

## **St Paul's Way Trust and Foundation School Mental Health and Wellbeing Guidance Document**

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## 1. CONTEXT AND RATIONALE

*Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization 2015).*

At SPWT and SPWF we intend to raise awareness amongst staff, parents, and students whilst ensuring that staff are adequately prepared to support students as needed in our organisation. We aim to help tackle misconceptions and promote positive mental health amongst staff, students and the whole community and ensure that robust and adequate systems are embedded within our organisation to support and deal with serious issues when they arise.

Raising awareness about mental health amongst our young people will enable them to become resilient and develop their existing aptitudes across our graduate strands: communication, investigation, networking, participation, scholarship and vision.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. Around 1 in 4 people at some stage in their lives will suffer from a mental health issue. Some of the most common ones are: depression, anxiety, stress, eating disorders and self-harm. Effective implementation of our mental health policy and procedures will help us to ensure that we promote a safe and stable environment for students affected both directly and indirectly by mental health issues.

Emotional health and wellbeing promotes school success and improvement by:

- Contributing positively to priorities such as enhancing teaching and learning, raising standards, promoting social inclusion and improving behaviour and attendance
- Involving students more fully in the operation of the school
- Helping students and feel happier, more confident and more motivated
- Helping to meet legal, ethical and curricular obligations.

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with our medical policy in cases where a student's mental health overlaps with or is linked to a medical issue and the AEN policy where a student has an identified special educational need. It should also be read in conjunction with the safeguarding policy.

## 2. POLICY AIMS

- To promote a culture of positive mental health and wellbeing amongst students a
- Increase understanding and awareness of common mental health issues
- Identify school based support available for addressing concerns with mental health and wellbeing for students and staff.

### 3. STAFF ROLES AND RESPONSIBILITIES

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit are included in *Appendix A*.

Any member of staff who has concerns about either the mental health or wellbeing of a student should discuss it with the mental health lead as soon as possible (If you are greatly concerned about the student's safety or suspect that the student is in danger of immediate harm then you must talk in the first instance to the child protection team and follow the safeguarding procedures). If the student presents with a medical emergency then the school's procedures for medical emergencies should be followed, including alerting the first aid staff and contacting emergency services if necessary, critical incident procedure should be followed.

Referrals for Trust School Students can be made to the school counsellor or where appropriate an outside referral to CAMHS can be made for both Foundation and Trust School Students (This will be led and managed via the Year Inclusion meetings in the Trust School, and the Inclusion Lead in the Foundation School). Outside referrals can also be made to Foundation and Trust Schools Wellbeing Practitioners who work in school as part of the Trailblazer Project.

### 4. PROMOTING POSITIVE MENTAL HEALTH AND WELL-BEING FOR STUDENTS

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our personal development curriculum, tutor programme and assemblies as well as cross-curricular links where relevant.

We ensure that the content of lessons is determined by the specific needs of the cohort. The structured and tailored teaching of social and emotional life-skills and values throughout school life has the potential to increase emotional wellbeing and academic achievement. The teaching of mental health and emotional wellbeing issues help our students gain a sense of belonging and makes them feel safe.

It also provides knowledge and encourages positive attitudes in regards to students managing their lives in a healthy way. By doing so, it will enable them to develop their confidence, self-esteem and deepen their understanding. Relationship and Sex Education (RSE) provides opportunities for reflection and promotes good mental health and wellbeing, emotional health and physical health. Where appropriate, it is helpful to draw up an individual care plan for students needing additional learning and/or wellbeing support. This should be drawn up involving the student, the parents, SEN and relevant health professionals.

#### **Individual Liberty**

SPWT & SPWF like the rest of society are made up of a wide range of values, beliefs and attitudes. SPWT & SPWF are committed to equality, respect and dignity for all including lesbian, gay, bisexual, trans and intersex (LGTBGI). The school follows the SRE guidance available from the DfE website. (See other appropriate policies e.g. equalities).

#### **Signposting**

We will ensure that staff, students and parents are aware of sources of support within school and in

the local community. The nature of the support available is outlined in *Appendix B*.

We will display relevant sources of support in communal areas such as tutor rooms, staff room, Key stage offices, the main atrium and toilets and will regularly highlight sources of support to students and staff. We also have the safeguarding team details on display and hold and share information about local sources of help where relevant.

### **Managing Disclosures**

If any student discloses that they are thinking of harming themselves, others or if someone is harming them, the safeguarding team must be notified immediately.

### **Confidentiality**

Staff should be honest with the students in regards to the issue of confidentiality and its limitations. If it is necessary to pass on concerns about a student, for reasons of harm and safety, where possible this should be discussed with the student first before breaking that confidentiality. If a child gives reason to believe that there may be underlying child protection issues, the safeguarding policy should be followed and the DSL should be informed in line with Safeguarding procedures. (*Refer to the Safeguarding Policy for further details*)

Sharing what a child has confided with you should not be shared with other members of staff unless in the best interest of the child. (*Refer to the Safeguarding Policy for further details*)

## **5. UNDERSTANDING COMMON MENTAL HEALTH ISSUES**

### **Warning Signs**

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should **always** be taken seriously and staff observing any of these warning signs should communicate their concerns to the safeguarding team and the mental health and emotional wellbeing leaders.

#### **Possible Warning Signs Include:**

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Skipping PE or getting changed secretly
- Social Media related concerns.

*Please see Appendix C for full list and further details.*

## **6. SCHOOL BASED SUPPORT**

The school has a wide range of school-based support processes in place, to help promote positive mental health and wellbeing. Support processes include:

- **Counselling**

SPWT offers all our students access to professional counselling support

- **Golden Group**

The Golden Group classroom is a safe and supervised environment to support unstructured social times

- **AEN Faculty support systems**

Swift and effective identification of any additional needs with regular systems of monitoring and referral to the AEN team

- **Learning support**

Support for medically vulnerable students ensuring they are suitably managed and supported in school and lessons.

*Please see Appendix B for full list and further details.*

## **Foundation School Based Support**

- **Therapeutic groups**

SPWF offers ELSA (a 1:1 emotional literacy programme) run by a specialist teaching assistant who has been trained to work with children who are showing a wide range of emotional needs. For example, anxiety or feeling worried. SPWF also offers Lego therapy which is a social skills programme designed for pupils who have social communication needs.

- **Parental Programmes through Tower Hamlets Wellbeing Service**

This includes support for parents of children aged 4-11 with mild behaviour difficulties or mild anxieties

- **AEN support systems**

Swift and effective identification of any additional needs with regular systems of monitoring and referral to the AEN team

- **Learning support**

Support for medically vulnerable students ensuring they are suitably managed and supported in school and lessons.

## **7. WORKING WITH ALL PARENTS**

Where it is deemed appropriate to inform parents of concerns regarding a child, this should be done in a sensitive manner and only by approved members of staff, such as the safeguarding or pastoral teams. Before disclosing to parents the following should be considered:

- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the student, safeguarding team, Head of year, Phase Leader or other members of staff
- What is the aim to be achieved?

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

- Ensure the mental health policy is easily accessible
- Highlight sources of information and support about common mental health issues on the school website
- Ensure that all parents are aware of who to talk to if they have concerns about their own child • Share ideas about how parents can support positive mental health in their children through our regular information evenings and workshops
- Keep parents informed about the mental health topics their children are learning about in PSHE in the Foundation School/PD in the Trust School and share ideas for extending and exploring this learning at home

- Offer training sessions where possible, from external agencies such as the NHS, Mind and the local Health Centre. As part of the school's drive to embed acceptance of mental health issues and wellbeing into the school culture, designated members of staff have received training about how to recognise and respond to mental health issues. These designated members of staff will be working alongside the safeguarding team.

### **Policy Review**

This policy will be reviewed every year by the school's Mental Health and Wellbeing leads. Any questions or suggestions regarding the policy should be addressed to Leanda Newlyn, [leandanewlyn@spwt.net](mailto:leandanewlyn@spwt.net) and Siobhan Fehim [siobhanfehim@spwt.net](mailto:siobhanfehim@spwt.net)

This policy will be immediately updated to reflect personnel changes.

## APPENDICES

### Appendix A:

#### Staff Roles and responsibilities

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit are included in Appendix A:

- Firdusi Uddin - Designated Safeguarding Lead, Trust School
- Siobhan Fehim Designated Safeguarding Lead, Foundation School
- Gloria Lynch, Dionne Motley and Owen Williams, Safeguarding Team Trust School • Clare Lynam (DSL) and Alice Greenwood (SO), Safeguarding Team Foundation School • Leanda Newlyn - SPWT Student Mental Health and Wellbeing Lead.

#### Mental Health First Aiders:

- Sonia Marquis
- Jabon-Nahar Begum
- Imelda Tracey
- Athina Christou
- Olubukola Oluwayinka Giwa
- Kimboshane Barnes
- Shojib Ali
- Shaju Ahmed
- Yasin Shopon
- Najet Lakehal
- Louise Addison-Pereira.

#### Pastoral Leaders

YTL's and SAC's – names TBC

#### Primary Phase Leaders

- Alice Greenwood – EYFS and Year 1
- Imogen Moore – Year 2
- Ben Hobbs – Years 3, 4 and 5.

#### Additional Roles Within the Wellbeing Team

- Kelly Jasor – Specialist Leader for Education (SLE)
- Aqeel Ashiq - Subject Leader for Participation
- Rita Moran - School Counsellor
- Peppie Mincheva - School Counsellor
- Holly Hawkins and Amit Soni-Tricker – THEWS – School Wellbeing Practitioners
- Robert Somerville - Learning Support Lead
- Kimboshane Barnes - Higher Level Teaching Assistant (HLTA)
- Hena Begum - Inclusion Manager
- Emma McCay - SENCO
- Lisa Jeffrey - Golden Group Subject Driver
- Rani Begum - HR Manager.



## **Appendix B:**

### **School Based Support**

The school has a wide range of school-based support processes in place, to help promote positive mental health and wellbeing. Support processes include:

#### **Counselling**

SPWT offers all our students access to professional counselling support.

Counselling contributes to improving educational outcomes for students by supporting them in their obstacles to learning. Counselling also provides a personal space for our students where they may be having difficulties or just want some time for themselves.

#### **How Does the Service Work?**

There are two counselling routes one is provided by a qualified counsellor and conforms to the current best practice for professional standards for school based counselling. The counsellor's main point of contact is the Inclusion Manager. The second route is provided by Tower Hamlets Education and Wellbeing Service. They provide two wellbeing practitioners within the school (Trailblazers) and the main point of contact is the Mental Health lead.

There are three main referral routes - self-referral, referral through form tutors/YTL, or referral by parent or carer. The final decision lies with the students as to whether or not they wish to receive counselling. If parents do not wish for their child to be referred to this service, they must inform the school.

Parents can request a meeting with the School Counsellor to better understand the service. The availability of the counselling service is a major boost to our capacity to support students.

#### **Golden Group**

The Golden Group classroom is a 'safe' environment where students can retreat to during unstructured social times (before and after school as well as break and lunch.) It is always supervised and any student who requires a calm space is made to feel welcome. Mixed year group friendships develop and support is provided by both staff and other students.

Time is spent developing language around feelings – giving names to feelings and emotions and allowing students to take ownership of those feelings.

#### **AEN Faculty Support Systems**

To ensure success for students in the school we focus strongly on the swift and effective identification of any additional needs they may have. In order to do this we have systems of monitoring and referral to the AEN team, including:

- Regular monitoring of progress data to highlight students who are not progressing and may have additional needs and need support
- Regular monitoring of other information such as behaviour that may indicate a concern
- Fortnightly year team meetings (Year Inclusion Meeting – YIMs) dedicated to highlighting any concerns that can then be referred to the AEN team
- An AEN CPD programme for staff that ensures they are able to recognise when students may need additional support.

Any teacher, year team leader, LSA or other member of staff can raise a concern that a student may have an additional need using an AEN referral form.

### **Learning Support**

The Learning Support team (LS) provides a safety net for medically vulnerable students ensuring they are suitably managed in school and lessons. We ensure that the students are provided with a safe environment in school and that, if necessary students are provided with lift keys, toilet passes, access codes to the accessible toilets and time out cards etc. Learning Support maintains close contact with families and work with the Borough and other supportive/external agencies.

The ethos of the LS allows for a safe and positive environment where all including socially and emotionally vulnerable students know they can study without unnecessary questioning. Students rarely ask why another student is in LS and have a high level of acceptance and tolerance. Students spend a period of time wholly in LS or may be timetabled for some subjects or periods, where there are difficulties in lessons or for respite. New students arriving at the school either by the Managed Move process or through mid-Phase Admission all begin in the LS full time before gradually being integrated into mainstream lessons. LS ensures that it investigates the background of Managed Move students, to ensure their needs are fully met when they arrive at the school. Students arriving late in Key Stage 4 may be offered a timetabled slot in Learning Support in order to catch up with studies.

The LS uses horticulture and school pets to help nurture students and create a calming and therapeutic environment. LS also employs the Arts Award and has recently begun to work with the Princes' Trust with students working on the 'Achieve' programme.

The LS ethos is grounded in the acceptance that every student has a unique set of circumstances, which needs to be addressed individually.

### **Appendix C:**

#### **Understanding Common Mental Health Issues**

##### **Warning Signs**

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should **always** be taken seriously and staff observing any of these warning signs should communicate their concerns to the safeguarding team and the mental health and emotional wellbeing leaders.

##### **Possible warning signs include:**

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or 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
- Social Media related concerns.

### **Self-Harm**

Self-harm describes any behaviour where a person causes harm to themselves in order to cope with thoughts, feelings or experiences they are not able to manage in any other way. It most frequently takes the form of cutting, burning or non-lethal overdoses in adolescents, while younger children and young people with special needs are more likely to pick or scratch at wounds, pull out their hair or bang or bruise themselves.

Online support available

[SelfHarm.co.uk](http://SelfHarm.co.uk): [www.selfharm.co.uk](http://www.selfharm.co.uk)

[National Self-Harm Network](http://National Self-Harm Network): [www.nshn.co.uk](http://www.nshn.co.uk)

### **Depression**

Ups and downs are a normal part of life, but for someone who is suffering from depression these ups and downs may be more extreme. Feelings of failure, hopelessness, numbness or sadness may invade their day-to-day life over an extended period of weeks or months, and have a significant impact on their behaviour and ability and motivation to engage in day-to-day activities.

### **Online Support Available**

[Depression Alliance](http://Depression Alliance): [www.depressionalliance.org/information/what-depression](http://www.depressionalliance.org/information/what-depression)

### **Anxiety, Panic Attacks and Phobias**

Anxiety can take many forms in children and young people, and it is something that individuals experience at low levels as part of normal life. When thoughts of anxiety, fear or panic are repeatedly present over several weeks or months and/or they are beginning to impact on a young person's ability to access or enjoy day-to-day life, intervention is needed.

### **Online Support**

[Anxiety UK](http://Anxiety UK): [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)

### **Obsessions and Compulsions**

Obsessions describe intrusive thoughts or feelings that enter minds which are disturbing or upsetting; compulsions are the behaviours that are carried out in order to manage those thoughts or feelings. For example, a young person may be constantly worried that their house will burn down if they don't turn off all switches before leaving the house. They may respond to these thoughts by repeatedly checking switches, perhaps returning home several times to do so. Obsessive compulsive disorder (OCD) can take many forms – it is not just about cleaning and checking.

### **Online Support**

[OCD UK](http://OCD UK): [www.ocduk.org/ocd](http://www.ocduk.org/ocd)

### **Suicidal Feelings**

Young people may experience complicated thoughts and feelings about wanting to end their own

lives. Some young people never act on these feelings though they may openly discuss and explore them, while other young people die suddenly from suicide apparently out of the blue.

### **Online Support Available**

[Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org](http://www.papyrus-uk.org)

[On the edge: ChildLine spotlight report on suicide: www.nspcc.org.uk/preventing-abuse/research-and-resources/on-the-edge-childline-spotlight/](http://www.nspcc.org.uk/preventing-abuse/research-and-resources/on-the-edge-childline-spotlight/)

### **Eating Problems**

Food, weight and shape may be used as a way of coping with, or communicating about, difficult thoughts, feelings and behaviours that a young person experiences day to day. Some young people develop eating disorders such as anorexia (where food intake is restricted), binge eating disorder and bulimia nervosa (a cycle of bingeing and purging). Other young people, particularly those of primary or preschool age, may develop problematic behaviours around food including refusing to eat in certain situations or with certain people. This can be a way of communicating messages the child does not have the words to convey.

### **Online Support**

[Beat – the eating disorders charity: www.b-eat.co.uk/about-eating-disorders](http://www.b-eat.co.uk/about-eating-disorders)

[Children and Young People | CAMHS Eating Disorder Service](http://www.camhs.nhs.uk/children-and-young-people/camhs-eating-disorder-service)

<https://www.towerhamlets.nhs.uk>

[Eating Difficulties in Younger Children and when to worry: www.inourhands.com/eating-difficulties-in-younger-children](http://www.inourhands.com/eating-difficulties-in-younger-children)

### **Substance Misuse**

National Drugs Helpline – Online support available

Helpline for anyone concerned about drug misuse, including users, families, friends and carers  
0800 776600(24HOURS)

### **Appendix D:**

#### **Sources of Support in the Local Community**

##### **Local Support**

##### **[Parental support - Tower Hamlets](#)**

[https://www.towerhamlets.gov.uk/ignl/education\\_and.../parental\\_support.aspx](https://www.towerhamlets.gov.uk/ignl/education_and.../parental_support.aspx)

The Parent and Family Support Service work with partners and stakeholders to offer a range of services which inform, empower and support parents and carers of children birth – 19 years, 25 years for young people with disabilities.

##### **[Family Information Service - Tower Hamlets](#)**

[https://www.towerhamlets.gov.uk/ignl/...and.../family\\_information\\_service.aspx](https://www.towerhamlets.gov.uk/ignl/...and.../family_information_service.aspx)

The Family Information Service (FIS) provides free, impartial information and advice on a wide range of services for children and young people (birth to 25 years old), parents and families.

##### **Mind in Tower Hamlets and Newham**

[www.mithn.org.uk/](http://www.mithn.org.uk/)

Mind in Tower Hamlets and Newham is a community mental health charity [who work in](#) partnership with service users, community organisations and statutory services in order to develop and deliver an exciting programme of activities which helps to promote wellbeing, recovery and resilience as well as reduce mental health stigma and discrimination.

### **Young Carers**

[https://www.towerhamlets.gov.uk/ignl/health\\_social\\_care/carers/young\\_carers\\_support\\_and\\_adv i.aspx](https://www.towerhamlets.gov.uk/ignl/health_social_care/carers/young_carers_support_and_adv i.aspx)

Children and young people under 18 who have caring responsibilities are often referred to as 'young carers' who usually need support from adults, health and wellbeing services or children's social care services. They will assess the support needs of the adult or sibling child they care for and ensure that those needs are met by paid services as far as is possible.

### **Step Forward**

<http://www.step-forward.org/about/our-services/>

Step Forward provides young people aged 11-25 years in and around Tower Hamlets free and confidential support services including Counselling, Personal Development, LGBTQ, Sexual Health, Mindfulness and Art.

Therapy. Step Forward also offer one-to-one sessions, group sessions, workshops, fun and healthy activities, and a weekly clinic.

### **CHAMP**

<http://www.localoffertowerhamlets.co.uk/organisations/23184-children-and-adult-mental-health-project-champ?term=CHAMP>

CHAMP is a parental mental health team in Tower Hamlets providing support to families where there is an adult with mental illness. This includes early interventions for children living with parental mental illness, offering consultation and support to allied professionals, providing a point of contact and coordination of service in cases where more than one agency is involved with a family and organising group activities and outings for children living with mental illness.

### **Health and Wellbeing Hubs**

[http://www.localoffertowerhamlets.co.uk/blog\\_articles/1676-new-integrated-young-people-s-health-and-wellbeing-service-sexual-health-and-substance-misuse](http://www.localoffertowerhamlets.co.uk/blog_articles/1676-new-integrated-young-people-s-health-and-wellbeing-service-sexual-health-and-substance-misuse)

Tower Hamlets Public Health commissioned Compass and Kings College Hospital NHS Foundation Trust to work in partnership to provide education, support and advice, to promote health and wellbeing, and offer testing and where appropriate treatment for sexual ill health and substance misuse. The service is open to young people aged 10-19 years and also to those aged 19-25 years who are known to be at risk of poor health, including Looked-After Children, children who are leaving care and those with a Special Educational Need or Disability. The service is available at: East Side Youth Centre, Haileybury Youth Centre and Island Health.

### **Appendix E:**

#### **Additional Guidance and Advice Documents**

- [Mental health and behaviour in schools](#) - departmental advice for school staff. Department for Education (2014)

- [Counselling in schools: a blueprint for the future](#) - departmental advice for school staff and counsellors. Department for Education (2015)
- [Teacher Guidance: Preparing to teach about mental health and emotional wellbeing](#) (2015). PSHE Association. Funded by the Department for Education (2015)
- [Keeping children safe in education](#) - statutory guidance for schools and colleges. Department for Education (2016)
- [Supporting students at school with medical conditions](#) - statutory guidance for governing bodies of maintained schools and proprietors of academies in England. Department for Education (2014)
- [Healthy child programme from 5 to 19 years old](#) is a recommended framework of universal and progressive services for children and young people to promote optimal health and wellbeing. Department of Health (2009)
- [Future in mind – promoting, protecting and improving our children and young people’s mental health and wellbeing](#) - a report produced by the Children and Young People’s Mental Health and Wellbeing Taskforce to examine how to improve mental health services for children and young people. Department of Health (2015)
- [NICE guidance on social and emotional wellbeing in primary education](#)
- [NICE guidance on social and emotional wellbeing in secondary education](#)
- [What works in promoting social and emotional wellbeing and responding to mental health problems in schools?](#) Advice for schools and framework document written by Professor Katherine Weare. National Children’s Bureau (2015).

### Sexual Orientation

All staff should be clear that being lesbian, gay, bisexual or trans does not constitute a safeguarding risk. Young people should know that they can talk to school staff in confidence if:

- They are lesbian, gay, bisexual or trans or unsure of their sexual orientation or gender identity
- They would like to, or have started to, take steps as part of their transition in school
- They have feelings towards, or are having a relationship with, someone of a similar age
- They’re chatting with other young people online on age appropriate websites or are attending a youth group or anything else along these lines.

However, if a young person is at risk of significant harm in some other way staff have an obligation to disclose. It may constitute a safeguarding risk if:

- They are experiencing abuse at home or are at risk of homelessness
- They are self-harming or putting themselves at physical risk in some way
- They are in a relationship with someone considerably older, chatting with adults online or using dating apps for adults.

**Source:** An Introduction to Supporting LGBT Young People a Guide for Schools by Fay Bartram [https://www.stonewall.org.uk/sites/default/files/an\\_introduction\\_to\\_supporting\\_lgbt\\_young\\_people\\_-\\_a\\_guide\\_for\\_schools\\_2015.pdf](https://www.stonewall.org.uk/sites/default/files/an_introduction_to_supporting_lgbt_young_people_-_a_guide_for_schools_2015.pdf)

### **Additional helpful Resources**

[www.annafreud.org](http://www.annafreud.org)

Anna Freud national centre for children and families provides a wealth of knowledge and training to help transform mental health by working with infants, children, young people and their families, their communities and professionals to deliver timely evidence-based support for all.

<https://www.annafreud.org/what-we-do/schools-in-mind/>

Schools in Mind is a free network for school staff and allied professionals which shares practical, academic and clinical expertise regarding the wellbeing and mental health issues that affect schools.

<https://youngminds.org.uk>

The UK's leading charity fighting for children and young people's mental health.

[www.headstogether.org.uk](http://www.headstogether.org.uk)

Heads Together is a mental health initiative spearheaded by The Duke and Duchess of Cambridge and Prince Harry, which combines a campaign to tackle stigma and change the conversation on mental health with fundraising for a series of innovative new mental health services such as the development and use of digital technologies to transform signposting to appropriate support and improve the quality and availability of education about mental health.

[www.place2be.org.uk](http://www.place2be.org.uk)

Provides mental health services in schools.

[www.educationsupport.org.uk](http://www.educationsupport.org.uk)

The only UK charity dedicated to improving the health and wellbeing of teachers, teaching assistants, headteachers, lecturers and support staff in schools

[WWW.BBC.UK/health](http://WWW.BBC.UK/health)

Provides a wide range of health topics including an extensive section on mental health issues.

[www.netdoctor.co.uk](http://www.netdoctor.co.uk)

Information and online discussion forums on a wide range of health topics including depression.

[www.bwhafs.com](http://www.bwhafs.com)

Black Women's Health and Family support.

Covers black women's health issues, English as a second language and black youth groups. London Lesbian and Gay Switchboard.

[www.llgs.org.uk](http://www.llgs.org.uk)

National service for lesbians, gays and anyone needing support regarding their sexuality. Information, advice, listening and referral.

0207 837 7324(10am to 11pm, 7 days a week, 52 weeks a year)

[www.myh.org.uk](http://www.myh.org.uk)

Muslim Youth Helpline.

Offers support to young Muslims in distress.

Email support, helpline and online internet counselling.

[www.getconnected.org.uk](http://www.getconnected.org.uk)

Get Connected

Free telephone and email helpline which can connect a child or young person to any UK helpline where appropriate. [Tel:08088084994/TXT 80849](tel:08088084994)

Helpline and Webchat available 1pm to 11pm every day.