CASTLE MEAD
ACADEMY

MENTAL HEALTH AND WELLBEING POLICY

Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Principal, along with the Executive Principal will take a key role in monitoring and evaluating the policy. The policy along with other academy policies will be available on the academy website. The Academy Council will review the policy annually and assess its implementation and effectiveness.

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Ratified by:	Nik Murphy/Michaela Rueben
Date ratified:	September 2026
Review date:	September 2027

Revision History:

Version:	Date:	Author:	Summary of Changes:
1.0	October 2022	Principal	New Policy
2.0	September 2023	C Yazdani	Addition of Counselling appendix and CMA graduated response to Mental Health. • SWP scholar wellbeing plan • Updated MH crisis flow chart • TAS Team around scholar meetings • Signposting at the back of the policy • Internal Wellbeing interventions added
3.0	31.10.24	N Murphy	Reviewed, no changes.
4.0	15.10.25	N Murphy	Change to MH lead
5.0	27.10.26	C French	Amended names of Deputy DSL's

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1. Policy statement

At Castle Mead Academy we are committed to supporting the mental health and wellbeing of scholars, parents/carers staff and stakeholders. Castle Mead Academy

2. Scope

This policy is intended to:

- Provide guidance to school staff on our whole school approach to promoting positive mental health and wellbeing across all communities within our school and beyond.

- Inform scholars and parents/carers about the support that they can expect from the school, supporting social, emotional, mental health and wellbeing. A detailed graduated response support system and trauma informed practises embedded into the Castle Mead culture and community.

Please read this policy in conjunction with:

- SEND Policy
- Safeguarding Policy
- Behaviour Policy
- Anti Bullying Policy
- Self-Harm Policy

3. Policy aims

- Promote positive mental health and wellbeing as part of a whole school approach.
- Early Intervention support for scholars to prevent crisis points and reduce the need for specialist support
- Create a culture of togetherness with emotional warmth, resilience, and empathy.
- Foster a safe and positive atmosphere within our school community, where scholars can openly discuss and reflect on their own mental health and emotional wellbeing.
- Allow scholars to participate in our whole school approach to mental health by promoting scholar voice.
- Give scholars the opportunity to develop their own confidence and self-esteem by taking responsibility and accountability for themselves, building self- awareness and emotional intelligence.
- Increase awareness of the ways in which mental health issues can manifest and where to seek support.
- Support staff to identify and respond to early warning signs of mental ill health both inside and outside of our school community, providing strategies, resources, and signposting for additional support services.
- Provide support to staff working directly with scholars presenting with mental ill health, offering targeted bespoke training, resources, expert practise, and ongoing CPD.
- Provide to up-to-date resources and signposting to professional services for scholars/parent's carers who are experiencing mental ill health and emotional/wellbeing dysregulation.
- Have a robust, clear, and concise mental health framework and graduated response system offering consistency to staff, scholars, parents, and carers.
- Introduce trauma informed practices into the Castle Mead way each day.
- Operate a graduated response system for mental health and wellbeing.

4. Legal basis

This policy was written with regard to:

The Equality Act 2010

The Data Protection Act 2018

Articles 3 and 23 of the UN Convention on the Rights of the Child

5. Roles and responsibilities

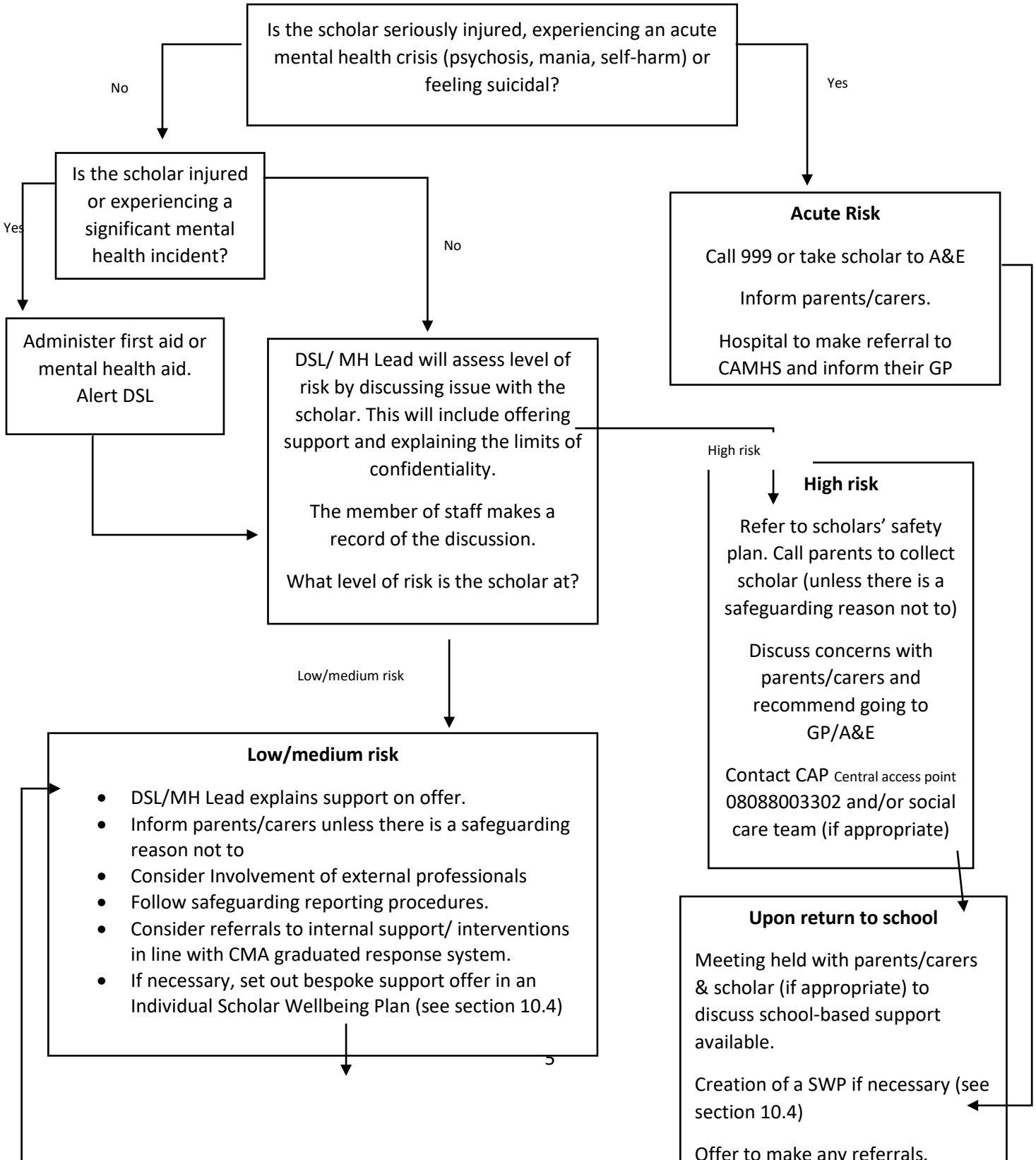
As part of a whole school approach, *all staff* are responsible for embedding and promoting positive mental health and wellbeing, understanding potential or presenting risk factors.

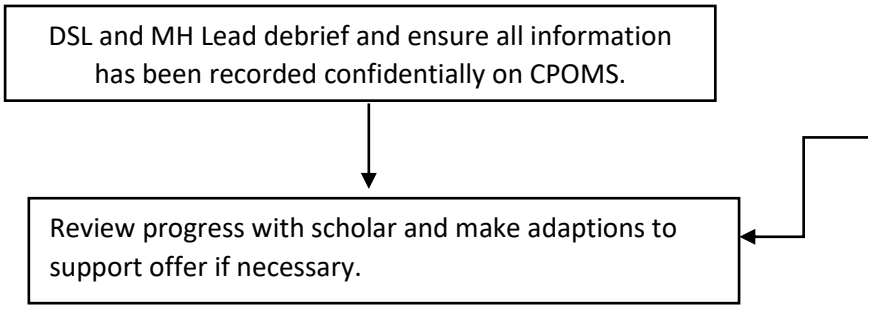
If any members of staff are concerned about a scholar's mental health or wellbeing, they should inform the following.

- Head of Year/DDSL
- Mental Health Lead – **Ms Lander**
- Safeguarding Officer and Family Support worker - **Ms Lea and Ms Chamberelain**
- Head of Safeguarding /DDSL

- Assistant Principal/Designated Safeguarding Lead – **Tom Gardner**
- SENDCo – DDSL – **Ms Dakin**
- Principal – DDSL – **Ms French**

6. Procedure to follow in a case of acute mental health crisis





7. Warning signs

All staff will be on the lookout for signs that a scholar's mental health is deteriorating.

Some warning signs or key indicators include but are not limited to:

- Noticeable changes in mood or energy levels
- Changes in eating or sleeping patterns.
- Changes in effort or attitude in lessons/academic attainment
- Changes in level of personal hygiene.
- Social isolation, withdrawing from friends and family.
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Loss of interest in hobbies or things the student used to enjoy.
- Abuse of drugs or alcohol
- Weight loss or gain
- Secretive behavior
- Covering parts of the body that they wouldn't have previously.
- Refusing to participate in P.E. or being secretive/guarded when changing clothes.
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide.
- Avoiding people or places who may notice the signs.

8. Managing disclosures

If a scholar makes a disclosure about themselves or a peer to a member of staff, it should be treated sensitively, in a calm, reassuring and non-judgmental manner. Staff should focus on the scholar's emotional and physical wellbeing, rather than trying to investigate why students are feeling that way or offering advice.

Staff will always follow the school's safeguarding policy and pass on all concerns in the first instance to:

Head of Year/DSL/Head of Safeguarding/Mental Health Lead using the 2-part safeguarding system

All disclosures are then recorded on CPOMS by the DSL.

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record.

- The full name of the scholar(s) involved.
- The date, time, and location of the disclosure
- The context in which the disclosure was made.
- Where possible the scholars “own words”
- Any questions asked or support offered by the member of staff.
- Staff will also complete a safeguarding slip which is issued directly to the DSL in person, in conjunction with the electronic safeguarding concern form being completed.

9. Confidentiality

Staff should not promise a scholar that they will keep a disclosure secret, instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- The support put in place for the scholar will be dependent on the member of staff being at school which could impact the safety and wellbeing of a scholar or others if the information is not shared.
- Being the sole person responsible for a scholar’s mental health could have a negative impact on the member of staff’s own mental health and wellbeing.
- Other trained staff members can share good practice and ideas on how to best support the scholar.

Staff should always share disclosures with the DSL / Mental Health lead.

If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis. Before sharing information disclosed by a scholar with a third party, the member of staff will endeavour to discuss it with the scholar (if appropriate) and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information.
- Staff will attempt to receive consent from the scholar to share their information, but scholar safety is paramount; therefore, this may involve sharing information with other members of staff, parents/carers, or professionals as part of a bigger picture to keep children and young people safe without their consent.

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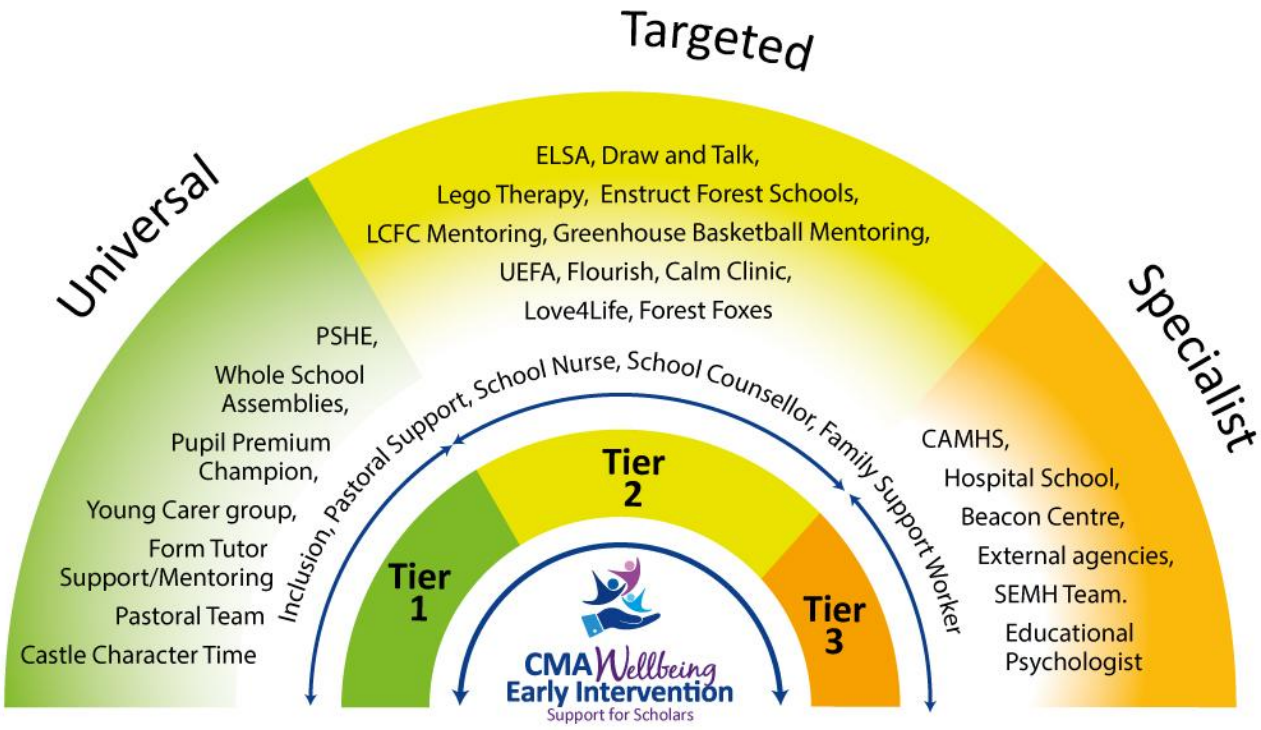
Parents will be informed unless there is a child protection concern, then the school safeguarding policy will be followed.

Process for managing confidentiality around disclosures.

1. Scholar makes a disclosure.
2. Member of staff to Listen without asking any leading questions.
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with DSL mental health lead.
4. Member of staff will explain to the scholar who you will share the information with and explain why you need to do this in line with the school safeguarding policy and keeping children safe in education framework.

5. Member of staff will record the disclosure and share the information with the DSL/MH lead as per the 2-part school safeguarding process.
6. The DSL / Mental health will inform the parent/carer (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis.

10. Supporting scholars – Graduated response to mental health and wellbeing.



10.1 Baseline support offer for all scholars - UNIVERSAL

As part of the school's commitment to promoting positive mental health and wellbeing for all scholars, the school offers support to all scholars by:

- Raising awareness of mental health and wellbeing through assemblies, tutor time, PSHE, mental health awareness week, and tutor time.
- Signposting scholars to online mental health and wellbeing support, school website, satchel one, CMA mental health and wellbeing padlet QR code.
- A safe email address for scholars to share any concerns Safe@castle-tmet.uk
- Having open and honest conversations about mental health and emotional wellbeing
- Castle Character Time – Covering a range of inclusive activities including mindfulness, wellbeing, essential oils, and holistic practises.
- Scholar feedback sharing their voice of any areas of the school that negatively impact their mental health and wellbeing.
- Monitoring whole school wellbeing via strengths and difficulties questionnaires, NHS 7/9/11 questionnaires and wellbeing assessments.
- Appointing a Senior mental health lead with a strategic oversight of CMA whole school approach to mental health from Universal to Specialist support
- Making classrooms and whole school a welcoming, nurturing, safe space.

- Respectful and appropriate language usage around mental health and wellbeing
- Breakfast club and kindness club offered throughout the week.

10.2 Assessing what further support is needed: TARGETED - SPECIALIST

If a scholar is identified as requiring further emotional support presenting with social, emotional, mental ill health/difficulties, The Year Team/SLT and Mental Health Lead/Sendco/Inclusion team will take a graduated and case-by-case approach to making an assessment and providing tailored bespoke support, further to the provision of the Universal support as detailed in section 10.1.

Assessing scholar support needs

Internal professionals discuss scholars who are requiring additional support. This will include, but is not limited to: Vice Principal, Mental Health Lead, SENDCo, Head of Year, Deputy Head of Safeguarding.

The school will offer support in cycles of: Assess, Plan, Do, Review

- **Assess**ing what the scholar's mental health and wellbeing needs are.
- Creating a bespoke **plan** to provide ongoing support with key staff who will offer support or interventions.
- **Do -** complete all actions set out in the plan in a timely manner.
- **Review**ing the effectiveness of the support offered. Amend and update accordingly.
- Referrals completed to Targeted support including School nurse/Counsellor and where necessary, specialist.
- Use Assess, Plan, Do, Review model throughout to ensure the correct support is in place.
- Decisions meeting, for scholars who should be added to the SEND register under SEMH.

10.3 Internal Wellbeing interventions – Social, emotional & mental health

Where appropriate, a scholar will be offered support that is tailored to their needs as part of the graduated approach detailed on the windshield diagram – see 10.1. Some examples of this are, but not limited to:

- Small Nurture Groups
- Wellbeing Mentor Support
- Learning Behaviour Mentor support
- Pastoral / Inclusion Direct Work
- School Counsellor
- Targeted Interventions like Lego Therapy/My Hidden Chimp
- ELSA – Emotional Literacy programme
- Draw and Talk therapy.
- LCFC Mentoring / Community project.
- Forest Schools Gardening Project
- Rowing / Sailing Interventions
- Greenhouse basketball mentoring project.
- Bespoke Timetable
- Time Out passes.
- Head of Scholar Wellbeing
- Building Belonging small class group for academic learning

Please note - If a scholar is deemed to be Gillick competent then parental permission is not required for scholars 13+

See Appendix 2.

For the detailed school counselling policy, **see Appendix 1.**

For specialist support, school can make referrals as part of our graduated response system to the following who can also be accessed where needed alongside other areas of support as part of a joined-up approach.

- Educational Psychologist
- Hospital School
- Alternative provision
- Specialist education provider
- External agencies
- SEMH Team (Social, Emotional, Mental Health team)
- Eating Disorder Team
- Self-Harm Specialist support

10.4 Scholar Wellbeing Plan (SWP)

A scholar may be offered an Individual Scholar Wellbeing plan (SWP) on a case-by-case basis where the scholar is accessing lots of additional support in school. This can also be discussed in a TAS meeting- see 10.2 to decide whether the scholar should be added to the school SEND register. Parents/Carers would be invited into school for a meeting to discuss this in more detail.

SWP's are written in collaboration with school, the scholar (if appropriate), parent/carer, and any other relevant professionals. The SWP will contain the wellbeing needs of the scholar - SEMH (Social, emotional, mental health)

Including:

- Scholar voice – Sharing their thoughts and feelings around their own mental health and wellbeing needs.
- Triggers, strategies, coping aides e.g., fidget toys, time out pass.
- Areas of concern Identified by parents/carers/professionals.
- Specific support being actioned for the scholars educational, social, emotional, and mental health needs.
- The level of support needed / who will provide the support.
- Safe people identified in and outside of school.
- Identify what is working well so far.
- What to do in an emergency with contact names and numbers where relevant i.e., CAMHS/Social worker.

10.5 Making external referrals:

If a Scholar's need cannot be met by the internal offer the school provides, the school will make, or encourage parents/carers to make, a referral for external support.

A scholar could be referred to:

- GP or pediatrician
- CAMHS
- Mental health charities/support (Please see the last page for support services)
- Local counselling services

- Turning point
- The Laura Centre
- Centre for fun and families
- Triple P Parent Course
- Early Help / Childrens Services

11. Supporting and collaborating with parents and carers

We will work with parents and carers to support scholars' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing.
- Informing parents/carers of mental health concerns that we have about their child.
- Engaging with parents/carers to understand their own mental ill health or wellbeing challenges, as well as that of their child, and support them accordingly ensuring that there is holistic support in place.
- Highlighting sources of information and support about mental health and wellbeing on our school website, mental health padlet, newsletters and the mental health and wellbeing policy.
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child.
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support like support groups and forums.
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and assemblies, sharing ideas for extending and exploring this learning at home.
- Hold welcome days and bespoke workshops in school supporting parents to help their child with targeted areas on concern.

When informing parents about any mental health concerns we have about their child, we will endeavor to do this face to face.

These meetings can be difficult, so the school will ensure that parents are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to CPOMS'

12. Supporting peers

Watching a friend experience mental ill health can be extremely challenging for scholars and they may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all scholars whose mental health or wellbeing may have been impacted, directly or indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends.
- Things they should avoid doing/saying.
- Warning signs to look out for.
- Signposting to sources of external support.
- Identifying safe people
- Small group interventions for healthy habits e.g., mindfulness

13. Signposting

Support Services are displayed around the school for scholars and can also be found on the school website where scholars and parents/carers can access up to date help or signposting support. There is a CMA mental health and wellbeing padlet QR code that he been issued to all scholars, parents/carers which can be accessed on satchel one and via the school website.

. Pop up stands are available at progress evenings for face-to-face discussions with professionals and parent workshops are delivered throughout the year providing further support with signposting.

The Head of Scholar Wellbeing who leads on mental health will be available to provide further information to scholars and parents/carers if additional support or advice is required.

14. Whole school approach to promoting mental health awareness

14.1 Mental health is also taught in PSHE as part of the school Universal offer

We will follow the PSHE Association Guidance teaching mental health and emotional wellbeing.

Scholars will be taught to:

- Develop healthy coping strategies.
- Challenge misconceptions around mental health.
- Understand their own emotional state.
- Keep themselves safe.
- Building resilience and developing empathy.

For more information, see our PSHE curriculum.

14.2 Creating a positive atmosphere around mental health and wellbeing.

Staff will create an open culture around mental health by:

- Discussing mental health with scholars to break down stigma where appropriate.
- Encouraging scholars to recognize and share when they think their mental health is deteriorating.
- Introducing a scaling method, to help scholars understand when they need to ask for support, building self-awareness around feelings and emotions, promoting autonomy.
- Taking an active part in mental health awareness week
- Kindness ambassadors providing a “kindness corner” offering mindfulness activities during social times.
- Wellbeing and mental health books available in the Wellbeing area of the library.

15. Training for staff

All staff will be offered ongoing training so they:

- Have a good understanding of what scholars’ mental health needs are.
- Know how to recognise warning signs and key indicators of mental ill health.
- Know a clear process to follow if they identify a scholar in need of support.
- Understand the graduated response system for scholar mental health and wellbeing.
- Know where to access support around mental health and wellbeing for scholars and staff.
- Expert practice sessions delivered to support staff responses to scholars presenting with mental ill health.
- Regular and valuable CPD opportunities. Up to date resources/newsletters.

16. Wellbeing support for staff

We recognise that supporting a scholar experiencing mental ill health can be distressing for staff.

To help combat this we will:

- Offer a buddy system so staff have a “safe person” that they feel comfortable with to receive support.
- Hold regular “wellbeing working” meetings.
- A variety of wellbeing activities: yoga, badminton, school gym, cake society
- Provide a comfortable welcoming space for staff to sit and eat together during

- Support staff who are experiencing mental ill health, signposting to relevant support services
- Offer VIVUP as part of the Trust offer for wellbeing support to all TMET staff.
- Create a culture of positive and healthy work life balance.
- Promote "feedback is a gift" so staff feel heard and valued.

17. Monitoring arrangements

This policy will be reviewed by the Head of Scholar Wellbeing. At every review, the policy will be approved by Principal.

Signposting support services for scholars, parents/carers

Young people can now self-refer directly to the NHS up to the age of 18 – Use this link below:
My Self Referral • Leicester, Leicestershire and Rutland (myselfreferral-llr.nhs.uk)

CMA Padlet for links to support, guidance and advice on all matters relating to mental health and wellbeing.
Please scan the QR code →

Anxiety and Depression

Mood juice

Help you think about emotional problems and work towards solving them. www.moodjuice.scot.nhs.uk

ChildLine

A private and confidential service for children and young people up to the age of nineteen. Contact a ChildLine counsellor for free about anything – no problem is too big or too small. Tel: 0800 1111 www.childline.org.uk

Getselfhelp.co.uk

Cognitive Behaviour Therapy (CBT) self-help and therapy resources, including worksheets, information sheets and self-help mp3s. CBT has been proven to help mental health problems such as anxiety, low mood, anger and low self-esteem. www.getselfhelp.co.uk

Young Minds - Young Minds supports and keeps young minds empowered with whatever challenges they are facing.. Information for parents, on how they could support their child during different situations. Tel: 0808 802 5544 www.youngminds.org.uk

Centre for Fun and Families (CFF) - CFF supports parents/carers and young people over 8 with challenging behaviour, conflict and communication difficulties, and mental health (anxiety, worry, low mood and depression). CFF's programmes vary throughout the year so call to discuss your situation. Tel: 0116 223 4254 www.cffcharity.org.uk

Kooth - Kooth is a digital counselling support service which provides an anonymous, free, confidential and safe way for young people across Leicestershire to access online. www.kooth.com

VitaMinds - VitaMinds is a free and confidential talking therapy service to help get things back on track and aim to help improve the mental wellbeing of people suffering from: worry, low mood, depression, anxiety, OCD, traumatic event or a lack of motivation.
Self-Refer via www.vitahealthgroup.co.uk/make-a-referral/self-referral/nhs-mental-health-self-referral
Or call on 0333 0153 496

Chat Health

Chat Health 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.

Leicester City residents only text: 07520 615 386
Response time: Within 24 hours, 9am to 5pm Mon to Fri (except bank holidays)
Accessed via www.healthforteens.co.uk/health/about-chathealth

Mind
Mind provides advice and support to empower anyone experiencing a mental health problem - Tel: 0300 123 3393 or text 86463 (Mon – Fri, 9am – 6pm except bank holidays) Email: info@mind.org.uk www.mind.org.uk

Safeline Young People (SLYP)
SLYP offers information, advice and support about anything happening in your life including bullying, self-esteem, mental health, social media, relationships and drugs and alcohol. Helpline: 0808 800 5007 Text: 07860 027 573

The Mix counselling service
The Mix is the UK's leading support service for young people (under 25s) to help you take on any challenge you're facing – from mental health to money, from homelessness to finding a job, from break-ups to drugs. Talk to us via our online community, on social media, through our free, confidential Helpline: or our counselling service. Tel: 0808 8084994 or Text for free 85258 www.themix.org.uk

Autism & ADHD

Autism East Midlands
Support and information for families and individuals with autism spectrum disorder as well as play, leisure and activities for children and young people.

Tel: 01909 506 678 enquiries@autismeastmidlands.org.uk

Autism Space
This is a place to find advice, information and support around all things relating to autism including education and employment, health and lifestyle, benefits and diagnosis, life beyond diagnosis and autism support groups. https://www.leicspart.nhs.uk/autism-space/

Chat Autism
A text messaging service for diagnosed and non-diagnosed autistic people, their families and carers. You can chat with a fully qualified professional about emotional wellbeing, healthy lifestyle, drugs, alcohol and smoking, and other areas.

07312 277097 www.healthforteens.co.uk/leicestercity/introducing-chatautism

Resources for Autism
Provide practical services for children and adults with a diagnosis of autism and for those who love and care for them. Services include: home support, play and youth groups, individual care packages, parent and sibling groups, behavioural support, music and art therapy and adult groups

07891 476837 https://resourcesforautism.org.uk

Leicestershire Autistic Society
The Leicestershire Autistic Society (formed over 20 years ago) provides support, information and advice to families and professionals dealing with Autism in Leicestershire, Leicester City and Rutland.
Helpline: 0116 291 6958
https://www.leicestershireautisticsociety.org.uk/

ADHD Solutions
Provides information, help, support and advice for children, young people and adults diagnosed with or suspected of having ADHD. Self-refer by telephone or online

Advice point: 0116 2610711 ADHD Solutions

Behavioural Difficulties

Centre for Fun and Families (CFF)
Supports parents/carers and young people with challenging behaviour, conflict and communication difficulties, and mental health (anxiety, worry, low mood and depression). CFF's programmes vary throughout the year so please call the team to discuss your situation.

Advice point: 0116 223 4254 www.cffcharity.org.uk

Family Action
Transforms lives by providing practical, emotional and financial support to those experiencing difficulties.

https://www.family-action.org.uk

The Bridge/talk2sort
Supports young people and their families to reduce the likelihood of homelessness by resolving conflict. Mediation can be a difficult process but it can improve home life and relationships.

Tel: 01509 260500 Freephone: 0800 038 5964 WhatsApp 07521 386794 www.thebridge-eastmidlands.org.uk/services/talk2sort

Bereavement

The Laura Centre

A professional bereavement service that believes in providing a safe, friendly and inclusive environment for all the family but also on an individual basis
Advice point: 0116 254 4341 www.thelauracentre.org.uk

Winston's Wish

Provides emotional and practical bereavement support to children, young people and carers. Offer one-off and on-going bereavement support, online resources, specialist publications and training for professionals. Helpline: 08088 020 021 https://www.winstonswish.org/

Bipolar

BipolarUK

Provides a range of services to help individuals affected by bipolar, including; peer support line, support groups, eCommunity, employment support and crisis support. Email: info@bipolaruk.org https://www.bipolaruk.org/

Body Dysmorphic Disorder (BDD)

Body Dysmorphic Foundation

Provide information, resources and online support groups to individuals affected by BDD, their families, friends, partners and carers.

http://bddfoundation.org/

Eating Disorder

First Steps ED

The Midlands eating disorder charity that provides individual and group therapy services, guided self-help groups for all ages, genders and backgrounds from 5 years plus, supporting children, young people and adults including parents/carers through face to face and online video clinics which can also be accessed in Leicester, Leicestershire and Rutland schools (with support from the school).

Helpline: 0300 102 1685 (freephone) info@firststepsed.co.uk

Home

Beat Eating Disorders

The UK's eating disorder charity that provides helplines, online support and a network of UK-wide self-help groups to help adults and young people in the UK beat their eating disorders.

Helpline: 0808 801 0677 Youthline: 0808 801 0711 Studentline: 0808 801 0811

https://www.beateatingdisorders.org.uk/

Gender Identity

The LGBT Centre Leicester

Information on subjects that affect LGBT people's lives including signposting and referrals to other agencies.

Tel: 0116 254 7412 https://leicesterlgbtcentre.org/

Gender Identity Development Service

The only NHS service for children and young people experiencing difficulties in the development of their gender identity. Main clinics in London and Leeds and satellite clinics across England.

Tel: 020 8938 2030/1 Email – gids@tavi-port.nhs.uk https://gids.nhs.uk/

Hearing Voices

Inter Voice

Provides articles and resources relating to coping with, living with and recovering from distressing voices.

http://www.intervoiceonline.org/

Mind

Advice and support to empower anyone experiencing a mental health problem.

Tel: 0300 123 3393 or text 86463 (Mon-Fri, 9am-6pm except bank holidays)
Email: info@mind.org.uk www.mind.org.uk

Loneliness Support Services – Elefriends

MINDs online community for those over the age of 18 where you can be yourself and offers a safe place to listen, share and be heard.

https://www.elefriends.org.uk/

Samaritans

There around the clock, 24 hours a day, 365 days a year for support with whatever you are going through.

Tel: 116 123 (free from any phone)

Local Samaritans: 0330 094 5717 www.samaritans.org/branches

Childline

A free, private and confidential service for anyone under the age of 19 in the UK with any big or small issue via telephone helpline, email support or 1-2-1 counsellor chat.

Tel: 0800 1111 (9am-Midnight) www.childline.org.uk

Obsessive-compulsive disorder (OCD), Panic & Phobia

OCD UK

Offers online information for individuals living with OCD. www.ocduk.org

OCD Youth

Run by young people with OCD for young people under 25 with OCD including an online forum

http://ocdyouth.org

Email Support: youthhelpline@ocdaction.org.uk

OCD Action

Advice and support around treatment for individuals affect by OCD via their helpline, website, email, online groups, forums, and local groups. www.ocdaction.org.uk Email: support@ocdaction.org.uk

No Panic

Provides information, advice and support for people living with Panic, Anxiety, Phobias and OCD.

www.nopanic.org.uk Helpline: 0844 967 4848 (10am-10pm every day).

School Avoidance

Not Fine In School

A support group of families, family and friends of children who experience difficulties attending school. It is a place where you will find information, action such as raising awareness and where research is reported. www.notfineinschool.co.uk

www.facebook.com/notfineinschoolpublicpage

Self Esteem

Safeline Young People (SLYP)

Information, advice and support for issues such as bullying, self-esteem, mental health, social media, relationships, drugs and alcohol.

Helpline: 0808 800 5007 Text: 07860 027 573 https://slyp.org.uk/

Getselfhelp

Offers Cognitive Behaviour Therapy (CBT) self-help and therapy resources, including worksheets and information sheets and self-help mp3s. CBT helps mental health problems such as anxiety, low mood, anger and low self-esteem.
www.Getselfhelp.co.uk

Health for Teens

Offers a choice of content and quizzes across all areas of your health, from sexual health to your feelings, growing up, lifestyle and more.

https://www.healthforteens.co.uk/

Self-harm & Suicidal Feelings

Harmless Service
Provides support and information about self-harm to individuals who self-harm, their friends and families. Promotes health and recovery, reducing isolation and distress, and increasing awareness and skill in intervention. www.harmless.org.uk

CalmHarm
An app to help distract a young person from self-harming. They call it "riding the wave." When the young person has an urge to self-harm or urges to self-harm they can go onto the app and choose to ride the wave. It allows you to select an activity type such as: comfort, distract, express, release or random. You can select which one you're feeling and set an amount of time that you're going to do the activity for. There is a long list of activities to choose from. https://calmharm.co.uk/

Childline
A free, private and confidential service for anyone under the age of 19 in the UK with any big or small issue. Offers a telephone helpline, email support or 1-2-1 counsellor chat. Tel: 0800 1111 (9am-Midnight) www.childline.org.uk

Mind
Mind provide advice and support to empower anyone experiencing a mental health problem.

Tel: 0300 123 3393 or text 86463 (Mon – Fri, 9am – 6pm except bank holidays) Email: info@mind.org.uk www.mind.org.uk

BlueIce
An app that helps young people manage emotions and reduce urges to self-harm. It includes a mood diary, toolbox of techniques to reduce distress and automatic routing to emergency numbers if urges to harm continue. https://www.oxfordhealth.nhs.uk/blueice/

Shout
The UK's first 24/7 text service, free on all major mobile networks, for anyone in crisis anytime, anywhere. A place to go if you're struggling to cope and need immediate help Text 'shout' to 85258 https://www.giveusashout.org/

Papyrus
A prevention of young suicide hotline staffed by trained professionals to provide confidential support for young people having thoughts of suicide

'Hopeline UK' 0800 068 4141 (10am-10pm Mon-Fri, 2-10pm Sat/Sun, 2-5pm Bank Holidays)

SMS: 07786 209697 Email: pat@papyrus-uk.org www.papyrus-uk.org

Samaritans
Support around the clock, 24 hours a day, 365 days a year for support with whatever you are going through.

Tel: 116 123 (free from any phone) Local Samaritans: 0330 094 5717 www.samaritans.org/branches

Sleeping Difficulties

The Children Sleep Charity
Supports parents by offering workshops, clinics and written material for children with sleeping issues. Children – The Sleep Charity

Headspace for kids
Learn to meditate and live mindfully with hundreds of themed sessions on everything from stress to sleep. Bite-sized meditations for busy schedules and SOS exercises in case of sudden meltdowns. Free trial then monthly or yearly subscription. www.headspace.com

Dreamy Kid
Children showing signs of stress, technology-fatigue, and anxiety can be helped with only 10 minutes of meditation. "With DreamyKid, just play it as they fall asleep or awake". £9.99/month or £69/year. www.dreamykid.com

Substance Misuse

Turning Point Leicester Young People's Drug & Alcohol service
For anyone under 25 years, providing 1:1 support and will meet you where you want. Help you find new ways to cope and gain control and provide a support plan in things to help you in your life, not just with drug or alcohol use.

Accessed on – http://wellbeing.turning-point.co.uk/leicestershire/our-services/young-people
Tel: 0330 303 6000 https://www.turning-point.co.uk/services/leicestershire

Trauma, domestic violence and PTSD

Victim Support
Victim Support offer free and confidential support people affected by crime and traumatic events – regardless of who reported the crime to the police.
https://www.victimsupport.org.uk/Supportline 0808 16 89 111 (24/7 365 days a year)

You & Co
Victim Support's youth programme which helps young people cope with the impact and effects of crime including bullying, domestic abuse, online crime, sexual abuse, burglary and gang violence https://www.youandco.org.uk/

Victim First
A team of experienced & professional caseworkers to support victims of crime in their journey of recovery
0800 953 9595 https://victimfirst.org

Living without Abuse
A domestic and sexual abuse charity based in Loughborough providing support to men, women and children affected by domestic abuse and/or sexual violence across Leicester, Leicestershire and Rutland. https://lwa.org.uk/contact-lwa/ 01509 550317 / 0808 8020028

Facebook / Twitter / Instagram: @lwacharity

WE:ARE (Women's Empowerment And Recovery Educators)
WE:ARE deliver a range of awareness and empowerment programmes for women and children affected by domestic abuse

Tel: 07868163103 https://weareuk.org/

UAVA (United Against Violence and Abuse)
Provides co-ordinated domestic, sexual violence and grooming services across Leicester, Leicestershire and Rutland for any male or female over 13yrs. Hotline: 0808 80 200 28 Text only support – 07715 994 962 Email – mailinfo@uava.org.uk www.uava.org.uk/

First Step
An organisation run for male survivors and their supporters of sexual abuse and rape living in Leicestershire.

Tel: 0116 254 8535 https://firststepleicester.org.uk/

Respect Phoneline
A confidential helpline, email and webchat service giving help for perpetrators of domestic abuse, their victims and friends and family.

Telephone support: 0808 8024040 (Mon-Thurs 10am-8pm, Fri 10am-5pm)

Webchat support www.respectphoneline.org.uk (Thurs 2-4pm).

Email support: info@respectphoneline.org.uk. (Mon-Fri 9am-8pm)

NSPCC
The leading children's charity in the UK, specialising in child protection and dedicated to protecting children today to prevent abuse tomorrow. The only UK children's charity with statutory powers, which means we can take action to safeguard children at risk of abuse

Helpline: 0808 800 5000 https://www.nspcc.org.uk/

The Mix Counselling Service
Free confidential support for young people under 25 via online, social and mobile. Can help with issues from mental health to money, from homelessness to finding a job, from break-ups to drugs.
www.themix.org.uk Tel: 0808 8084994

Family Action's Children & Families Services
Provides practical, emotional and financial support to those experiencing poverty, disadvantage and social isolation. Support adult family members via telephone, text, email and web chat Mon-Fri 9am-9pm:
Hotline 0808 802 6666
Text 07537 404 282
email familyline@family-action.org.uk

Leicestershire groups are:

Family Action Leicester Post Sexual Abuse Service. c/o The Brite Centre, Braunstone Avenue, Leicester LE3 1LE Tel: 0116 2168334

Family Action Leicester Pre-Trial Support Service, Fosse Neighbourhood Centre, Mantle Road, Leicester LE3 5HG Tel: 0116 2168334

Other Useful Links

Teen Health Service – Leicestershire and Rutland

If you are aged between 11-19 (or up to 25 years for those with SEND) and live in Leicestershire or Rutland, the Teen Health Service can help with:

Support to improve mental health and emotional wellbeing, with a focus on self esteem, body image and building resilience.

Support for healthy relationships, building positive relationships, reducing violence in intimate relationships and promoting positive sexual health and wellbeing.

Support for children and young people to make healthier choices, with a focus on reducing substance misuse (particularly cannabis use) and alcohol consumption.

The Teen Health Service has a team of Health and Wellbeing Officers that work in the community and in secondary schools, working alongside pastoral and health and wellbeing leads.

Leicestershire – https://www.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies/teen-health-11-19

Rutland – https://www.rutland.gov.uk/children-young-people-families/services-young-people/teen-health-service

Two short courses

The following link will take you to a list of short courses, two of which have been specially designed for teenagers and made available for people living in Leicester, Leicestershire and Rutland: "5. Understanding your brain (for teenagers only!)" and "6. Understanding your feelings (for teenagers only!)"

Online Courses | Leicester, Leicestershire and Rutland – Solihull Approach | Parenting (solihullapproachparenting.com)

Health for Teens

Offers a choice of content and quizzes across all areas of your health, from sexual health to your feelings, growing up, lifestyle and more.

https://www.healthforteens.co.uk/

Health for Kids

A fun, engaging and interactive way for children to learn about health. Find games, top tips and advice on all aspects of children's emotional and physical health.
https://www.healthforkids.co.uk/

Leicestershire Partnership NHS Trust Self Help Resources

Here you can find a range of support for your mental health and overall wellbeing. There's information for parents, carers and professionals on the support that's available for young people across Leicester, Leicestershire and Rutland.

https://www.leicspart.nhs.uk/mental-health/resources/conditions/young-people/

Hey, how are you feeling? … Poster to download

Download a useful poster via this link that will quickly signpost a young person to the correct service.

https://www.leicspart.nhs.uk/wp-content/uploads/2023/02/LLR-CYP-mental-health-design-poster-A3-FINAL.pdf

Leicestershire County Council – Children and Family Wellbeing Service

Children and Family Wellbeing Service can provide early help services to a child, young person or family where they are experiencing difficulties that cannot be supported by universal services, such as schools or GPs alone.

Support can be given to those who experience domestic abuse or struggle with their mental health and wellbeing, or need extra help with SEND, parenting or supporting targeted young people, including those at risk of crime.

Call the Children and Family Wellbeing Service Triage Team on 0116 305 8727 for further details or visit the link for more information:

safe@castle-tmet.uk

Appendix 1

CASTLE MEAD ACADEMY COUNSELLING POLICY

September 2026

What is counselling?

Counselling is a space to look at feelings' thoughts and behaviours; it also provides the opportunity to explore and process difficult events or experiences. As counselling is non-directive in nature, it encourages the individual to develop self-awareness, build confidence and self-esteem, and find solutions to problems. Essential to effective counselling provision is the need to build and maintain safe and trusted relationships, so the client feels respected, valued, and understood.

"Counselling is an intervention that children or young people can voluntarily enter into if they want to explore, understand and overcome issues in their lives which may be causing them difficulty, distress and/or confusion. A

counselling relationship has identified boundaries and an explicit contract agreed between the young person, counsellor and, where appropriate, parent or carer."

(DfE Counselling in schools 2016)

How counselling fits into Castle Mead Academy's pastoral system?

- Referred scholars will be able to access one to one face to face counselling sessions on a once-a-week basis.
- Scholars can be referred for group work where appropriate.
- Once the counselling sessions are completed scholars can move to drop-in (ad-hoc support).
- The counsellor can also provide advice training and therapeutic support for members of staff.

Referrals

Referral forms should be emailed to the Well-being Team where scholars will be allocated according to priority and need. Before sending the referral, form there should be a discussion with the scholar's Head of Year, or one of the safeguarding team, as well as gaining consent from the scholar being referred, or (if not deemed Gillick competent) consent from their parent or carer.

Referral criteria may include:

- Low mood
- Self- harm
- Anxiety/ Stress
- Anger issues
- Bereavement/Loss
- Family breakdown
- Friendships
- Lack of confidence/ Poor self- esteem
- Identity issues
- Relationships

Please note: As counselling is a voluntary process, scholars will only benefit from the support offered if it is something they choose to do.

Confidentiality

Confidentiality is imperative in establishing and maintaining a successful counselling relationship, and in building trust and safety. However, there are limits to this regarding preserving scholar safety, and preventing harm, and this will be explained clearly to anyone receiving counselling.

The counsellor will not share with parents or professionals the details of what is discussed during the counselling sessions unless it is the direct wish of the young person. However, feedback on the level of engagement and general themes can be given.

The counsellor will encourage a young person to communicate with their parents /carers whenever possible about the counselling sessions (if there is no threat to their mental/ physical health and well-being). They will also if requested act as an advocate to support the young person. Professional judgement is called for in any information sharing and the counsellor will be committed to consulting their client's thoughts and feelings around doing so.

Counselling Records

An electronic record will be kept of:

- ❖ All scholars referred to counselling.
- ❖ The number of sessions attended.
- ❖ An update of engagement and progress.
- ❖ Any safeguarding issues that may arise.

Additionally, the counsellor will keep any work that the young person completes in a session that they do not wish to take with them. These folders will be kept securely in a locked cupboard.

Parental involvement and Consent

Good practice means working in partnership with staff and parents where possible, and the majority of young people are happy for their parents to be informed that they are receiving counselling. However, where this is not the case, or where the parents withhold consent to counselling for their young person, if the scholar is deemed Gillick competent they will be considered able to act on their own behalf.

"the Gillick principle, established in case law in 1986, enables those aged under 16 the right to consent to confidential medical treatment, without a need for parental knowledge or consent. Accessing this right requires the child to demonstrate 'sufficient understanding' to the relevant health practitioner, including a counsellor."

(Counselling children and young people in school contexts in England, Northern Ireland and Wales British Association for Counselling and Psychotherapy 2016- 2022)

Counselling process

Following the referral of a scholar, the counsellor will make an appointment to conduct an initial assessment to work out whether counselling is suitable for them, and so they can decide whether the sessions are something they wish to engage with. The counsellor will then plan together with the scholar on the work to take place. This is also the opportunity for the explicit consent to be gained from the young person and for them to ask any questions they may have before commencing the sessions.

Counselling support may include any of the following activities:

- ❖ One to one regular support.
- ❖ Emergency/ Ad-hoc support.
- ❖ Short term support.
- ❖ Check-in/ Follow up support.
- ❖ Groupwork

Length and duration of counselling

All scholars accessing one to one support will be offered an initial block of 6 sessions. A review will be done after this time with the scholar and a decision made. This could be to continue with the sessions, bring them to an end, or to sign post on, and is usually agreed between the counsellor and the scholar. Any scholars accessing support via group work will have a set number of sessions, with a review and evaluation being completed at the end of the group.

Facilities

The counselling needs to be conducted in a room where there are no interruptions and where confidentiality and privacy can be maintained. The space should feel discreet and away from classrooms and promote and environment of comfort relaxation and safety. Access to a secure and lockable cupboard for storage of counselling records is essential as is the use of a telephone and IT equipment.

Appointments

When accessing counselling sessions, the young person will usually know when their next session is scheduled and will have some autonomy as to when it will take place the following week. Currently scholars are notified of

appointments via the main reception, with slips being sent to invite them to the counselling room, and to notify/ remind them of their appointment time. A record will be kept of attendance or non-attendance of the session.

Supervision

All professional and qualified counsellors are required to receive regular external clinical supervision, with the BACP recommending a minimum of 1.5 hours per month. Supervision not only supports the self-care of practitioners, but also encourages and maintains safety and good practice as well as continuing professional development.

Monitoring and Evaluation

The counsellor will provide half termly reports that evaluate the counselling service. These reports will not identify any individual scholars, but will provide the following information:

- Year group, ethnicity and gender of referred scholars.
- Number of scholars referred.
- Number of sessions offered and attended.
- Number of scholars attending sessions.
- Types of issues brought to counselling.
- Outcomes of counselling
- Feedback from scholars regarding the service

Appendix 2

Gillick Competency and Fraser Guidelines

This information sheet is to explain what they are, and the rationale for why they are used within the context of the counselling provision.

What are the Fraser Guidelines and Gillick Competency?

The Fraser guidelines refer to a court case in 1985 where the legality of doctors being able to provide sexual health advice or treatment to under 16's was challenged. This was contested by a parent who was unhappy that one of her daughters had been given contraceptive advice and medication by their GP without her consent. The case was taken to court and Mrs. Gillick lost the case, and the subsequent appeal. "It was established that, the ability of a child or young person under the age of 16 to give legally valid consent to any medical, psychiatric or therapeutic assessment or treatment, or to enter into either a valid therapeutic contract or a legally binding contract for services, will depend upon their mental capacity to make an informed decision, i.e. whether they can fully understand and agree the terms on which therapy is being provided, and the context in which it is offered" This understanding is known as 'Gillick Competency'.

These are still applied today not only in the context of young people's sexual health in relation to advice, treatment and contraceptives, but is also deemed to apply to all health issues and treatments including counselling support for their mental health.

Why 'Gillick' Competency is used in Counselling?

Young people under the age of 16 can consent to counselling, if deemed Gillick competent, and it enables the right to consent to confidential medical treatment, without a need for parental knowledge or consent. Accessing this right requires the child to demonstrate 'sufficient understanding' to the relevant health practitioner, including a counsellor. Should someone under the age of 16 be judged to be not mature enough to access the service, the consultation itself will remain confidential.

The Gillick principle is crucial to the development of child-centred counselling and consists of two separate elements: the right to consent to medical or therapeutic treatment, and the right to keep such a consultation confidential from the parents of the decision-maker. In secondary schools, it is the school's responsibility to notify parents or carers about the availability of counselling services. This can be promoted via the school website, school handbook and other appropriate systems of communication. When working with children, the counsellor will assess whether the young person fully understands what is involved in counselling and work collaboratively with parents, if appropriate.

A clear system and rationale for involving parents and gaining consent should be in place before any counselling service is offered, as it is paramount for the counsellor to adhere to these confidentiality guidelines as by breaking trust with a young person could jeopardise all relationships with scholars, whether active or potential relationships.

Confidentiality

All scholars will be encouraged to inform parents/ carers of their decision to engage in counselling, but if they choose not to do so their decision should be respected. It should be noted that in some cases it might not be appropriate for the scholar's family to be made aware of their engagement with the counsellor as this could put them at risk of further harm.

If the counsellor needs to break confidentiality this will be fully explained to the young person before they do so. If the counsellor is uncertain as to whether confidentiality should be broken, they should inform the young person that they need to speak with someone else but assure them that their name will not be used. However, if the nature of the information leads to it being considered a Safeguarding concern the scholar should where possible, be informed before it is reported to a designated Safeguarding lead.