorder (OCD).

Seasonal affective disorder (SAD)

Seasonal affective disorder (SAD) is a type of depression that comes and goes in a seasonal pattern.

SAD is sometimes known as "winter depression" because the symptoms are usually more apparent and more severe during the winter.

Psychosis

Psychosis is when people lose some contact with reality. This might involve seeing or hearing things that other people cannot see or hear (hallucinations) and believing things that are not actually true (delusions).

Agoraphobia

Agoraphobia is a fear of being in situations where escape might be difficult or that help wouldn't be available if things go wrong.

Many people assume agoraphobia is simply a fear of open spaces, but it's actually a more complex condition. Someone with agoraphobia may be scared of:

travelling on public transport
visiting a shopping centre
leaving home

Body dysmorphic disorder (BDD)

Body dysmorphic disorder (BDD), or body dysmorphia, is a mental health condition where a person spends a lot of time worrying about flaws in their appearance. These flaws are often unnoticeable to others.

Dissociative disorders

Dissociative disorders are a range of conditions that can cause physical and psychological problems.

Some dissociative disorders are very shortlived, perhaps following a traumatic life event, and resolve on their own over a matter of weeks or months. Others can last much longer.

Personality disorders

A person with a personality disorder thinks, feels, behaves or relates to others very differently from the average person.

There are several different types of personality disorder.

Sleep and Insomnia disorders

Sleep problems usually sort themselves out within about a month. But longer stretches of bad sleep can start to affect our lives. It can cause extreme tiredness and make usually manageable tasks harder.

If you regularly have problems sleeping, you may be experiencing insomnia. Insomnia can last for months or even years, but usually improves if you change your sleeping habits.

Addiction

Addiction is a common problem, but help is available.

Addiction is defined as not having control over doing, taking or using something to the point where it could be harmful to you.

Addiction is most commonly associated with gambling, drugs, alcohol and smoking, but it's possible to be addicted to just about anything

Social anxiety (social phobia)

Social anxiety disorder, also called social phobia, is a long-term and overwhelming fear of social situations.

It's a common problem that usually starts during the teenage years. It can be very distressing and have a big impact on your life

Post-traumatic stress disorder (PTSD)

Post-traumatic stress disorder (PTSD) is an anxiety disorder caused by very stressful, frightening or distressing events.

LOCAL AGENCIES & PROVIDERS

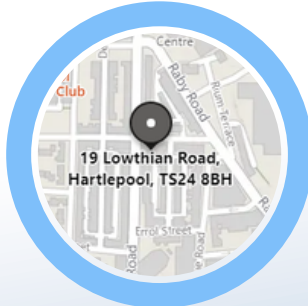


HIGH TUNSTALL'S MAIN MENTAL HEALTH EXTERNAL PROVIDERS MAPPED



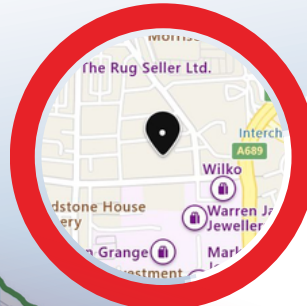
HARTLEPOOL YOUNG CARERS

19A Lowthian Rd
Hartlepool
TS24 8BH
Phone: 01429 283095



HARTLEPOOL & STOCKTON CHILDREN'S HUB (including the Virtual School and Early Help)

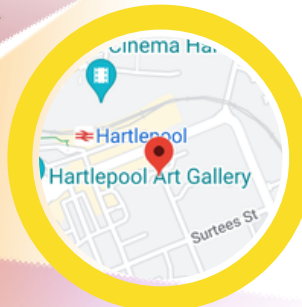
Level 4
Civic Centre
Hartlepool TS24
Phone: 01429 523825



CAMHS

Dover House
1-5 Lynn Street
Hartlepool
TS24 7JZ

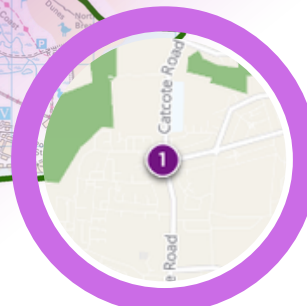
Phone: 01429 285049



ALICE HOUSE

34 Catcote Road
Town Centre
Hartlepool
TS25 4HF

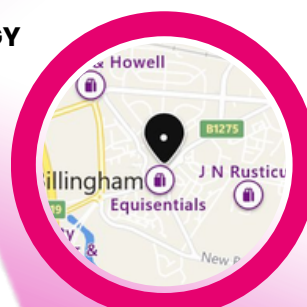
Phone: 01642 352747



ALLIANCE PSYCHOLOGY

Barton House,
24 Yarm Road
Stockton-on-tees

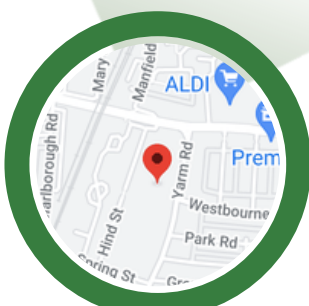
Phone: 01642 352747



ABC COUNSELLING

Abc Family Centre
23A The Green
Stockton-On-Tees
Billingham

Phone: 01642 9130607

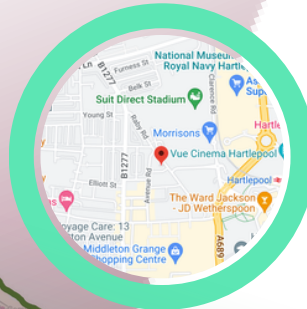
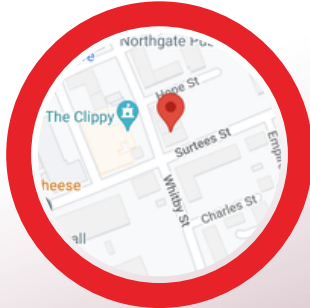


FURTHER EXTRENAL PROVIDERS RELATED TO MENTAL HEALTH & WELLBEING MAPPED



SUPPORTING TREATMENT AND RECOVERY TOGETHER (START - PREVIOUSLY HART)

Whitby Street
Hartlepool
TS24 7AB
Phone: 01429 285000



LET'S CONNECT (PREVIOUSLY MIND)

Crown Buildings
1 Tees St
Hartlepool TS24 8HB
Phone: 01429 269303



HARTLEPOOL FOODBANK

28 Church St
Hartlepool
TS24 7DH

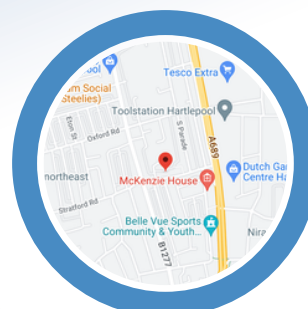
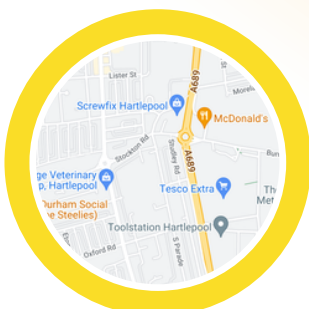
Phone: 01429
598404



THE STRANTON COMMUNITY CENTRE (AND SURE START CHILDREN'S CENTRE)

Southburn Terrace,
Hartlepool
TS25 1SQ

Phone: 01429 231329



HARBOUR

8 Sydenham Rd
Hartlepool
TS25 1QB

Phone: 01429 270110



TIPS, NATIONAL APPS & WEBSITES



AN INTRODUCTION TO APPROVED APPS, WEBSITES AND TIPS



Please see our interactive media slides for a variety of general mental health issues/conditions, with NHS approved tips, apps and websites:

FRIENDSHIPS AND ANTI-BULLYING SUPPORT

TUNNY TOP TIPS

- Be empathetic – use understanding and listening rather than insincere sympathy
- Use your body language – think about being open in your body language when friends are talking to you and don't seem bored or defensive
- Get out there – don't shut yourself away. Get talking and meeting people either face-to-face or virtually
- Start conversations and make sure you listen to others
- Be kind and complimentary

HELPFUL APPS

MeeTwo: The MeeTwo app provides a safe and secure forum for teenagers wanting to discuss any issue affecting their lives. You can anonymously get advice from experts or other teenagers going through similar experiences in areas such as mental health, self-harming, relationships and friendships.

Motivation – Daily Quotes: Quotes can seem kind of cheesy sometimes, but the right quote at the right time can give you the boost you need. This app contains thousands of quotes for any time, place, or mood, including sadness, focus, friendship, studying, and much more.

HELPFUL WEBSITES

Tootoot: Tootoot makes it simple for you to report anything from bullying to a mental health concern. The simple-to-use app makes it easier for students to speak-up and gives them confidence that their concerns are being taken seriously. You all have login details.

Childline: The following website offers useful tips, forums etc. related to making friends and strengthening friendships. Please visit <https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/top-tips-making-friends/>

COPING WITH ANXIETY

TUNNY TOP TIPS

- Exercise regularly – Regular exercise, particularly aerobic exercise, may help you combat stress and release tension. It also encourages your brain to release serotonin, which can improve your mood.
- Learn to relax – As well as regular exercise, learning how to relax is important. You may find relaxation and breathing exercises helpful, or you may prefer activities such as Yoga or Pilates to help you unwind.
- Avoid caffeine – Avoid smoking and drinking
- Contact support groups – Support groups can give you advice on how to manage your anxiety. They're also a good way to meet other people with similar experiences.

HELPFUL APPS

Calm: Sleep, meditation, and relaxation are in your hands with Calm, a popular mindfulness app. Calm features nature sounds and sleep stories to help lull you into relaxed sleep.

BreathWrk: If you have anxiety, you've probably tried a breathing exercise or two to help calm yourself. The Breathwrk app takes the science of breathing exercises even further by curating a collection of breathing exercises based on your goal: falling asleep, feeling relaxed, feeling energized, and alleviating stress.

HELPFUL WEBSITES

NHS: Try listening to this 6 minute anxiety control training audio guide. Dr Chris Williams talks about how to relax and beat your anxieties, today and in the long term – <https://www.nhs.uk/conditions/generalised-anxiety-disorder/self-help/>

Anxiety UK: is a charity providing support if you have been diagnosed with an anxiety condition. <https://www.anxietyuk.org.uk/>

AN INTRODUCTION TO APPROVED APPS, WEBSITES AND TIPS



Please see our interactive media slides for a variety of general mental health issues/conditions, with NHS approved tips, apps and websites:

DEALING WITH DEPRESSION

TUNNY TOP TIPS

- Stay in touch with people and talk
- Be more active
- Face your fears and challenge them – so not try to put them to one side
- Avoid substances
- Eat and drink healthily
- Give yourself a routine
- Stay in the present and try to avoid thinking about the past or the future

HELPFUL APPS

Moodpath: Depression & Anxiety: Unsure of what your moods mean? Moodpath offers a mental health assessment that can help you make the judgment call about exploring professional treatment.

Youpper: An assistant for managing depression. Chat back and forth with your assistant, who asks prompts that encourage you to think about your thought patterns. The app walks you through techniques you may need in the moment.

HELPFUL WEBSITES

Young Minds: Information on child and adolescent mental health. Services, including useful help, guidance and support on Depression. www.youngminds.org.uk

Samaritans: Confidential support for people experiencing feelings of distress or despair. Phone: 116 123 (free 24-hour helpline) Website: www.samaritans.org.uk



HEALTHY EATING AND DISORDERS

TUNNY TOP TIPS

- Base your meals on higher fibre starchy carbohydrates
- Eat lots of fruit and veg
- Eat more fish, including a portion of oily fish
- Cut down on saturated fat and sugar
- Eat less salt: no more than 6g a day
- Get active and be a healthy weight
- Do not get thirsty
- Do not skip breakfast For eating Disorders

* If you think you may have an eating disorder, even if you're not sure, see a GP as soon as you can. They'll ask you questions about your eating habits and how you're feeling, and will check your overall health and weight. If they think you may have an eating disorder, they should refer you to an eating disorder specialist or team of specialists.

HELPFUL APPS

Recovery Record: Eating Disorder Management: This app is designed to be a smart companion for managing your recovery from a variety of eating disorders. Keep a record of meals, thoughts, and feelings

Rise Up + Recover: If you struggle with food, dieting, exercise, and body image, Rise Up + Recover offers an empowering range of tools to help you find success. The app is based on self-monitoring homework, a key aspect of cognitive behavioural therapy.

HELPFUL WEBSITES

Beat – is the UK's eating disorder charity. Founded in 1989 as the Eating Disorders Association, their mission is to end the pain and suffering caused by eating disorders. Eating disorders are serious mental illnesses that ruin and, too often, take lives. Go to <https://www.beateatingdisorders.org.uk/> for more details and contacts.

NHS – ONE YOU – Go to <https://www.nhs.uk/oneyou/for-your-body/eatbetter/> to discover more from the NHS about general health improvement linked to eating and diet.



AN INTRODUCTION TO APPROVED APPS, WEBSITES AND TIPS



Please see our interactive media slides for a variety of general mental health issues/conditions, with NHS approved tips, apps and websites:

SUPPORT WITH YOUR SLEEP

TUNNY TOP TIPS

- Limit screens in the bedroom
- Exercise for better sleep
- Don't binge eat before bedtime
- Cut out the caffeine
- Have a good routine
- Create a calm, dark, quiet, sleep-friendly bedroom
- Avoid long weekend lie-ins
- Talk through any problems before bed

HELPFUL APPS

Sleep Cycle: Sleep Cycle monitors your sleep patterns and offers detailed statistics and daily sleep graphs so you can get a better understanding of what's going on when you hit the hay – or what may be interfering with a good night's sleep.

Relax Melodies: Sleep Sounds: Choose sounds and melodies to customize and mix on Sleep Melodies to lull yourself to sleep, or try Sleep Moves. These sleep inducing programs feature guided exercises with a pillow to help you enjoy restful sleep, and they've been approved by health and sleep professionals.

HELPFUL WEBSITES

NHS – Live Well – Please visit <https://www.nhs.uk/live-well/sleep-and-tiredness/how-to-get-to-sleep/> for up to date advice in relation to sleeping and tiredness and strategies to help.

Mind – Please visit <https://www.mind.org.uk/information-support/types-of-mental-health-problems/sleep-problems/about-sleep-and-mental-health/> to look at how sleep can affect Mental Health and what help there is to support you with sleeping difficulties and the importance of good rest.



BEREAVEMENT SUPPORT

TUNNY TOP TIPS

- Try talking about your feelings to a friend, family member, health professional or counsellor
- Try the ways (in brackets below) to feel happier, which are simple lifestyle changes to help you feel more in control and able to cope (keep healthy, avoid substances, get active, manage your stress levels, use breathing techniques, enjoy yourself, boost your self esteem, talk and share, sleep well and build u your resilience).
- Find out about how to get to sleep if you're struggling to sleep
- Consider peer support, where people use their experiences to help each other. Find out more about peer support on the Mind website • Listen to free mental wellbeing audio guides
- Search and download relaxation and mindfulness apps or online community apps from the NHS Apps library

HELPFUL APPS

Apart of Me: Who's it for? – Young people aged 11+. What's it about? – Players explore a magical world, completing quests and hearing real stories from other young people. Designed by a child psychologist, the game uses counselling techniques to help players come to terms with their feelings. How do I get it? – Free on the iOS App Store and Google Play

Child Bereavement UK: Who's it for? – For young people aged 11–25 who've been bereaved. It can also be used by parents, teachers and friends. What's it about? – The app was developed by a group of young people and charity Child Bereavement UK and has information about bereavement, coping with feelings, and finding support. How do I get it? – Free on the iOS App Store and Google Play.

HELPFUL WEBSITES

Alice House Hospice – Hartlepool Alice House hospice is a local registered charity available to provide additional bereavement support, should a child or young person appear 'stuck' in the grief process.

Winston's wish – <https://www.winstonswish.org/> Winston's wish is a registered charity providing additional advice online, during the current Coronavirus situation. Helpline – 08088 020 021 or text WW to 85258



AN INTRODUCTION TO APPROVED APPS, WEBSITES AND TIPS



Please see our interactive media slides for a variety of general mental health issues/conditions, with NHS approved tips, apps and websites:

HEALTHY LIVING

TUNNY TOP TIPS

Physical

- Get active
- Manage your weight
- Eat more fibre
- Cut down on saturated fat
- Get your 5 A Day
- Cut down on salt
- Read the food label

Mental

- Connect with other people – do not rely on technology or social media alone to build relationships. It's easy to get into the habit of only ever texting, messaging or emailing people
- Learn new skills
- Give to others
- Pay attention to the present moment

HELPFUL APPS

NHS Go: The NHS Go app provides young people with confidential health advice and greater access to health information. You can find local services in some areas and learn about health and your rights as a user of the NHS.

Fabulous: Self Care: Build healthy habits with Fabulous so you can enjoy a healthier, happier life. The app takes a holistic approach that motivates you to be more productive. You'll maximize energy levels, find more focus, lose weight, and sleep better – just follow the app's prompts.

HELPFUL WEBSITES

LIVE WELL (NHS) – Visit <https://www.nhs.uk/livewell/> to get up to date Advice, tips and tools to help you make the best choices about your health and wellbeing in a number of different health-related areas.

Young Minds: Information on child and adolescent mental health. Services, including useful help, guidance and support on Depression. www.youngminds.org.uk



STAYING SAFE AT HOME

TUNNY TOP TIPS

- Stay connected with others – Maintaining healthy relationships with people you trust is important for your mental wellbeing
- Talk about your worries – Remember: it is OK to share your concerns with others you trust – and doing so may help them too.
- Look after your body – Try to eat healthy, well-balanced meals, drink enough water and exercise regularly. Avoid smoking, drugs or drinking too much alcohol.
- Stay on top of difficult feelings – Try to focus on the things you can control, such as how you act, who you speak to and where you get information from.
- Carry on doing things you enjoy
- Take time to relax
- And get good sleep – Good-quality sleep makes a big difference to how we feel, so it's important to get enough

HELPFUL APPS

MeeTwo: The MeeTwo app provides a safe and secure forum for teenagers wanting to discuss any issue affecting their lives. You can anonymously get advice from experts or other teenagers going through similar experiences in areas such as mental health, self-harming, relationships and friendships.

ThinkNinja: ThinkNinja is a mental health app designed for 10 to 18 year olds. Using a variety of content and tools, it allows young people to learn about mental health and emotional wellbeing, and develop skills they can use to build resilience and stay well.

HELPFUL WEBSITES

Childline: Get help and advice about a wide range of issues from family problems, to anxieties around returning to school and friendship problems. Call us on 0800 1111, talk to a counsellor online, send Childline an email or post on the message boards.

NSPCC: The NSPCC is the UK's leading children's charity, preventing abuse and helping those affected to recover. Help for children and young people Call Childline on 0800 1111.



A WHOLE-COLLEGE RAISING AWARENESS APPROACH



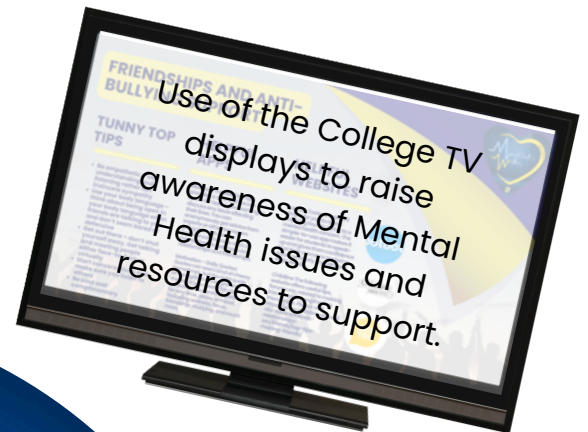
A MAP OF A WHOLE-COLLEGE APPROACH TO RAISING AWARENESS OF MHAW



It is important that all stakeholders are Mental Health and Wellbeing aware and refer for support prior to conditions becoming chronic or ingrained. Therefore, a whole-college approach is required to raising such awareness and developing self-care actions. Below highlights many of the areas that will be a focus for such awareness raising at HTCS:



Use of MHAW specific family communications



A bespoke and multi-faceted section on the website with all stakeholders exposed to this

In-College literature held with Pastoral leads, in the ILH and in reception

Tactics for Raising Awareness



In-College steps to remind students or key external contacts



Student Voice foci on MHAW annually from bottom up



Via Tutor Time resources and PSHCE lessons and cross-curricular links



APPENDIX A: RECOMMENDED RESOURCES



Books/Journals/Publications

- Kinderman et al (2013) *Psychological processes mediate the impact of familial risk, social circumstances and life events on mental health*, National Library of Medicine
- Engel. G. L (1977) *The need for a new medical model*, National Library of Medicine
- O'Dea. J. A (2012) Body image and self-esteem. In T. Cash. F (Ed.), *Encyclopedia of body image and human appearance* Elsevier Academic Press
- Wyn et al. (2000) *MindMatters, a whole-school approach promoting mental health and wellbeing*, National Library of Medicine
- Glasser. W (1961) *Mental Health or Mental Illness*, HarperCollins Publishers
- Bowlby, J. (1969) *Attachment and loss. Vol 1. Attachment*, New York: Basic Books
- Maslow. A (2017) *A Theory of Human Motivation*, bnpublishing
- Ofsted (2019) *Education inspection framework*, Ofsted
- Curtis, R. D (2018) *National Educational Leaders in Mental Health Handbook*, Southampton: The Mental Health Awareness Programme
- Department for Education (2018) *Mental Health and Behaviour in Schools*, DoFE
- Department for Education (2018) *Mental Health and Wellbeing Provision in Schools*, DoFE
- Buck. A (2018) *Leadership Matters*, John Catt Educational Ltd
- Dix. P (2015) *When the Adults Change Everything Changes*, Independent Thinking Press
- Peters. S (2012) *The Chimp Paradox: The Mind Management Programme to Help You Achieve Success, Confidence and Happiness*, Vermilion; First Edition
- Syed. M (2018) *You Are Awesome*, Generic Publishers
- Syed. M (2011) *Bounce: The of Myth of Talent and the Power of Practice*, Fourth Estate
- Hasson. G & Butler D. (2020) *Mental Health and Wellbeing in the Workplace*, Capstone
- Roffey. S (2010) *Changing Behaviour in Schools*, SAGE Publications Ltd
- Tomsett. J & Utterly. J (2020) *Putting Staff First: A Blueprint for revitalising our schools*, John Catt
- Taylor. SC (2022) *School Mental Health: REFERRAL PATHWAYS GUIDE*, Wisconsin Department of Public Instruction

Websites/Apps

- Education Support <https://www.educationsupport.org.uk/>
- Anna Freud <https://www.annafreud.org/>
- Place2Be <https://www.place2be.org.uk/>
- Tootoot <https://tootoot.co.uk/>
- Childline <https://www.childline.org.uk/>
- NHS One You <https://www.nhs.uk/better-health/>
- Beat: Eating Disorders <https://www.beateatingdisorders.org.uk/>
- NSPCC <https://www.nspcc.org.uk/>
- LiveWell (NHS) <https://www.nhs.uk/live-well/>
- YoungMinds <https://www.youngminds.org.uk/>
- Mind <https://www.mind.org.uk/>
- Alice House <https://www.alicehousehospice.co.uk/>
- Winston's Wish <https://www.winstonswish.org/>
- Samaritans <https://www.samaritans.org/>
- NHS <https://www.nhs.uk/>
- AnxietyUK <https://www.anxietyuk.org.uk/>

APPENDIX B: HIGH TUNSTALL LEAFLETS



HIGH TUNSTALL LEAFLETS: TO SUPPORT ALL LEVELS OF CARE ESPECIALLY 'SELF'



The High Tunstall Mental Health leaflets are produced in-house and are for staff to use with students who are in all three 'Care' areas but primarily within the Self Care area as they are support resources for specific mental health conditions such as:

- Sleep disorders
- Anxiety
- Depression
- Healthy Eating and Eating Disorders
- Friendships and Bullying
- Home Safety
- Good Health
- Bereavement

With more to follow



The leaflets all have the same format and provide people with the following information:

- What the condition is
- Top Tips (based on NHS recommendations)
- NHS approved websites to aid self-care
- Apps to aid self-care
- A person to contact in school who can provide further guidance



The leaflets are made available from various points in the college such as the central ILH, the main reception, Heads of Year, the AHT: Personal Development and electronically on the website

APPENDIX C: REFERRAL FORMS



HIGH TUNSTALL COLLEGE OF SCIENCE: MENTAL HEALTH REFERRAL FORM



MENTAL HEALTH REFERRAL FORM

Name of person being referred: _____
Name of person referring _____
Date _____

Please complete the form and pass this to the Designated Safeguarding Lead. All sections need to be completed. Thank you.

Context: Using below and the SSAT screening framework overleaf, please state why you are referring the person:

Depression, Anxiety, Sleep issues, Eating, Family, Friendships, Bullying, Personality, Addiction, Substance Misuse, Behaviour, ACEs, OCD, Phobias, Physical Health, Attendance, Punctuality, Organisation, etc.

History: Using below, please state what work has already been done with the person, or any additional needs they have:

Contact Home, staff mentoring, peer support, pastoral support meetings, provision of resources, counselling, etc.

Suggested Referral: Please tick and justify below

INTERNAL

☐

EXTERNAL

☐

Suggested Care route and provision (i.e. internal or external agency, and why):

Actions to be taken by Referee and dates by:

Have relevant parties including parents/guardians been informed:

Signed By:

Contact details of Parents/Guardians: