

## **The Tavistock College Mental Health Strategy**

*Supported by Devon's Early Help 4 Mental Health Programme and the  
Schools Development Support Agency 2018*



## **Rationale**

### **National view**

“Evidence tells us that good mental health is essential for children to learn and achieve” *Heads Together ‘Whole School Approach’*

As a nation we are increasingly aware of the numbers of children young people and adults who experience periods of mental ill health, and the fact that this can limit their opportunities to reach their potential and contribute to society.

National NHS and Government policies are now being formed to begin to address this situation through improvements to education.

The National Institute for Health Care Excellence is clear in its advice to schools, that developing a ‘Whole School Approach’ to promoting mental health has shown clear benefits in contributing to the wellbeing of students. This approach goes beyond teaching and learning and pervades all aspects of the life of the school (Promoting children and young people’s emotional health and wellbeing).

### **Local view**

When we asked our parents what they most wanted for their children at school we learned their overriding priority was for their children to be happy, safe and well educated through a love of learning with hope for their future.

When we asked our students they let us know that they would like to learn more about how to manage stress, difficult feelings, and how to know about their mental health in the same way as they are learning about their physical health.

When we asked our teachers, they let us know that they would value learning more about how they can directly influence and impact on a mentally healthier environment within which young people can work, learn and thrive.

When we asked our stakeholders, which include Governors, they fully support this evolving strategy and its policy. They let us know that they are behind a whole school approach and this is a high priority and fundamental to any learning environment.

### **Definition of Mental Health and wellbeing;**

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”.*

## The Aims and Intentions of our Mental Health Strategy

### We aim to;

- Remain informed, inspired and influenced by national policy guidance within the DfE and Public Health England.
- Ensure a whole school approach to development and delivery.
- Ensure a whole community contribution to development and delivery, including students and their families, stakeholders, partner agencies in statutory and charitable organisations and the local extended community.
- Connect with our partner schools in our MAT/local community to share good practice.
- To hold the Mental Health Strategy as a standard agenda item on Senior Leadership Team and Governor Meetings.

### We will;

- Ensure that this Mental Health Strategy and its Policies complement all other current school strategies and policies.
- Review the Mental Health Strategy annually.
- Ensure there is clear learning on our curriculum regarding emotional wellbeing and mental health across all key stages.
- Produce a summary of implemented delivery, outcome and next step developments annually.
- Ensure our Mental Health Policy connected to this strategy is available on our website.

Here at Tavistock College we embrace our role, alongside our families, the community and with our wider partners, in contributing to the developing emotional wellbeing of our students and their learning about being healthy, from a physical and mental health perspective.

“Promoting children and young people’s emotional health and wellbeing: A whole school approach” suggest using an Eight Principles Approach.

We have chosen to use this Eight Principle Approach to develop our school Mental Health Policy and evidence it in action.

However, in line with the EH4MH added value, our Eight Principles include our links with our community and national contributions to our children’s developing mental health and wellbeing.

We have chosen an additional section that aims to highlight our chosen forms of **communication** and information sharing.

**This policy is developed in response to our pledge in the Mental Health Strategy. It is guided by Public Health England’s key documents outlined at the end of this document.**

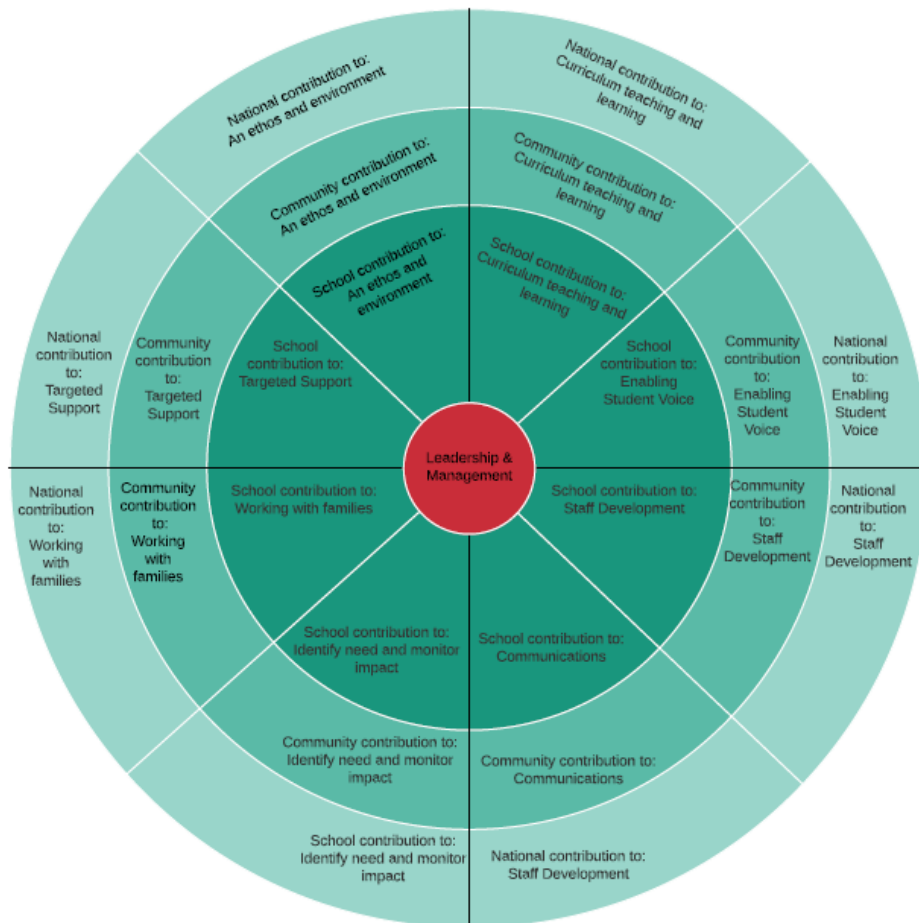
# Principle 1:

## Leadership and Management

At the core of these Eight Principles is Leadership and Management. Their commitment and drive are key in embedding this policy at the heart of our school.

At Tavistock College The Vice Principal is leading the strategic development of our Whole School Mental Health Strategy. The college is establishing a Well Being working group represented by staff and students. This will launch in the Spring of 2019 and is supported by the Senior Leadership Team and local Governing Body.

Below is the EH4MH's 8 Principle Approach including the added value of considering community and national contributions to each principle, and with the additional **Communication** principle.



## Community and National Support

Senior Management have been working closely with our partners in the specialist NHS & DCC funded **Early Help 4 Mental Health** team and the Schools Development Support Agency programme: *“Building a whole school approach to mental health.”*

We have a staffing structure with a Designated Lead, Champions , First Aiders and pastoral staff who are up-skilling in order to become competent at offering basic support and guidance and signposting to multiple agencies and sources of help and intervention.

Governors are in the process of nominating a member as the Governor link for mental health. This will be completed in Spring 2019.

An Assistant Principal has been invited to join the alternative provision steering group and various colleagues regularly communicate with AP regarding medical/mental health based support and intervention for students.

Parent voice activities gather views and opinions and action is then taken, parents will receive training in 2018/19 via EH4MH. Parents were last asked to complete a survey/questionnaire in December 2018 and the Parent Council met in November 2018. Well being is a regular focus of these events.

## Principle 2:

### School Ethos and Environment

At Tavistock College, children and young people come first, and our priority is to deliver high quality teaching and learning, within a culture of celebrating individual effort and progress. This is within an environment that celebrates diversity and promotes respect for all. We want every child to be successful, and to reach for success from the first day they join us, leaving the school with a love of learning that lasts throughout life.

We recognise that in order to embed this ethos, we need to promote an environment that focusses on the whole school's emotional wellbeing. We have considered this through both the physical environment of the school and the emotional culture that is promoted throughout the school.

**Our Whole School Approach does this by;**

#### School

We care, we challenge and we excel.

We also promote our shared core values of; ***compassion, enquiry, persistence, respect and joy.***

We are a Co-operative School and therefore we foster the Co-operative Values.

Our school policies including: Behaviour, Anti-Bullying, Inclusion, Safeguarding.

We create a sense of belonging by celebrating individual and team achievements, both inside and outside school events. The House system contributes to this.

**These are examples of how it looks within our school;**

Human Utopia input for all students and key staff.

LLTTF and Mental Health Ambassadors.

Staff trained as mental health First Aiders including the school well-being practitioner and the mental health champion.

Presentations to students and families, school displays and the modelling of the 10-a-day choices for mental health.

A whole school Thrive approach and use of the CAST room, the inclusion hub and student support area, that allows students to take some time out of learning. In

addition we offer a quiet library space, a space for the celebration of diversity and a number of other safe/contemplative spaces for students to use and access.

We promote Growth Mindset language and the '10 a day for good mental health' through **Normal Magic**, and enable student's learning to foster resilience and self-efficacy. All classroom based staff were trained by EH4MH in Summer 2018.

We promote growth mind set in classrooms and beyond.

We use Ready to Learn and have a robust behaviour for learning and behaviour management system. Classrooms are harmonious places for learning and students who are unable to behave accordingly are removed and given support to improve their behaviour from two behaviour officers.

We have student leadership through the house system, sport, arts , languages and other curriculum areas. Student voice is paramount and the senior team each meet regularly with a student voice group. There are also "Have Your Say Days" when student views are canvassed en masse and followed with; "You Said, We Did" feedback to the student body via assemblies, house councils etc.

We encourage outdoor learning opportunities through forest school for the most vulnerable young people, outdoor education days (Burrator "Young Rangers" for a group of Y10 students in Autumn 2018), outdoor classroom events e.g. plant care in the orchard and greenhouse and residential trips at home and overseas. We believe this supports confidence, self-esteem, community and team building, a sense of achievement, pride and fun, all of which impact positively on mental health.

We have a number of school pets, including; two dogs. Often these are used as therapy for the students who can self-refer , under supervision, and spend time enjoying the company of the animals. A small number of students have been members of a competitive school riding team.

Students have a range of supportive nurture type opportunities available including the Anchor Group personalized learning pathway for very vulnerable students,

## **Community**

These are some examples of how it looks within our school that we are proud of;

We have forged links with our local faith community, who in turn contribute to assemblies, as well as linking with both groups and individual students.

We have also made links with the college alumni, the Chamber of Commerce, STEM partners and the local Rotarians. Activities to develop links are ongoing. Students contribute to community events e.g. Dickensian Evening, Youth Marketplace etc.

We use social media to promote the positive face of the college and have Facebook and Twitter accounts.

Parent voice is a key driver in improving standards and senior leaders meet with a group of parents regularly.

Children In Care are nominated for the Devon CiC awards on an annual basis.(Last nominations were made in December 2018).

Through working with an outside training company the whole school has developed an ethos that promotes a positive image of people with diverse identities and abilities. This has helped to develop a zero tolerance to bullying where students feel confident to speak out for their rights. Parents in a recent survey said that they felt their children were safe at the college.

## **Nationally**

We are preparing to actively embrace the 'Time to Change' campaign to bring an end to the stigma and discrimination faced by people who experience mental health problems. We will celebrate national Children's Mental Health Week in February 2019.



## Principle 3:

### Curriculum Teaching and Learning

We know that school-based programmes of social and emotional learning have the potential to help young people acquire the skills they need to make good academic progress as well as benefit pupil health and wellbeing (*Promoting Children and Young People's Emotional Health and Wellbeing*). With this in mind we have sought to enhance knowledge and skills around mental health across the curriculum as well as through targeted subjects such as PSHE.

**These are examples of how it looks within our school;**

#### School

We use the Thrive approach in much of our work ([www.thriveapproach.com](http://www.thriveapproach.com)). The CAST room is equipped with a range of resources to support SEMH and Thrive including a sensory pod, multi-sensory room, sand trays etc.

Exercise – There is a strong link between good physical and mental health. PE is a great success and in our PE lessons we explore this with our students. Students have several PE/Sport study options and can become Sports Leaders and offer peer support and guidance. The schools engages very actively in the DMAT ability games

Impact Days provide students with whole day's experiences of mental health awareness. These have mainly involved Human Utopia and LLTTF so far as well as an optional sign up to a clinical trial for an automatic conversation CBT app called "Healios".

We provide mental health education through our PSHE curriculum.

Students who are most vulnerable are offered emotional logic intervention and support through the SEND faculty.

There is a very clear focus on transition with a full transition curriculum and programme which addresses SEMH and EH4MH.

#### Community

Wherever possible we incorporate the resources of community services to enhance our curriculum's delivery of mental health promotion.

We are proud of our partnership with EH4MH, a local health service, and their support in developing our schools' mental health awareness. Their introduction of the Living Life to the Full programme and have been a successful part of enhancing students' understanding of how to look after their own mental health.

## **Nationally**

Through regular signposting students have access to:

- NSPCC
- Young Devon
- Kooth
- Child Line 1 to 1
- EH4MH
- Frank
- CEOPS

And a range of online and virtual support according to need and personalised intervention.

## Principle 4:

### Student voice

Involving students in decisions that impact on them can benefit their emotional health and wellbeing by helping them to feel part of the school and wider community and to have some control over their lives (*Promoting Children and Young People's Emotional Health and Wellbeing*). We are committed to providing structures that allow students to play an active role in developing a mentally healthy school.

**These are examples of how it looks within our school;**

#### School

Students have participated in the EH4MH Youth Conference and also the DCSP annual conference showcasing their work with LLTTF and also Human Utopia..

Each member of the school SLT has a “barometer group” of students with whom they meet regularly to discuss issues including health, well being and SEMH.

Mental Health Ambassador Team through LLTTF and the Human Utopia heroes offer peer support and intervention.

The House system has a House Council facet allowing students to air their concerns and make inroads into improving provision and opportunities. This contributes directly to the “Have Your Say Days” mentioned previously.

Pastoral staff make a strong contribution to senior leadership understanding of student need by being an advocate for students.

Students are invited to complete anonymous “worry” cards to highlight generic problems, bring to light hot spots and also flag up needs. These are kept in reception and returns checked daily.

Our young people Mental Health & / or Anti Bullying Ambassadors promote mental health amongst the student population. They have a “chill out” room available and mentors/ambassadors organise support for their peers.

Our school promotes students in all clubs and activities to have a voice in how the clubs run, how the clubs inter-face with the school, and students can promote the clubs within the school. Student Leadership promotes this facet effectively.

We have an active and vibrant arts and humanities department, giving students opportunities for hearing and encouraging student's voices in drama, singing, debating, dance and visual art projects.

Student led assemblies are beginning to happen regularly.

## **Community**

Young Devon Workshops have been facilitated within school as have LLTTF workshops and peer training.

We encourage young people who may benefit from additional external support to access the Young Devon Mentoring Scheme, Kooth, Catalyst Mentoring, The School Nurse, PCSO drop in, Y Smart and Y Project as well as a full range of externally provided support opportunities. .

We encourage our students to participate in other focussed or general groups relevant to their needs, such as: Jeremiah's Journey or other local Bereavement organisation group, and LGBTQ Groups such as Intercom Trust, Stonewall and Proud2Be, etc.

## **Nationally**

We access information from Young Minds ([www.youngminds.org.uk](http://www.youngminds.org.uk)) for young people's views relating to their mental health, support and what they have found helpful. This is co-ordinated and kept up to date by our Mental Health Ambassador Team.

## **Principle 5:**

### **Identifying Need and Monitoring Impact**

In line with our ethos of celebrating diversity and the successes of the individual we are keen to identify need in order to provide the appropriate supportive environment for students to thrive. We aim to identify children and young people with mental health needs as early as possible to prevent them developing.

**These are examples of how it looks within our school;**

#### **School**

We use CPOMS to record and keep detailed chronologies of all concerns relating to the safety, safeguarding and well-being of the students. An extensive safeguarding team monitor and are able to refer to universal services, the School Nurse, PCSO drop in, EH, EH4MH, MASH etc as necessary. Governors receive a summary report each term from the Principal.

We use Visigo to monitor online student activity and to then liaise with parents/families to ensure that students are kept safe and also ensure that students who misuse the online facilities receive challenge, support and intervention from e.g. our CEOPS ambassador.

We regularly seek feedback from our families and students through questionnaires. Students last completed questionnaires in November 2018 and parents were surveyed in December 2018. Another parent council meeting will be convened in January 2019. Staff also share their views via survey/questionnaire. This will next be accomplished in January 2018.

All staff are given regular training on how to identify signs that a student may be experiencing a mental health difficulty. All staff have been trained in normal magic (May 2018). Targeted staff are trained in specific issues e.g. suicide prevention, eating disorders and support their colleagues and the young people with identification, signposting and support.

The college has two Mental Health First Aiders and will be training and additional five staff in January 2019.

The College Improvement Plan is an outcomes led, impact evaluated document within which mental health is identified as a target area for development. This plan is monitored through a triple review cycle; monitor, review and evaluate.

#### **Community**

As a school we work closely in partnership with our community colleagues to ensure we are actively identifying student mental health needs and monitoring the effectiveness of our actions and support. As part of our commitment to supporting

students we employ a well-being worker to be present for 24 hours per week over four consecutive days per week.

As part of the LLTTF programme delivered to Secondary aged students, they complete the Warwick and Edinburgh Mental Well-Being Scale, which is provided and collated by Exeter University. This monitors the impact of the programme on students' use of positive coping tools to balance their mental health.

Our THRIVE practitioners work closely with THRIVE organisations to ensure assessment and monitoring are being used effectively.

## **National**

The Pastoral Team and Mental Health Champion use 'Measuring and Monitoring Children and Young People's Mental Wellbeing: A toolkit for schools and colleges' (Public Health England and Evidence Based Practice Unit) for information on appropriate tools to measure impact of interventions. The college's Senior Leadership Team reviewed the "Emotionally Healthy School Check List" in December 2018.

## Principle 6:

### Working With Families

We are committed to working in partnership with parents and carers. We recognise the important role the family plays in influencing the emotional health and wellbeing of students in the school.

We also recognise that working in partnership may sometimes mean providing support and resources to those families that are struggling with meeting life's challenges.

**These are some examples of how this looks in our school;**

#### School

We publish a fortnightly parent newsletter and this often references and signposts to SEMH issues and resources. In addition the college website, Facebook page and Twitter account all "target" parents explicitly.

There is a mental health well-being area under construction on the college website. This will have key documents as well as signposting incorporated. Parents will be invited to evaluate and critique site content.

During the 2018/2019 academic year we will offer three EH4MH carer/parent workshops.

The school has offered parents the chance to participate in a Growth Mind Set workshop in Summer 2018.

Parent voice is canvassed both by questionnaire (December 2018) and also parent forum/council group. The council last met in November 2018 and is due to meet again in January 2019.

Events for transition from Y6 – 2 -7 , settling in and movement into KS4, KS5 and FE/HE include well-being and parent support elements.

Parent Governors sit on the local governing body and hold the college to account for all provision such that two parent governors are the nominated governors for safeguarding and participate in audits and reviews.

Multi agency links prioritise family well-being e.g. links through the local EH Practitioners Forum with the family practitioners. All Heads of Year, their admin support , the SENDCo and some members of SLT were trained in Right for Children/Early Help in January 2019. TAfs and Early Help assessments are becoming embedded.

In addition to social media we communicate with parents via e-mail (schoolcomms) and parents also have access to the school gateway, Show My Homework, and Parent Live.

## **Community and National**

We provide information to parents and help sign post them to appropriate support and advice through the information on our website which is regularly updated as well as offering advice sessions .

There are several online resources and information from national charities and organisations regarding mental health and well-being. Details are provided on the parent pages of our school website.



# Principle 7:

## Staff Development & Well Being

'Well-being in schools starts with the staff; they are the front line of this work...' (NCB Framework for promoting well-being and responding to mental health in schools).

At Tavistock College, we place the wellbeing and development of staff as a high priority, believing all school staff place a vital role in developing and supporting the emotional health and wellbeing of the students. The CPD plan for 2018/19 includes a commitment to ensuring that staff are supported to maintain good emotional health and well-being.

Principle 7 is split into two sections; the first is how staff are provided with the knowledge and understanding of students' wellbeing and the second looks at how the school supports the development of staff wellbeing.

**These are examples of how it looks in our school;**

### Staff training

By promoting EH4MH Consultation our staff are able to reflect on individual young people's mental health and particular themes, as well as promoting culture change across the whole school. All staff have had normal magic training from the EH4MH team.

A core team of staff are/will be trained to be Mental Health First Aiders. Currently two staff, target seven staff.

Staff appraisal and performance management allows staff to identify personalised and personal training requirements.

In the last year all staff have received training in mental health delivered by EH4MH, Human Utopia and LLTTF. This is greatly helping the school develop a much deeper understanding of mental health which is helping us break down stigma and bring about whole school culture change.

The staff newsletter Fortnightly Focus often includes editorials and articles relevant to EH4MH and mental health matters e.g. June 2018 article on mindfulness.

Time is disaggregated from the Non Pupil Day (INSET) annual five day CPD cycle to give staff additional full days of notional holiday. This time is "paid back" in small chunks throughout the academic year with the time being used for CPD.

The DMAT provides access (free) to Educare, an online learning platform which includes modules related to health and well being. A number of staff have voluntarily completed "Mental Health & Well Being in Children & Young People" L2 and all support staff are completing the "Equality & Diversity" L2, module .

## Staff wellbeing

We have an informal staff support group that promotes and organises team building through various activities, and having fun, across all staff. One example is the quiz nights which have been arranged regularly throughout the academic year e.g. 20/12/2018. Another example is the annual staff student cricket match.

Staff have free access to “APL Health” services through DMAT. This includes a confidential 24 hour helpline and access to a virtual GP.

Staff have access to sports facilities and equipment to help them maintain their physical health through discounted membership of the Sports Centre (fitness suite) at the college. .

We use and model the 10 a day positive choices for mental health as a whole school approach (for staff and students).

Staff can apply for flexible working arrangements subject to their contractual obligations.

There is a caveat at the foot of all outgoing college emails: it states that the college respects the work-life balance of staff and that emails received by staff outside of core hours should not expect immediate replies.

All new staff have an induction day when they join the college.

The Principal funds tea and coffee for all staff, in the staff room, at break time. On regular occasions, cakes/doughnuts are provided as a “thank you”.

The staff room is a pleasant and well maintained environment that was re-furbished in 2017. All staff are encouraged to use this facility and it includes a staff book swap area.

Staff who undertake voluntarily to do lunchtime duty, receive a free mid-day meal.

## Principle 8:

### Targeted Support

The school recognises that many behavioural and emotional problems can be supported within the school, with advice from external professionals, and that some students may need more intensive support at times. Tavistock College has a range of potential interventions to support individual's needs, as well as links with external agencies.

**These are examples of how it looks within our school;**

#### School

Our SEND team focus robustly on emotional health and well being. The SEND area has a Thrive/"CAST" room with equipment and resources to aid students who need support, time out and respite. Three of the team are Thrive Practitioners and one team member has engaged with all LLTTF training. In addition a Head of Year is also Thrive trained.

*Examples of intervention and support include:*

A nurture group (The Anchor Group) for very vulnerable students in KS3 with plans to extend this into KS4.

Enhanced transition from KS2 to KS3

Forest school.

Mindfulness

Animal therapy/ time with school guinea pigs/dogs.

Thrive approach across the school and targeted support for individuals, including a THRIVE space for children who need a space for calming down.(CAST room)

Informal lunch time mentoring / safe space/room (R5) for children having a difficult time.

Peer mentors for vulnerable children / students, overseen by staff.

Multi- sensory room as a "side room" within the CAST area which all young people can access as needed this includes Occupational Therapy based resources such as balance boards.

The Anchor students look after the college's plants and planted spaces e.g. the "greenhouse" and the floral tubs/plants by and in the reception area.

We have developed student cooperative groups allowing students to engage in calming and diversionary activities. The groups include the “Apples Cooperative” and this group tends to college orchard, harvests the fruit and then have this pressed and turned into a saleable product (apple juice)..

## **Community**

At Tavistock College we work closely with our Community Colleagues in Health and Social Care. The school nurse, Anne Marie Darlington holds drop in sessions on the first and third Monday of every month. We regularly access consultation with EH4MH to think about individual children’s emotional health and wellbeing needs.

Please look on our website for an extensive list of resources and initiatives we link with to offer targeted support, listed under the “Mental Health” tab.

EH4MH have provided the LLTTF programme for all students to access. For those students identified as needing further support we are developing an enhanced focus on the programme. This is being supported by our School Nurse service.

We work with a local charity (Churches Together) to provide school-based mentoring and youth work (Catalyst support)

We link with EMTAS - Ethnic Minority and Traveller Achievement Service and new students with EAL have google translation enabled I Pods.

Proud2Be - supporting LGBTQIA+ people and their families, in South Devon and beyond have trained staff and we are developing this link.

We have been working with the Boys to Men Project (aiming to reduce the numbers of young men who become perpetrators of domestic abuse, with research and free resources on [www.boystomenproject.com](http://www.boystomenproject.com)).

Emotional Logic –free session from Babcock for primary and secondary schools, focusing on helping students manage feelings and move forward in their lives with strength and resilience (for more information on emotional logic as an approach visit [www.emotoinallogiccentre.org.uk](http://www.emotoinallogiccentre.org.uk)).

**There are many national resources and services outlined on our website**

## **Principle 9:**

### **Communication**

In Tavistock College we identify that clear and robust systems of communication both within the school and reaching out into the school community, are key components to providing a mentally healthy school.

**These are examples of how it looks within our school;**

#### **School**

In line with our school ethos, we are always thinking of diverse ways of promoting good communication, in enabling and encouraging students and staff to feel more comfortable to communicate feelings and seek help when they need it. We use a wide variety of approaches including; non-verbal systems such as the suggestion box in reception, internet communication via emails, our website and social media.

We communicate within the staff group through staff and departmental meetings and emails, including having mental health regular item at staff meetings so that staff are aware of what support is available within school. This includes refreshers of key themes / training topics.

We communicate to our students through tutor time, whole year/ house or whole school assemblies (reinforced by tutor information) & student “Fortnightly Focus”.

We inform all parents of the school’s obligations and responsibilities to safeguard children during their information session when their children start at the school.

Staff are aware of school processes for flagging up which students are particularly vulnerable and ensuring the right support is given in school and sought outside of school where relevant, this process of responsibility is reinforced in staff meetings and in handbooks.

#### **Community**

The school website is currently being developed to include a dedicated mental health information and resource area. This includes links /signposting to a range of local, regional and national organisations.

We communicate to our parents through our website, newsletters, emails, parent teacher evenings, information evenings , Twitter & the school Facebook page.

All staff have had the opportunity to access EH4MH training and NQT induction includes two sessions on Thrive with a practitioner.

## **National**

We use resources from national organisations visually in the school, via display boards, website and newsletters.

We promote 'Take 10 Together at School' – tips for staff on how to start the conversation, by Mental Health First Aid ([www.mhfaengland.org/img/Take\\_10\\_Together\\_at\\_School](http://www.mhfaengland.org/img/Take_10_Together_at_School)).

We promote Childline – help line and online resources ([www.childline.org.uk](http://www.childline.org.uk)).

Heads Together - promoting the benefits for mental health of talking about difficult things ([www.headstogether.org.uk](http://www.headstogether.org.uk)).

Time to Change – movement to end mental health discrimination ([www.time-to-change.org.uk](http://www.time-to-change.org.uk)).

**The Devon School's Mental Health policy was guided by Public Health England's key documents:**

***"Transforming children and young people's mental health provision: a green paper" (2017)***

<https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper>

***"Promoting children and young people's emotional health and wellbeing: A whole school approach" (2015)***

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414908/Final\\_EHWB\\_draft\\_20\\_03\\_15.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWB_draft_20_03_15.pdf)

***"Future in Mind" (2015)***

<https://www.england.nhs.uk/blog/martin-mcshane-14/>

**In Addition the Policy has been informed by;**

***National Children's Bureau "A Whole School Framework for Emotional Wellbeing and Mental Health. School Leaders Resource"***

<https://www.ncb.org.uk/sites/default/files/field/attachment/NCB%20School%20Well%20Being%20Framework%20Leaders%20Resources%20FINAL.pdf>

**Heads Together, Mentally Healthy Schools; A Whole-School Approach**

<https://www.mentallyhealthyschools.org.uk/whole-school-approach/>

**IPPR The Progressive Policy Think Tank, Craig Thorley, 2016**

<https://www.ippr.org/news-and-media/press-releases/further-proof-of-the-crisis-in-children-and-young-peoples-mental-health>