



Mental Health & Wellbeing Policy

Orchard Academy

Mental Health & Wellbeing Policy
2022-2023

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The Everyone's Invited campaign has rightly served to focus our minds on the need to continue to work together to protect children.

We, at EMAT, believe that schools play a crucial role in teaching pupils about sex and relationships, equality and diversity and modern citizenship as well as preparing them for the modern world. This is enacted through each school's culture, its curriculum, and all policies. We aim to give all pupils and staff a voice to enable them to act in a protective manner towards themselves and others. This includes developing a robust whistleblowing culture as well as fostering a culture of integrity and mutual respect.

We recognise that we have the responsibility of tackling sexual violence and harassment, instilling values in our stakeholders and encourage all to be driven by their strong moral compass. Like so much of education, our work must complement that undertaken by parents and carers so that young people receive a consistent message, and they can go about their lives free from harassment and abuse.

All of our schools will continue to engage with their stakeholders, listen to their concerns and signpost necessary support and provision within and beyond its schools. We ask that anyone who has experienced such behaviour, or who is suffering because of it, to report it to an appropriate adult either in the school or within the EMAT team so they can be supported, and steps can be taken to address the issue.

A dedicated NSPCC helpline is now available to support anyone who has experienced sexual abuse in educational settings or has concerns about someone or the issues raised. The dedicated **NSPCC helpline number is 0800 136 663 or by emailing help@nspcc.org.uk**

Staff members can also seek support from **Employee's Assist on 08000 305 182.**

If you are troubled about possible wrongdoing at work, please don't keep it to yourself. Our [Whistleblowing Policy](#) is there to reassure you that it is safe and acceptable to speak up and to enable you to raise any concern you may have at an early stage and in the right way. If you feel unable to raise the matter with your manager, for whatever reason, please raise the matter with:

- **EMAT Head of Governance & Compliance** – Monica Juan – monica.juan@emat.uk
- **EMAT Senior Workforce Planning & HRBP** – Ruhena Mahmood – Ruhena.mahmood@emat.uk

If you are unsure about raising a concern you can get free and independent advice from **Protect helpline on 020 3117 2520 or by emailing whistle@protect-advice.org.uk**

Mental Health and Emotional Wellbeing Policy
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Policy Statement

At Orchard Academy we have the vision that every child is entitled to develop to their fullest potential academically, socially, emotionally and to have a healthy wellbeing, enabling every child to grow in confidence and be able to fully participate in everything both within our school and in the wider community. It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical, social, emotional health and their mental wellbeing in adulthood. The Department for Education recognises that 'In order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy'. This is a responsibility that we give the highest regard to.

"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)

"It is estimated that one in ten children and young people have a diagnosable mental disorder – the equivalent of three pupils in every classroom across the country" (Green, H., McGinnity, A., Meltzer, H., Ford, T., & Goodman, R. (2004) Mental health of children and young people in Great Britain, Basingstoke: Palgrave Macmillan)

At Orchard Academy, we aim to promote positive mental health for every child, parent/carer and staff member. We aim to achieve this using both whole school approaches aimed at every member of our school community and specialised, targeted approaches aimed at identified vulnerable pupils, their family members and our staff.

In addition to promoting positive mental health, we aim to recognise and respond to mental **ill** health. In an average classroom, three children will be suffering from a diagnosable mental health issue. We recognise as a school that by developing and implementing practical, relevant and effective mental health procedures we can promote a safe and stable environment for children affected both directly and indirectly by mental ill health. See **Appendix 1** for information and additional support about mental health illnesses.

This policy describes the school's approach to promoting positive mental health and wellbeing and is intended as guidance for all staff, including non-teaching staff and governors. It should be read in conjunction with our 'Supporting Children with Medical Conditions Policy' for children who have medical conditions that may relate to or overlap with their mental health, the 'SEND Policy' where a student has an identified special educational need and the 'Safeguarding Policy' in relation to prompt action and wider concerns of vulnerability. Poor mental health should always be considered as a possible safeguarding concern, as expected in Keeping Children Safe in Education.

Ethos

Orchard Academy aims to support and teach skills to pupils and staff to increase their awareness of both their own and other's emotional health and wellbeing.

Two key elements to support good mental health are:-

- Feeling Good – experiencing positive emotions like happiness, contentment and enjoyment. Including feelings like 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 your life and having a sense of purpose.

To promote first aid for mental health and wellbeing Orchard Academy aims to:

- Develop a whole school approach for both pupils and staff, raising awareness of mental health concerns and building a resilience toolkit for optimum mental health.
- Create an approach based on the 8 key principles identified in ‘Promoting Children and Young People’s Emotional Health and Wellbeing’ (2015). (Fig. 1)
- Work together with the whole family when necessary.
- Provide a holistic and multi-agency approach for identified children and families.

The following diagram presents eight principles to promote emotional health and wellbeing in schools and colleges:



Figure 1. Eight principles to promoting a whole school and college approach to emotional health and wellbeing

The eight identified principles will underpin the approaches used to support the development and integration of wellbeing strategies within Orchard Academy. The policy and curriculum delivery will be tailored to promote the key aspects of improving mental health and wellbeing. It will focus on creating a socially, emotionally and physically rich environment where key relationships can thrive and children can feel secure in their learning. School based programmes which are linked to the curriculum will promote pupil voice through developing independence and choice making decisions. Staff will have access to training and signposting to approaches and resources that will support their own emotional health and wellbeing with an aim to foster team work and create solidarity. Clear identification, impact and outcomes measures will feed into school-based programmes and the target interventions that will be offered to pupils.

In addition to the eight principles above, at Orchard Academy we further aim to develop Social & Emotional Learning in our children by threading the 5 principles below throughout our curriculum, allowing our children to develop skills in social and emotional literacy during their journey with us at Orchard Academy:



Figure 2: The CASEL 5 addresses five broad and interrelated areas of competence and highlights examples for each: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Social-emotional learning (SEL) demonstrates how students relate with each other – and their teachers, their parents, and other adults – in any type of interactions. It places a priority on creating a caring environment for learning and focuses on forming relationships among families, teachers, and community members.

At Orchard Academy, these principles are taught throughout our curriculum, particularly within PSHE lessons, for all children, and in small group or 1:1 sessions with targeted individuals.

Every staff member has a responsibility to promote the mental health and emotional wellbeing of pupils. Staff with a specific, relevant responsibility includes:

- Mr C Brown, Mr J Wilson, Mr L Bartishel, Mrs Clarke and Mrs S James- Designated Safeguarding Officers
- Mrs D Clarke – SENCO & Mental Health First Aider
- Mrs Stephanie Fairbrother – Interim Cedar Department Lead
- Mrs S James – Mental Health and Wellbeing Lead
- Mr L Allwood – Curriculum Lead
- Mr L Bartishel – Behaviour Lead
- Mrs S James – Mental Health First Aider

Pupil Identification

Identifying and measuring child mental health and wellbeing concerns include staff observations, focusing on any changes in behaviour, attention and presentation. Staff observations will feed into the identification process as well as any communication from the pupils regarding their emotions and feelings or parental concerns voiced to staff members. Any member of staff, pupil or parent/carer who is concerned about the mental health or wellbeing of a child should speak to Mrs James (Mental Health Lead) in the first instance. If there is a fear that the child is in danger of immediate harm then the normal safeguarding procedures should be followed with an immediate referral to any of the Designated Safeguarding officers identified above. If the child presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by Mrs James, Mental Health Lead or Mrs Clarke, SENCO. Guidance about referring to CAMHS is provided in **Appendix 2**.

Individual SEN support plans or care plans will identify individual support (Individual Education Plan (IEP)), for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals and recorded in the section **(Individual Health Care Plan, In relation to DFE SEND Code of practice 0-25, 2015)** having links to their individual behaviour plan and risk assessments.

The plans will include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play in relation to staff development and implementing support linked to policy and practice.

Pupil Wellbeing Interventions

	<u>Approaches</u>	<u>Interventions</u>
<u>Whole School Approach</u>	The curriculum to include opportunities for specific topics on Mental Health and Wellbeing in core subjects as well as whole school learning around positive mental health and resilience.	<ul style="list-style-type: none"> • PSHE topics embrace the promotion of healthy body, healthy mind, resilience etc. • Teachers take advantage of opportunities within the community or media to raise awareness through core lessons
	Teaching and learning approaches.	<ul style="list-style-type: none"> • The start of transition periods are started with a 2 minute whole class mindfulness activity promoted to enhance relaxation and focus within lessons • Assemblies targeting Mental Health and Wellbeing topics are provided, including follow up learning opportunities.
	Holistic/multi agency approach including SEN support plans, Inclusion Lead input, support from outside agencies, pupil voice and afterschool clubs	<ul style="list-style-type: none"> • Pupil voice – communication skills, democracy (School Council) • SEN - Engagement in individual SEN one page profiles and home-school contact such as TAF involvement, young Carers, CAMHS, Educational Psychologist, Family Support. JOGO, Ride High, parenting support. • Virtual School Heads are aware of the information and MHWB policy of the school for Looked After and Previously Looked After Children. • After school clubs provide a range of activities aimed at improving opportunities and experiences.
	Staff Training	<ul style="list-style-type: none"> • CPD training and staff meeting updates to include: • Emotional Literacy skills • Understanding attachment and Trauma on behaviours • Self-regulation strategies linked to behaviour management. • Building resilience and mindfulness within the classroom • Supervision for staff Mental Health and Wellbeing • Quality first Mental Health awareness

<u>Targeted Support</u>	1:1 support with the Safeguarding and Inclusion Lead	<ul style="list-style-type: none"> • Drop in sessions as needed for children struggling in class and needing emotional support, support regulating, time out etc or short term issues that the child needs support for. • Longer term regular sessions to address higher needs of support. Support varies according to need but can be talking, Protective Behaviours work, Drawing & Talking, Play Therapy etc
	1:1 social skills support with Year group TA	<ul style="list-style-type: none"> • Children who have been identified as having severely under developed social skills or have built up learnt negative behaviours can have a long term intervention to help to support them with their relationships with others.
	Group intervention with Year Group TA targeting improving self-esteem, anger or social skills.	<ul style="list-style-type: none"> • Children identified by the Safeguarding and Inclusion Lead or the Class Teacher as needing extra support will join a small group with their peers to help to support them.
	After school or lunchtime clubs to support children with specific concerns eg, bereavement, anxiety etc	<ul style="list-style-type: none"> • Children identified as needing extra support with exam stress, general anxieties, bereavement or any other condition that is impacting negatively on their wellbeing
	Family Support with the Safeguarding and inclusion Lead	<ul style="list-style-type: none"> • Families needing co-ordinated support in the form of Common Assessment Framework (CAFS), parenting advice or whole family wellbeing can have regular sessions from the Safeguarding and Inclusion Lead who will support the family and co-ordinate support from outside agencies.
	Referral to outside agencies as needed	<ul style="list-style-type: none"> • Referrals to CAMHS, Young Carers, Ride High, Bereavement UK, Harry's Rainbow etc can be made for those children needing more specialised support • Family support at home can be organised through JOGO Behaviour Support, providing bespoke support for high need families.

Identified pupils will receive bespoke intervention packages delivered by trained staff who have undertaken relevant training in relation to the development of resilience through providing a secure base. Enhancing self-esteem and self-efficiency will underpin all interventions. The Virtual School Head in the LA will be made aware of information about all Looked After Children's' physical, emotional or mental health that may have an impact on his or her learning and educational progress, this will be indicated in their Personal Education Plan (PEP) and the school policy will be shared with the virtual school head, linked to the statutory guidance articulated in the DFE Designated Teacher for Looked After and Previously Looked After children (2018) document.

Staff Identification

The term 'wellbeing' can be used to describe our holistic health including our physical, mental and emotional health. When we have good levels of wellbeing we feel that life is in balance and that we can generally cope well. We feel motivated and engaged and are able to show resilience and 'bounce back; from life's challenges (Anna Freud, 2018).

At Orchard Academy, it is recognised that school staff have to juggle multiple tasks and demands and so promoting staff health and emotional well-being should be an integral part of the whole school approach to mental health and wellbeing. Therefore, training and signposting to materials about mental health and emotional wellbeing will be made available for **all** staff.

An open door policy to senior leadership is always made available if staff is in need of speaking to someone about any issues of concern and we have a fully committed supportive Governing Body. Both drop in and regular supervision and appraisal will allow for mutual communication about personal health and emotional wellbeing if both felt it is deemed necessary. Supervision or coaching provides time for staff to seek clarity in their role, identify concerns and find solutions and helps to remove stress or anxiety which may be interfering with the staff member's mental health or wellbeing.

At Orchard Academy we strive to support staff with their wellbeing at all times; there is a staff appreciation box for staff to show their appreciation of others, a peer to peer support system in place, regular social occasions open to all staff members and the leadership do all they can to reduce workload for staff to maintain a good work-life balance. The school also has 2 staff trained as Mental Health First Aiders.

Staff Wellbeing Support and Interventions

<p><u>Whole School Approach</u></p>	<p>A Senior Leadership Team and Governing Body committed to provide all staff with listening support in relation to emotional wellbeing and recognition of this within performance management / appraisal discussions.</p> <p>Work life Support and Flexibility for personal wellbeing or medical appointments within school time.</p> <p>Library of resources and Online training with Mind Ed and planned CPD opportunities. https://www.minded.org.uk/</p>	<ul style="list-style-type: none"> • Open door policy to SLT, contactable governing body and flexible work time and planning where possible for Emotional Wellbeing • Information sharing from lead practitioners • Posters/ leaflets • Signposting to additional CPD courses • Mental Health & Wellbeing policy, including staff • Feedback boxes where staff can share, anonymously, ideas for improvement of school ethos or model good work practices. • Staff Wellbeing group • Bank of mindfulness resources
<p><u>Whole School Offer</u></p>	<p>Supervision committed to provide support and coaching for improved practise, practise clarity and working relationships.</p> <p>Emotional well-being staff meetings and regular staff social events</p> <p>Emotional Wellbeing information support file for containing appropriate information in relation to emotional wellbeing as a tool for personal review, reflection and private advice.</p> <p>Staff training around mental health issues</p> <p>Employee Assistance Programme. A 24 hour helpline from Health Assured to support staff through any of life's issues or problems 0800 0305182</p> <p><u>Education Support.</u> A mental health charity dedicated to improving the health and wellbeing of teachers, teaching assistants, headteachers and support staff in schools and further education settings. https://www.educationsupport.org.uk/</p>	<ul style="list-style-type: none"> • Planned staff meetings with the focus on wellbeing and self-care • Advice file available to all staff • Staff appreciating box with regular appreciation days • Regular Mandatory Peer to peer check-ins or mentor system • Mental health CPD
<p><u>Targeted Support</u></p>	<p>Debriefing/support sessions for all staff working in classes for pupils with complex medical needs or challenging behaviour from the Principal, Assistant Vice-Principals or the Mental Health Lead</p> <p>Significant incidents – debriefing/counselling, if required, with a trained professional for all staff involved in a significant incident.</p> <p>Referrals to occupational health</p> <p>Crisis support</p>	

Procedure for a 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, rather than advise, and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'

All disclosures should be recorded in writing either on our 'MyConcern' safeguarding software or on our Pupil Welfare Concern form and all concerns should be reported to Mrs James, Mental Health Lead as soon as possible, or immediately if the pupil is at immediate risk. This written record should include:

- Date & time
- The name of the member of staff to whom the disclosure was made
- The Pupil's name and date of birth
- Main points from the conversation
- Notes on what the pupil wants to happen next, remember you cannot promise to keep it a secret and explain you have to inform Mrs James

This information should be shared with Mrs James or Mrs Diane Clarke (Mental Health Leads), Mr Brown (Principal) or Mr Wilson or Mr Bartishel (Assistant Vice Principals) who will store the record appropriately and offer support and advice about next steps.

Confidentiality

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

Working with All Parents and Carers

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:

- Inform parents of any 1:1 or group intervention their child is included in and why
- Highlight sources of information and support about common mental health issues on our school website.
- Ensure 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.
- Make our mental health policy easily accessible to parents by putting it on the website and in reception.
- Share ideas about how parents can support positive mental health in their children through our regular review meetings.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

Staff Training and CPD

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe.

We will host relevant information on the 'Local Policies' section of the My Concern website for staff who wish to learn more about mental health. The **MindEd** 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.

Suggestions for individual, group or whole school CPD should be discussed with the Head Teacher or Mental Health Lead, who can also highlight sources of relevant training and support for individuals as needed.

This policy will be regularly updated to reflect changes in personnel and legislation. It will also be checked and ratified annually.

Signed :- Mrs S James (Mental Health Lead) January 2022

References

Bond (2014) Children and Young People with Disabilities – Understanding their Mental Health

DfE (2016) Counselling in Schools: a blueprint for the future

DfE (2016) Mental Health and Behaviour in Schools.

DfE (2015) Minimum Care Standards

DfE (2018) Promoting the health and well-being of looked-after and Previously Looked-after children
Statutory guidance for local authorities, clinical commissioning groups and NHS England

Department of Health (2014) Promoting emotional wellbeing and positive mental health of children and young people.

Public Health England (2014) The link between public health, wellbeing and attainment.

Public Health England (2015) Promoting children and young people's emotional health and wellbeing.

Tucknott M (2016) Mental Health and Behaviour in schools for Managers.

Mind Ed (n.d) www.minded.org.uk Accessed Online.

Anna Freud National Centre for Children and Families <https://www.annafreud.org/>

Education Support. A mental health charity dedicated to improving the health and wellbeing of teachers, teaching assistants, headteachers and support staff in schools and further education settings.
<https://www.educationsupport.org.uk/>

<https://health.clevelandclinic.org/practice-mindfulness-to-improve-your-well-being-11-tips/>

CASEL Framework Wheel: <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>

Appendix 1: Further information and sources of support about common mental health issues

Prevalence of Mental Health and Emotional Wellbeing Issues

- 1 in 10 children and young people aged 5 - 16 suffer from a diagnosable mental health disorder - that is around three children in every class.
- Between 1 in every 12 and 1 in 15 children and young people deliberately self-harm.
- There has been a big increase in the number of young people being admitted to hospital because of self harm. Over the last ten years this figure has increased by 68%.
- More than half of all adults with mental health problems were diagnosed in childhood. Less than half were treated appropriately at the time.
- Nearly 80,000 children and young people suffer from severe depression.
- The number of young people aged 15-16 with depression nearly doubled between the 1980s and the 2000s.
- Over 8,000 children aged under 10 years old suffer from severe depression.
- 3.3% or about 290,000 children and young people have an anxiety disorder.
- 72% of children in care have behavioural or emotional problems - these are some of the most vulnerable people in our society.

Below, is sign-posted information and guidance about the issues most commonly seen in school-aged children. The links will take you through to the most relevant page of the listed website. Some pages are aimed primarily at parents but they are listed here because we think they are useful for school staff too.

Support on all of these issues can be accessed via Young Minds (www.youngminds.org.uk), Mind (www.mind.org.uk) and (for e-learning opportunities) Minded (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 National Self-Harm Network: www.nshn.co.uk

Harmless: www.harmless.org.uk Harmless is a user-led organisation that provides a range of services including support, information, training and consultancy to people who self-harm, their friends, family and professionals.

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

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

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

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
- On the edge: Child Line spotlight report on suicide: 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
- Eating Difficulties in Younger Children and when to worry: www.inourhands.com/eatingdifficulties-in-younger-children
- Balanced MK – a local support service within Milton Keynes: <http://www.balancedmk.co.uk/>

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

Appendix 2



Milton Keynes CAMHS

Address:

Eaglestone Health Centre, Standing Way
Milton Keynes, MK6 5AZ
United Kingdom

Telephone:

01908 724228 for all new referrals. Existing patients should call 01908 724544

Email:

cnw-tr.mkspcamhsspa@nhs.net

A Single Point of Access now exists for all new referrals to Milton Keynes Specialist Child and Adolescent Mental Health Service (CAMHS). The contact details have now changed to 01908 724228 and cnw-tr.mkspcamhsspa@nhs.net. Existing patients should call 01908 724544.

Milton Keynes Child and Adolescent Mental Health Service (CAMHS) supports families and professionals who are concerned about children and young people who may be experiencing mental health difficulties.

Some of the difficulties the team can help with include:

- Significant behaviour problems
- Depression
- Self-harm
- Anxiety disorders (including phobias)
- Obsession/compulsion
- Tic disorders
- Attention deficit hyperactivity disorder (ADHD)
- Eating disorders
- Family relationship problems
- Trauma, including post-traumatic stress disorder (PTSD)
- Psychosis

The multidisciplinary team has a wide range of skills and includes the following staff:

- Art therapist
- Family support workers
- Family therapists
- Primary mental health workers
- Community psychiatric nurses
- Psychiatrists
- Psychologists
- Psychotherapists
- Social worker

Eligibility criteria (who is the service for?)

Milton Keynes CAMHS provides support to children and young people up to the age of 18, their parents/carers and their families who:

- Are a resident of Milton Keynes or are registered with a Milton Keynes general practitioner (GP).
- Are causing a high level of concern to adults around them due to significant change in the child's/ young person's mood or behaviour.

How can someone be referred?

Professionals can make referrals to the Single Point of Access by filling out the [referral note for referrers](#), and young people can self-refer to the SPA providing they live in the catchment area using the telephone or post contact details at the top of the page.

The Single Point of Access will offer a dedicated referral phone service. A CAMHS Mental Health Practitioner will be available to discuss and complete referrals, review risk and provide information, including signposting where needed.

All new referrals are discussed within regular team meetings and once a referral has been accepted the team can usually see them as soon as they can. More urgent referrals will be prioritised, so new referrals may be placed on a waiting list (not exceeding 18 weeks).

Families will be allocated to the most appropriate professional based on the information presented. Sometimes more than one professional may become involved. Any intervention offered will be discussed with you and your child/young person.

The Single Point of Access is not an emergency service. If a child or young person is experiencing a crisis that requires an emergency response, the current pathway for accessing CAMHS has not changed. The CAMHS Liaison and Intensive Support Team (LIST) operate out of the Milton Keynes University Hospital 24/7 365 days a year and can be accessed via the A&E department.

Can I use NHS e-Referral (formerly Choose and Book) to arrange my first appointment?

The team is currently unable to accept referrals via NHS e-Referral.

Your first appointment (what can I expect?)

When your referral has been accepted you will receive a letter from the team with your appointment details. During your first appointment, we will listen to your concerns so we can work together to overcome any difficulties. We may do this by seeing you and your child together or individually, by working with other people involved such as health, education or social care and by providing information about other services available.

Interventions and treatment plans may include:

- Behavioural therapies
- Cognitive behavioural therapy (CBT)
- Family therapy
- Group work
- Psychotherapy
- Medication
- Parent support and training

- Projective therapies
- Solution-focused brief therapy
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Your appointment may take place at one of the following settings:

- You may be seen at the Eaglestone Health Centre or within the community (e.g. health centre, school or at your home) depending upon the situation.
- If a home visit is suggested by the team but you do not feel this is appropriate we will seek to offer an alternative venue within the community.
- There may also be the opportunity for you to discuss your concerns with one of our family support workers at a community drop-in, they will be able to give you some practical advice and strategies with regard to your child.
- A CAMHS worker will also be providing a service in secondary schools in Milton Keynes where concerns have been raised about a young person by their parents/carers or the school staff.