



Somerford Primary School

Mental Health and Wellbeing Policy

Reviewed: January 2026

Review Date: January 2029

Key Staff

Named Pastoral lead: Mrs Lucy MacMillan

Senior Mental Health Lead: Mrs Lucy MacMillan

Pastoral Team: Lucy Macmillan, Luke Thorne (SENCO) & Christina Rousseau

Named PSHE Lead: Jane Hudson

Named Governor with lead on mental health: Jim Nicholls

Links to other policies

This policy links to our policies on Safeguarding, Anti-Bullying, PSHE, RSE, SEND and Equalities. Links with the School's Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need. This policy also links with the Stress Management Policy in terms of staff mental health and wellbeing.

Policy Statement

At Somerford Primary School, promoting positive mental health is a fundamental part of our ethos and we are committed to supporting the wellbeing of our whole school community (children, staff, parents and carers). This policy sets out:

- How we understand and promote positive mental health.
- How we engage in early intervention and help to prevent mental health problems.
- How we identify and support children with mental health needs.
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems
- Key information about some common mental health problems.
- Where parents, staff and children can get further advice and support.

1: Why mental health and wellbeing is a priority in School?

We use the World Health Organisation's definition of mental health and wellbeing "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".¹

Mental health and wellbeing is not just the absence of mental health problems; we want all children/young people to:

- feel confident in themselves.
- be able to express a range of emotions appropriately.
- be able to make and maintain positive relationships with others.
- cope with the stresses of everyday life.
- manage times of stress and be able to deal with change.
- learn and achieve.

We recognise that good mental health and emotional wellbeing is as important in our lives as good physical health. We know that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. It is a sad statistic that 1 in 6 children aged 5-16 likely to have a mental health problem.² The Good Childhood Report found almost a third of the children and young people they surveyed in 2023 were unhappy with at least one of the ten specific areas of their lives that they were asked about.³

¹ 17 June 2022 <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>

² Mental Health of Children and Young People in England, 2020: NHS digital, 22 October 2020).

³ The Children's Society 2023

On the 15th of March 2024 Dame Rachel de Souza (Children's Commissioner for England) said:

"As Children's Commissioner, I speak to thousands of children about their lives and their concerns – whilst most children are happy, too many are not. This generation of children have faced uncertain and challenging times like no other generation before them – they are bombarded with negative world news, and many are exposed to the harmful impact of the online world. Against this backdrop, it's unsurprising that so many children and young people are continuing to experience issues with their mental health."⁴

It is evident that there has never been a more crucial time to focus on mental health and wellbeing and The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy".⁵

In response to the growing mental health crisis in children and young people, the government has clearly laid out what schools must do to support their pupil's wellbeing. Schools must provide:

- a safe, calm and supportive learning environment
- early targeted support for pupils and learners who need help
- an embedded evidence-based, holistic, whole school or college approach which helps achieve this.
- a trained mental health lead. The mental health lead should be a member of staff empowered to develop and oversee their setting's whole school or college approach.

Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

Part of our role as a school is to ensure that our children are given the tools they need to manage stress and maintain positive mental health. We strive to support our pupils to reach their full potential but we also want them to know how to recognise their own mental health needs, where to go for help and support and we aim to reduce the stigma surrounding mental health issues through open dialogue and education. Our aim is to help develop the protective factors which build resilience to mental health problems. Somerford Primary School is a school where:

- Positive mental health is nurtured and valued for both pupils and staff.
- We actively promote self-esteem in our pupils and ensure children are always valued and understand their importance in the world.
- Children have a sense of belonging and feel safe.
- We celebrate academic and non-academic achievements.
- Bullying is not tolerated.
- We promote pupil voice and encourage students to participate in decision-making.
- A consistent ethos, policies and behaviours that support mental health and well-being is applied.
- We adhere to a positive, restorative approach to behaviour management.

⁴ <https://www.childrenscommissioner.gov.uk/blog/over-a-quarter-of-a-million-children-still-waiting-for-mental-health-support/>

⁵ <https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

- We help children to form and maintain healthy relationships with key staff as well as peers.
- We help children to feel comfortable about sharing any concerns or worries without feeling any stigma by creating an open culture where it's normal to talk about mental health.
- We teach children emotional skills and an awareness of mental health so that they understand their own emotions and feelings better.
- We help children to be resilient learners and to manage setbacks.
- We provide both staff and pupils opportunities to reflect.
- We identify children who have mental health challenges and create plans to support their needs, including working with specialist services, parents and carers.
- We support and train staff to develop their skills and their own resilience and we recognise the importance of protecting staff mental wellbeing.

2: Our Aims

Somerford Primary School aims to enable our children, staff, parents and everyone working in partnership with the school to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing, now and in the future.

We aim to:

- Plan and deliver a coherent and curriculum-based Health and Wellbeing Education programme through our PSHE and RSE curriculum.
- Develop a staff Mental health & Wellbeing Action Group which will be managed by The Senior Mental Health Lead.
- Create roles for pupil Wellbeing Ambassadors.
- Provide a supportive and encouraging atmosphere for children, staff and parents/carers.
- Continue to develop our relationships with pupils, parents/carers and the wider community.
- Work closely with outside agencies to encourage a wide range of health-related activities.
- Ensure all members of staff are aware of their professional roles in health-related issues and are involved in developments to promote healthy living.

3: A whole school approach to promoting positive mental health

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise. This encompasses seven aspects:

- 1) Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
- 2) Helping children to develop social relationships, support each other and seek help when they need it.
- 3) Helping children to be resilient learners through Growth Mindset.
- 4) Teaching children social and emotional skills and an awareness of mental health.
- 5) Early identification of children who have mental health needs and planning through a graduated approach support to meet their needs, including working with specialist services.
- 6) Effectively working with parents and carers.

- 7) Supporting and training staff to develop their skills and their own resilience. We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

4: Staff Roles and Responsibilities

All staff have a responsibility to promote positive mental health and should be trained to understand protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs receive early intervention and the support they need.

All staff should be made aware that possible risk factors make some children more likely to experience mental health problems. Risk factors such as physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying can all impact on a child's mental health. Staff should also understand that there are protective factors such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy, which can help guard a child's mental wellbeing. (See Appendix 1). This information will be delivered to staff through training in staff meetings and Inset days.

The Role of Pastoral Lead & Senior Mental Health Lead: Mrs Lucy Macmillan

- Works with other staff to coordinate whole school activities to promote positive mental health and wellbeing.
- Offers an "open door" policy to her room; where by children and staff can drop in anytime to access confidential support.
- Delivers bespoke 1:1 sessions for children who have been identified as needing additional mental health or pastoral support.
- Manages and delivers the whole school approach to mental health and wellbeing. This includes running the Mental health & wellbeing Action Group and actioning the ideas generated by this group.
- Is responsible for producing and delivering a Provision Map for mental health and wellbeing linked to the school website which will direct parents/carers to all the local resources for support and interventions as well as clearly lay out the school's own aims and policy around mental health in the line with the Governments directive around Whole School Approach to Mental Health.
- Manages the pupil Wellbeing Ambassadors; holding meetings with them once a term and supporting them in their role.
- Key contact for the Mental Health Support Teams in Schools (MHSTs), coordinating the referrals and attending the monthly referral meetings. Attends the regular network meetings with other SMH Leads from across the county to stay abreast of all government directives and local initiatives.
- Works with the PSHE lead to promote mental health week and anti-bullying week.
- Holds the role of Young Carer Champion and runs the young carers group.
- Attends the Christchurch Health and Wellbeing meetings, networking with partner agencies and developing key contacts.
- Provides advice and support to staff around mental health and wellbeing in both staff and pupils.
- Is the first point of contact with mental health services and makes individual referrals to them.

- Is responsible for engaging parents and carers around mental health and wellbeing through coffee mornings, invitations to join the Mental health & wellbeing Action Group and facilitating training and educational opportunities.

(See Appendix 2)

Other Key Staff Relating to Mental Health & Wellbeing

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families. Sources of relevant support include:

- Our Senior Leadership Team: (Helen Frampton, Headteacher; Jeremy Wallace, Deputy Headteacher; Luke Thorne, SENDCo; Jo Vey, Business Manager)
- Our Named Mental Health Governor: Jim Nicholls
- Our Safeguarding/Child Protection team: (Mrs Helen Frampton DSL, Mr Luke Thorne DDSL, Mr Jeremy Wallace DDSL and Mrs Lucy Macmillan DDSL)
- Our SENDCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision. (Mr Luke Thorne)
- Our Play Psychotherapist. (Christina Rousseau)
- School support staff employed to manage mental health needs of particular children
- The School Nursing Team.
- Mental Health Support Teams in Schools (MHSTs)

5: An Ethos of Supporting children's positive mental health

School has a key role in promoting children's positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including:

- Managing emotions resources available to pupils.
- Assemblies to raise awareness of mental health and wellbeing.
- PSHE curriculum (SCARF) to address mental health including resolving conflicts. The specific content of lessons will be determined by the specific needs of the cohort we are teaching but we will use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.
- Embedded therapeutic activities including art, music, lego and relaxation and mindfulness techniques to help children regulate during the school day.
- Access to a wide range of stress and concentration tools and confidential worry boxes in every class to share worries and concerns confidentially.
- Access to our Sensory rooms for emotional regulation.
- Opportunity to drop in to the Pastoral office, which has an open-door policy for all children who need support in whatever capacity.
- Anti-Bullying Ambassadors – Year 5 & 6 group supporting younger children at lunchtime.

- Wellbeing Ambassadors- Years 4, 5 & 6; led and trained by the SMH Lead, who offer peer support around wellbeing.
- Transition Programmes: new starters into Reception and leavers to secondary schools which include vulnerable Year 6 children having additional support for a smooth transition to secondary school.
- Themed weeks/days linked to mental health awareness.
- Nurture groups such as Young Carers Group to focus on mental health, resilience and wellbeing.
- Displays and information around the School about positive mental health and where to go for help and support.
- Stormbreak sessions and activities delivered in groups, assemblies and classes to support emotional regulation, resilience and connection.

(Jan 2026) We are currently training five staff members to deliver Stormbreak. There is a Stormbreak display in the hall and Stormbreak will be introduced through assemblies, group sessions and class-based activities during the spring term.

6: Identifying, referring and supporting children with mental health needs

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

- Analysing behaviour, exclusions, attendance and sanctions.
- Using assessments to identify children in EYFS who need support.
- Staff report concerns about individual children to the relevant lead persons and the completion of the Therapy referral form if they believe the pupil needs Pastoral/Therapeutic support. These referrals are discussed at the Pastoral meeting and signposted or allocated as appropriate.
- Worry boxes in each class for children to raise concerns which are checked by the Class Teachers (these can be anonymous but give an indication of needs in a particular class regularly).
- Pupil Progress Review meetings termly.
- Regular meetings for staff to raise concerns, including the weekly staff briefing on a Monday.
- Gathering information from a previous school at transfer.
- Parental meetings and home visits in EYFS.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. Staff are also aware of protective and risk factors which contribute to Mental Health need and behaviour. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns to the Senior Mental Health Lead.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental.
- Changes in eating/sleeping habits.
- Increased isolation from friends or family, becoming socially withdrawn.

- Changes in activity and mood.
- Lowering of academic achievement.
- Talking or joking about self-harm or suicide.
- Abusing drugs or alcohol.
- Expressing feelings of failure, uselessness or loss of hope.
- Changes in clothing – e.g. long sleeves in warm weather.
- Secretive behaviour.
- Skipping PE or getting changed secretly.
- Lateness to or absence from school.
- Repeated physical pain or nausea with no evident cause.
- An increase in lateness or absenteeism.

Staff are also aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour. All of these behaviours may be as a result of home problems, difficulties in learning, peer relationships or development.

When a staff member has a concern about the mental health and wellbeing of a pupil they will make a referral to the Pastoral Team by filling out the form **“Referral To the Pastoral Pathway – Gradated Pathway”**. This will then be triaged by the Pastoral Team. *(See Appendix 3)*

If there is a concern that a pupil is in danger or immediate harm, the school’s child protection policy needs to be followed. If there is a medical emergency, then the appropriate procedure for this needs to be followed.

At Somerford Primary School we will ensure that parents and carers are aware of sources of support within school, in the local community and nationally. They can find comprehensive directory of agencies and support in Appendix 4 of this policy and on our website, which has a Mental Health and Wellbeing section, clearly outlining where parents can go for help and the process of getting help in school. The Senior Mental Health lead is also able to give advice on the best option to take in each individual situation and will be able to advise:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

7: Disclosures by children and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise. Staff make it clear to children that the concern will be shared with the Senior Mental Health Lead or the Safeguarding Lead and recorded, in order to provide appropriate support to the pupil.

All disclosures are recorded on My Concern, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

See Child Protection Policy for further details.

8: Supporting Peers

When a student is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but may not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. We will consider on a case-by-case basis what support might be appropriate for peers involved, and what might support might be appropriate for them, including 1:1 or group support. Our Wellbeing Ambassadors are also available for peer support.

9: Working with Specialist Services

In some cases a pupil's mental health needs require support from a specialist service. These difficulties might include anxiety, depression, self-harm and eating disorders. In these instances, a referral will be made to the Mental Health Support Teams in Schools or Child and Adolescent Mental Health by the Senior Mental Health Lead or the SENDCO in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the pupil and parent/carer and when it is the most appropriate support for the pupil's specific needs. In some cases, mental health needs can arise from issues where a child is not being kept safe. In this case, referrals to Children's Social Care or Early Help will be made, and parents/carers will be informed that this is being done. (Appendix 3 & 4)

10: Involving parents and carers

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting children who do have mental health needs. It is very helpful if parents and carers can share information with the school so that we can better support their child from the outset. All information will be treated in confidence. We are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive. We also aim to reassure by explaining that mental health problems are common, that the school has experience of working with similar issues and that help and advice are available.

When a concern has been raised, the school will:

- Contact parents and carers and meet with them.
- Offer information to take away and places to seek further information (Appendix 4)
- Be available for follow up calls.
- Make a record of the meeting.
- Involve the parent/carer in the formulation of the planned support and agree next steps.
- Discuss how the parents and carers can support their child at home.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided.

Parents and carers will always be informed if their child is at risk of danger and children may choose to tell their parents and carers themselves. We make every effort to support parents and carers to access services where appropriate. Our primary concern is the children, and in the rare event that parents and carers are not accessing services we may seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

11: Supporting and training staff

Supporting Staff: We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help.

Supporting and promoting the mental health and wellbeing of staff is also an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing. To understand how this is put into practice please see Somerford Primary School's "Strategies implemented to support workload and wellbeing at Somerford Primary School" (Appendix 5) and our Stress Management Policy. Please see Appendix 6 for additional support services for staff.

Training: Our Pastoral Lead completed the Senior Mental Health Lead Training from the Anna Freud Centre in 2024. All staff receive regular training about recognising and responding to mental health issues as part of their annual child protection training, in order to enable them to keep pupils and staff safe. 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.

In the near future we will be training two staff members as Mental Health First Aiders. These members of staff will then have an in-depth understanding of young people's mental health and factors that affect wellbeing. They will have practical skills to spot the triggers and signs of mental health issues. They will have the confidence to reassure and support a young person in distress. They will develop enhanced interpersonal skills such as non-judgemental listening. They will have the Knowledge to help a young person recover their health by guiding them to further support – whether that's through self-help sites, their place of learning, the NHS, or a mix – engaging with parents, carers and external agencies where appropriate. They will have the ability to support a young person with a long-term mental health issue or disability to thrive. They will be shown tools to look after their own mental wellbeing

12: Monitoring and Evaluation of this Policy

The mental health and wellbeing policy can be accessed via the school website and hard copies are available to parents and carers from the school office. All mental health professionals are given a copy before they begin working with the school as well as external agencies involved in our mental health work.

This policy was produced in line with the whole school approach. Its effectiveness will be monitored by the SLT, Senior Mental Health Lead and reported to the Governing Body. This policy will be reviewed every three years or sooner if deemed necessary.

Appendix 1

Protective and Risk Factors adapted from Mental Health and Behaviour DfE March 2018

https://assets.publishing.service.gov.uk/media/625ee6148fa8f54a8bb65ba9/Mental_health_and_behaviour_in_schools.pdf

	Risk Factors	Protective
In the Child	<ul style="list-style-type: none"> • Genetic influences • Specific development delay • Communication difficulties • Physical illness • Academic failure • Low self-esteem • SEND 	<ul style="list-style-type: none"> • Being female (in younger children) • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • Problem solving skills and a positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the family	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long-term relationship or the absence of severe discord
In School	<ul style="list-style-type: none"> • Bullying • Discrimination • Breakdown in or lack of positive friendships • Negative peer influences • Peer pressure • Poor pupil to teacher relationships 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Positive classroom management • A sense of belonging • Positive peer influences
In the Community	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Other significant life events 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

Appendix 2



Support For Parents & Carers at Somerford Primary School



If you have a concern about your child, you can access support from school in different ways:

- Talk to your child's teacher.
- Email the Pastoral Team: PastoralTeam@somerford.dorset.sch.uk
- Talk to one of our Senior Leadership Team, who are available at the gate at drop off and collection times.



The Pastoral Team meets every two weeks to discuss children who have been identified as needing support. The team will decide what the next steps are & this might include:

Special Educational Needs

Pastoral Issues

Mr Thorn will review & support might

- Work with classroom staff to
- Adding the child to the SEN register & creating a support plan to be implemented by classroom staff.
- Referral to Education Psychologist.
- Referral to Mental Health.
- Meet with family and offer pastoral support.
- Support Team in Schools .
- Refer to The MASH Team for targeted support.

Mrs Macmillan will review & might: include:

- Signpost to an appropriate service or group in school or from an external agency.

Other ways for families to get support

- The BCP Family Information Directory provides details on childcare, local activities and a range of services for you and your family

<https://www.fid.bcp council.gov.uk/family-information-directory> □ Healthier Together:

An excellent website that has lots of useful links for supporting children and families.

<https://www.what0-18.nhs.uk/mental-health/your-childs-mental-health>

Appendix 3



Referral for Pastoral Pathway – Graduated Pathway

Date of referral	
Referred by	
Name of child	
Class / year group	
Class Teacher	
Date of birth	

Reason for referral:

Intervention tried	Outcome

Other agencies involved

Strengths	Concerns / fears / compulsive behaviours

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For Pastoral Team only:

Triage notes	
Triaged by	
Plan for support	
Referral to outside agency If yes, please specify	

Possible interventions on graduated pathway:
1:1 sessions with LM
In class TA support
Peer support – Wellbeing ambassador / class buddy / Anti Bullying ambassador
Sibling group
Young Carers group
Group lunchtime sessions
1:1 sessions with CR
MHiST referral
CAMHS referral
Early Help referral
Social Care referral
Referral to external agency eg Victim Support, MIND Dorset, Waterlily Café, Foodbank

Appendix 4

Specific mental health needs most commonly seen in school-aged children

For information see Annex C Main Types of Mental Health Needs

Mental Health and Behaviour in School DfE March 2018

https://assets.publishing.service.gov.uk/media/625ee6148fa8f54a8bb65ba9/Mental_health_and_behaviour_in_schools.pdf

Annex C includes definitions, signs and symptoms and suggested interventions for

- Anxiety (including panic attacks, phobias and Obsessive-Compulsive Disorder OCD)
- Depression
- Eating Disorders
- Substance Misuse
- Self-Harm

The DfE guide does not include specific information on suicidal thought:

Suicidal Thoughts

Young people may experience thoughts and feelings about wanting to end their lives. Some young people never act on these feelings but may openly discuss and explore them, while other young people die suddenly from suicide without any apparent warning signs.

Appendix 5

Specialist Mental Health support for children and young people

The [Dorset Core-CAMHS](#) service is part of a wider network of children's emotional health and wellbeing services. Other services that form part of the network are listed below. For more detailed information about specific referral guidance and service contacts, please see our [Referral Guidance](#).

- **Young People's Eating Disorder Service (YPEDS)**
- **CYP Early Intervention Psychosis Service (EIS)** *For young people 14+
- **CAMHS Learning Disability Service**
- **CAMHS SWIFTS - Outreach Community Service** *Learning disability with behaviours that challenge
- **CAMHS Inpatient Service** *Referrals cannot be made directly to this service

Find information about these services on the [Dorset HealthCare website](#).

Appendix 5:

Strategies implemented to support workload and wellbeing at Somerford Primary School

Ongoing

- Streamlined feedback policy which directly impacts adaptations to planning.
- There is no prescribed planning format.
- Staff meetings are only 1 hour long and are focussed CPD time, not business meetings.
- Staff meetings are given as time in lieu for things like parent consultations.
- 1 INSET day is given for teachers to write annual reports.
- Reports are written in Spring Term as quieter than Summer Term.
- 1 INSET day is always disaggregated to allow teachers a Christmas shopping day or wellbeing day
- All staff receive 1 Wellbeing Day (paid day off), 1 early finish (leave an hour before end of day) and 1 late start (come in an hour after start of day) each year.
- 1 additional day is given, paid, if staff attend a residential.
- PPA is guaranteed for all teachers. If it is a Bank Holiday or INSET day, PPA is changed. If staff are on a course on their PPA day, this is changed so they don't miss it.
- PPA days are changed so the same teacher doesn't always have a Monday or a Friday (the hardest days for PPA).
- PPA is allowed to be taken at home.
- No teachers are directed to run after school clubs.
- Supervision given to all DSLs (including SMH Lead) and key pastoral staff to support them.
- Headteachers is always sympathetic to staff attending children's appointments, assemblies, sports days etc. Headteacher understands if staff have things going on at home as family comes first. Headteacher tries to accommodate people coming in late or needing an emergency day off whenever possible.
- The school buys in to the Employee Wellbeing package which gives all staff access to 6 free counselling sessions
- Wellbeing resources and signposting is regularly sent to all staff.
- Governor meetings are scheduled from 4.30-6 so that no staff member attending has to stay later than 6pm. If staff have to present at a governor meeting they are always put at the start of the agenda so they can leave after their item.
- Tea, coffee and milk is provided free for all staff. The Headteacher adds snacks and lunches on a regular basis to the staffroom.
- Hygiene products provided in all staff toilets.
- Staff lunches available from the school kitchen at a very small cost.
- No formal hour-long lesson observations. Instead a teaching and learning review week which is reviewed and adapted each time after feedback from teachers.
- Annual 1:1 meeting with Headteacher (optional)
- Annual staff wellbeing survey with changes made as a result of feedback. Where appropriate these areas also form part of SIP.
- Access to Welbee's online wellbeing toolkit and platform.
- No 'set hours' for teachers to be in school – teachers can complete the work they need to do when it suits them to reflect people's different circumstances.
- Staff completing their NPQ assessments or other qualifications are given a paid day at home to complete this.
- Card and chocolates for staff on their birthdays from the school.
- Anonymous suggestion box is in the staffroom.
- Option to join the Mental Health and Wellbeing Action Group with protected time to do so, allowing staff to be engaged with the ethos and delivery of MHWB for staff and pupils.
- 3 hours of subject leader time given to all subject leaders each term.

Appendix 6:

Where to get information and support

Agencies and Support For Staff:

- **Education Support**

www.educationsupport.org.uk/

Confidential helpline 24/7

UK-wide: 08000 562 561 day or night

Txt: 07909 341229 (answered within 24 hours)

- **Dorset Council Employee Counselling Service**

Somerford Staff are eligible to 6 free confidential sessions.

staffcounselling@dorsetcouncil.gov.uk

Telephone:

External: 01305 224266

- **MIND**

- Call 0300 123 3393

9am – 6pm

Monday to Friday

- **NHS 5 Steps to Wellbeing**

5 steps to mental wellbeing - NHS (www.nhs.uk)

www.dorsethealthcare.nhs.uk/steps2wellbeing/steps2wellbeing-dcc-self-referral-form

- **Support for Teachers – Now and Beyond**

List of websites and links to support teacher wellbeing

National Organisations and Support:

Urgent Care: If you're feeling overwhelmed and like you can't cope, you can:

- Ring **HOPELINEUK** on

[0800 068 4141](tel:08000684141)

- Samaritans on [116 123](tel:116123)

- Text **SHOUT** to Shout's textline on [85258](tel:85258)

- For children they can contact **Childline** on [0800 1111](tel:08001111) or via the website

www.childline.org.uk/get-support/contacting-childline/

- If you feel like you may attempt suicide, or you have seriously hurt yourself, you can:

Call 999 and ask for an ambulance

Tell an adult you trust and ask them to call 999

Local Organisations and Support:

- **Chat Health - Dorset**

ChatHealth is a confidential text messaging service that enables children and young people (aged 11-19) to contact their local public health nursing ([school nursing](#)) team

Text: 07480 635511

- **UP in BCP**

Offers support and advice to young people in the BCP area on issues including worries about your health and wellbeing, family problems and finding fun a positive thing to do. Also offers support for young people who are caring for family members and young parents. Tel 07880480602

<http://www.upinbcp.co.uk>

- **Nu-Waves**

Nu Waves is a non-profit organisation working with children and young people in Weymouth and the surrounding areas. We offer group work and support to children and families in the area, including those

affected by Domestic Abuse. As well as, one to one support through mentoring and counselling, to work with the family as a whole through mediation and group work as well as creating a youth forum to ensure young people's voices are heard and current issues and needs are met

<http://www.facebook.com/dorsetnuwaves/>

- **The Rendezvous - North Dorset**

Sherborne's youth resource centre offers a friendly listening ear and emotional support or counselling if you need it, providing support on issues including bullying, eating disorders, gender identity, self harm, stress and anxiety

www.therendezvous.org.uk

- **Treads - North Dorset**

An informal advice, information and drop-in centre for young people in Blandford

treadsblandford.wordpress.com

- **Kooth - online**

This online counselling and emotional wellbeing platform for children and young people offers an online live chat option.

www.kooth.com

- **Dorset Mind Your Head**

Delivered by Dorset Mind charity, Dorset Mind Your Head or DMYH, is a whole-school approach to help young people, parents and teachers live life mentally healthy. Support includes counselling, drop-ins, mentoring and ambassador schemes, assemblies, PSHE, education and workshops for teachers and parents.

dorsetmindyourhead.co.uk

- **Healthwatch Dorset**

Your local consumer champion for health and social care services

www.healthwatchdorset.co.uk

- **LiveWell Dorset**

Public health service that supports the health and wellbeing of residents in Bournemouth, Poole and Dorset

www.livewelldorset.co.uk

- **The Discovery Project**

The Project offers opportunities for Young People, their families and supporters to develop an understanding of recovery.

<https://www.dorsethealthcare.nhs.uk/patients-and-visitors/our-services-hospitals/mental-health/discovery-project>

Local Services with support for specific issues:

- **Autism Wessex**

Information & advice on a range of autism related topics for people with autism, families and professionals

Tel: (01202) 483360

Email: enquiries@autismwessex.org.uk

www.autismwessex.org.uk

- **Mosaic**

Mosaic is a Dorset-wide charity offering support to bereaved children, young people and their families, and young people who are facing the death of a loved one.

Tel: 01258 837071

Email: info@mosaicfamilysupport.org

www.mosaicfamilysupport.org

- **Space Youth Project**

Support for young people who are or may be lesbian, gay, bisexual, trans, or are questioning their sexuality and/or gender identity

Tel: 01202 205279 or 07973 405280

Email: hello@spaceyouthproject.co.uk

www.spaceyouthproject.co.uk

- **Young People's Eating Disorder Service (YPEDS)**
Local support for young people struggling with eating disorders – this service is accessed via referral, please [speak to your GP or an adult you trust](#) if you would like their support
- **Dorset Mind Young People's Befriending Service**
A local befriending service run by the [Dorset branch of Mind](#) – this service is accessed via referral, please [speak to your GP or an adult you trust](#) if you would like their support
- **Stars Dorset**
The rape crisis centre is a voluntary organisation for anyone who has been raped or sexually abused.
Helpline: 01202 308855
[www.starsdorset.org](#)
- **The Shores**
A Dorset-wide service providing support to men, women and children who have been raped or sexually assaulted. They are contactable 24 hours a day, seven days a week.
Tel: 01202 552056
[www.the-shores.org.uk](#)
- **Supporting a family member with mental health problems:**
[childline.org.uk/info-advice/your-feelings/mental-health/someone-family-mental-health-problem/](#)
- **Supporting family and friends with mental health problems:**
[www.harmless.org.uk/whoWeSupport/familyAndFriends](#)

Local Counselling Services:

- **The Listening Ear**
To provide a professional and confidential service to the children and young people in our community; empowering them to manage the struggles they face and therefore, develop an improved quality of life.
01202 980770
<https://www.the-listening-ear.org/>
- **It's Good to Talk**
Find private counsellors and psychotherapists accredited with the BACP
Tel: 01455 883300
[www.itsgoodtotalk.org.uk](#)
- **CBT Therapists**
Find details of all officially accredited Cognitive Behaviour Therapists.
[www.cbtregisteruk.com](#)
- **Redlands**
Local counselling service that offers donation-based community counselling for those on a low income
Tel: 01202 859354
[www.redlands counselling.co.uk](#)
- **Relate (counselling for young people)**
Offers free live chat sessions with a trained Relate counsellor or counselling sessions at your local Relate centre
Tel: 0300 100 1234
[www.relate.org.uk/relationship-help/help-children-and-young-people](#)
- **Cruse (bereavement counselling)**
Offers a safe and confidential environment where bereaved people can access free counselling
Tel: 0808 8081677
[www.cruse.org.uk](#)

National Organisations and Support:

- **Action for Children**

actionforchildren.org.uk

Supports children, young people and families across England with emotional and practical care.

- **Barnardo's**

barnardos.org.uk

Practical information and emotional support for:

- Young people
- Young people leaving care
- Young carers

Provides local services for further support in some regions.

- **Campaign Against Living Miserably (CALM)**

0800 58 58 58

thecalmzone.net

Information and support for anyone who is struggling with things and needs to talk. Offers a helpline and webchat.

- **Childline**

0800 1111

childline.org.uk

Information and advice for young people on topics like bullying, your body and relationships. Also provides:

- A phone helpline
- 1-2-1 online chats with counsellors
- Online message boards
- Welsh-speaking and BSL interpreter counsellors

- **FRANK**

0300 123 6600

82111 (textline)

talktofrank.com

Confidential support, advice and information about drugs, their effects and the law.

- **Hub of Hope**

hubofhope.co.uk

A UK-wide database of mental health charities and organisations offering advice and support.

- **Local Minds**

mind.org.uk/about-us/local-minds

Local mental health services across England and Wales. Offers talking therapies, peer support and advocacy.

Check to see if there is a [Local Mind near you](#) and what it can offer young people.

- **Mencap**

0808 808 1111 (Learning Disability Helpline)

mencap.org.uk

Information and advice for people with a learning disability, their families and carers. Services include an online community.

- **The Mix**

85258 (crisis messenger service, text THEMIX)

themix.org.uk

Support and advice for people under 25, offering these services:

- Crisis messenger textline
- Discussion board
- Webchat
- Short-term counselling by phone and online

- **NHS Every Mind Matters**

[nhs.uk/every-mind-matters/mental-wellbeing-tips/youth-mental-health](https://www.nhs.uk/every-mind-matters/mental-wellbeing-tips/youth-mental-health)

Information and advice on mental health and wellbeing for young people. Includes videos about dealing with change, social media and sleep.

- **On My Mind**

[annafreud.org/on-my-mind](https://www.annafreud.org/on-my-mind)

Information, support and resources to help young people understand more about mental health and wellbeing. Search the [Youth Wellbeing Directory](#) to find services near you.

- **Our Time**

[ourtime.org.uk](https://www.ourtime.org.uk)

Information and workshops for children and young people whose parents or carers experience mental health problems.

- **Reading Well**

[reading-well.org.uk/resources/young-people](https://www.reading-well.org.uk/resources/young-people)

Self-help books to help people understand and manage their mental health and wellbeing. Also available in Welsh.

- **Samaritans**

[116 123](https://www.samaritans.org/116-123)

[0808 164 0123](https://www.samaritans.org/0808-164-0123) (Welsh Language Line)

jo@samaritans.org

[samaritans.org](https://www.samaritans.org)

Samaritans are open 24/7 for people to talk about any concerns, worries and troubles they're going through. You can visit some [Samaritans branches in person](#).

- **Shout**

[85258 \(textline\)](https://www.giveusashout.org/85258)

[giveusashout.org](https://www.giveusashout.org)

Shout is a confidential and anonymous 24/7 text support service for anyone struggling to cope. It is free to text Shout from all major mobile networks in the UK. To speak to a trained volunteer, text SHOUT to [85258](#).

- **YoungMinds**

[youngminds.org.uk](https://www.youngminds.org.uk)

Mental health support for young people, parents and carers. Includes information about mental health problems and medication.

- **Youth Access**

[youthaccess.org.uk](https://www.youthaccess.org.uk)

Advice and counselling network for young people. Includes a search tool for finding free local services.

Support for mental health problems and difficult feelings

- **Alumina**

[selfharm.co.uk](https://www.selfharm.co.uk)

An online, 7-week course to help people from 14 to 19 who self-harm.

- **Anxiety UK**

[03444 775 774](https://www.anxietyuk.org.uk/03444-775-774)

[07537 416 905 \(textline\)](https://www.anxietyuk.org.uk/07537-416-905)

[anxietyuk.org.uk](https://www.anxietyuk.org.uk)

Advice, support and information for people who experience anxiety.

- **Beat**

[0808 801 0677](https://www.beateatingdisorders.co.uk/0808-801-0677)

[beateatingdisorders.co.uk](https://www.beateatingdisorders.co.uk)

Helpline, webchat and online support groups for people with eating problems, like anorexia and bulimia.

- **Me and My Mind**

[meandmymind.nhs.uk](https://www.meandmymind.nhs.uk)

Advice and support for young people experiencing possible symptoms of mental health problems, like hearing voices or having unusual thoughts. Some services are only available in certain London boroughs.

- **No Panic**
[0330 606 1174](tel:03306061174)
nopenic.org.uk/no-panic-youth-hub
 Provides support to young people experiencing panic attacks and obsessive-compulsive disorder (OCD). Offers a 6-week Youth Mentoring Scheme online or by phone.
- **OCD Youth**
ocdyouth.org
 Information and resources for young people with obsessive-compulsive disorder (OCD). Provides an email helpline, support group, online network and discussion group.
- **The OLLIE Foundation**
theolliefoundation.org
 Help and advice for young people experiencing suicidal feelings. Provides support and information for anyone worried about another young person.
- **Papyrus HOPELINEUK**
[0800 068 4141](tel:08000684141)
[07860 039967 \(textline\)](tel:07860039967)
pat@papyrus-uk.org
papyrus-uk.org
 Support and advice for people under 35 experiencing suicidal thoughts or finding it hard to cope. Provides support for anyone concerned about another young person.
- **Self-Injury Support**
[0808 800 8088](tel:08088008088)
[07537 432444 \(textline\)](tel:07537432444)
tessmail@selfinjurysupport.org.uk
selfinjurysupport.org.uk
 Supports women and girls who self-harm, or have experienced trauma and abuse. Offers information and self-help tools online for anyone to use.
- **Voice Collective**
voicecollective.co.uk
 Information and support for people under 25 who:
 - Hear voices
 - See visions
 - Experience other sensory issues or beliefs
 Offers peer support, plus support to parents, carers and families.

Support for grief, trauma and abuse

- **Child Bereavement UK**
[0800 028 8840](tel:08000288840)
childbereavementuk.org
 Help for children, young people, parents and families after the death of someone close. Offers support through local services, groups for young people, plus films and blogs.
- **Talk Grief**
ask@winstonswish.org
talkgrief.org/grief-support

An online tool by Winston's Wish, a charity supporting young people after the death of someone close. Advice and resources for coping with grief, plus an email helpline and webchat.

- **Hope Again**
0808 808 1677
hopeagain@cruse.org.uk
hopeagain.org.uk
Information, resources and support for young people coping after the death of someone close. Also available in Welsh.
- **Kidscape**
kidscape.org.uk
Information and advice for young people, parents and carers with concerns about school bullying and abuse.
- **National Society for the Prevention of Cruelty to Children (NSPCC)**
0800 1111 (Childline helpline if you're 18 or under)
nspcc.org.uk
Support and information for children who have experienced abuse, or anyone worried about a child.
Provides local services to help young people and families overcome abuse.
- **Refuge**
0808 200 0247
refuge.org.uk
Help and support for women, children and young people who have experienced domestic abuse.
- **Stop Hate UK**
0808 801 0576
07717 989025 (textline)
stophateuk.org
Offers a 24-hour phone and text service for people under 18 who have experienced or seen a hate crime.
Provides an online service for reporting hate crimes.
- **Victim Support**
0808 168 9111
victimsupport.org.uk/children-and-young-people
Emotional and practical support for people affected by crime and traumatic events. Offers specific information for young people.
- **Women's Aid (England)**
chat.womensaid.org.uk (live chat)
helpline@womensaid.org.uk
womensaid.org.uk
Information and support for women and children who have experienced domestic abuse. Provides support by live chat, a directory of local services and a forum.

Support for different living situations

- **Become**
0800 023 2033
becomecharity.org.uk
Information and support for young people in care, and young care leavers.
- **Carers Trust**
carers.org
Information and support for unpaid carers. Includes specific information and local support for young carers.
- **Centrepoint**
0808 800 0661
centrepoint.org.uk
Provides advice, housing and support for people from 16 to 25 who are homeless or at risk of homelessness in England.
- **Children's Society Young Carers**
01962 711511 (information line)
childrenssociety.org.uk/information/young-people/young-carers

Information and advice for young carers, including help with things like education and rights. Offers a local service finder for young carers' projects.

- **Coram Voice**

[0808 800 5792](tel:08088005792)

coramvoice.org.uk/get-help

Information, support and advocacy for young people who are care leavers.

- **Gingerbread**

gingerbread.org.uk/information/children-of-single-parents

Offers information for young people whose parents are splitting up, or who have lost a parent.

- **Runaway Helpline**

[116 000](tel:116000) (phone or text)

116000@runawayhelpline.org.uk

runawayhelpline.org.uk

Support by phone, text and email for people who:

- Are running away
- Have already run away
- Have returned after running away
- Are worried about someone who might run away

- **Shelter**

shelter.org.uk/youngpeople

Supports people in need of housing by providing independent, expert advice. Includes specific information for young people.

Legal rights and advocacy support

- **Citizens Advice**

[0800 144 8848](tel:08001448848)

citizensadvice.org.uk

Information and advice on your rights, covering topics like money, housing and discrimination. Offers some local branches and an online chat.

- **Law Stuff**

lawstuff.org.uk/not-from-the-uk

Legal information for young people who have come to the UK from a different country. Covers topics like immigration, work and education.

- **POhWER**

[0300 456 2370](tel:03004562370)

pohwer.net/childrens-and-young-peoples-advocacy

Information, advice, support and advocacy in England for people facing difficult issues who want to make their voice heard. Offers specific advocacy services for young people.

- **rights4children**

rights4children.org.uk

Offers information and advice for young people in England to help them understand their legal rights.

- **VoiceAbility**

[0300 303 1660](tel:03003031660)

helpline@voiceability.org

voiceability.org

A charity which is one of the UK's largest providers of advocacy services. Offers information and advice on how advocates can help.