

# Who can you refer to?

Examples of services which you can refer to depending on the quadrant that the young person fits into



## Getting Advice

- Whole School Approach to supporting wellbeing
- Consultations about young person with school, home with MHST
- Whole School Approach Staff training sessions
- MHST Parent Support Group
- Social prescriber
- Kooth & Quell
- The Mix
- Young Minds
- School Nurse
- GPs
- National Autistic Society

## Getting Help

- Social and emotional skills taught individually or group in school
- Health promotion, engagement in meaningful activity, coping and resilience building
- Planned, frequent times to develop skills and emotional regulation
- Additional parental/carer/staff support
- Mental Health Support Team
- Youth in Mind
  - SCIL team / SEND hubs
  - Educational Psychology hubs
  - Primary Mental Health Workers
  - My Wellbeing College
  - SELFA

## Thriving

- Whole School Approach to supporting wellbeing
- Social and emotional skills modelled and taught explicitly

## Getting Risk Support

- CAMHS crisis team
- Young People Safer Spaces
- First response:  
**0800 952 1181**
  - A & E

## Getting More Help

- Specialist Teacher
- Educational Psychology assessment
- Specialist CAMHS
- Core CAMHS
- SEADS - under 7s
- Neurodevelopment Team
- Eating Disorders
- Early Intervention Psychosis team
- Learning Disability Service

# What can you do?

Examples of interventions to refer to depending on the quadrant that the young person fits into



**Getting Advice**

- PSHE Lessons
- Form Time
- Assemblies

**Getting Help**

- Lego therapy
- Rainbow Fish
- Socially Speaking
- Big bag of worries
- Zones of regulation
- Nurture Groups
- Worry Monsters
- Think Good, Feel Good
- Staff Continuing Professional Development (CPD)

**Thriving**

- ROAR Whole School Approach to Mental Health and Academic Resilience (primary focussed)
- Nurturing Schools (secondary focussed)
- Bradford Health Minds Chartermark
- Anna Freud Whole School Approach
- MHST Whole School Approach menu

What is mental health	Common mental health problems in CYP	Low mood	Panic	Anxiety	Phobias
<ul style="list-style-type: none"> <li>• Overview</li> <li>• Awareness</li> <li>• Unpacking thoughts, feelings and behaviour</li> <li>• CBT model</li> <li>• Monitor CYP mental health</li> <li>• Self-care strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Signs and symptoms</li> <li>• CBT model</li> <li>• Psychoeducation</li> <li>• Stigma</li> <li>• Managing and treatment</li> </ul>	<ul style="list-style-type: none"> <li>• Overview</li> <li>• Cycles</li> <li>• Causes</li> <li>• Signs and symptoms</li> <li>• Impact in school</li> <li>• Further support</li> </ul>	<ul style="list-style-type: none"> <li>• Overview</li> <li>• Cycles</li> <li>• Causes</li> <li>• Signs and symptoms</li> <li>• Impact in school</li> <li>• Further support</li> </ul>	<ul style="list-style-type: none"> <li>• Overview</li> <li>• Types e.g. GAD, Social anxiety, worry</li> <li>• Causes</li> <li>• Signs and symptoms</li> <li>• Further support</li> </ul>	<ul style="list-style-type: none"> <li>• Overview</li> <li>• Cycles</li> <li>• Causes</li> <li>• Signs and symptoms</li> <li>• Impact in school</li> <li>• Further support</li> </ul>
Behaviour	Anger	Erection Coaching	Stress management	Neuro-development	Attachment
<ul style="list-style-type: none"> <li>• Triggers</li> <li>• Positive reinforcement</li> <li>• Communication</li> <li>• Causes</li> </ul>	<ul style="list-style-type: none"> <li>• Overview</li> <li>• Cycles</li> <li>• Causes</li> <li>• Signs and symptoms</li> <li>• Impact in school</li> <li>• Further support</li> </ul>	<ul style="list-style-type: none"> <li>• Overview</li> <li>• Promote social and emotional competence</li> <li>• Self-regulation</li> <li>• Expressing emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Overview</li> <li>• Causes</li> <li>• Stress bucket</li> <li>• Impact in school</li> <li>• Further support</li> </ul>	<ul style="list-style-type: none"> <li>• Autism</li> <li>• ADHD</li> <li>• Learning difficulties</li> <li>• Impact in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Bowlby's attachment theory</li> <li>• Attachment styles</li> <li>• Impact of this</li> </ul>
Peer relationships	Self-harm	Incidence, prevalence & presentation of common mental health problems	Physical, social, cognitive & emotional developmental needs	Trauma and the impact of this on the CYP	Social media
<ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Conflict resolution</li> <li>• Social skills</li> <li>• Peer support</li> <li>• Peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Overview</li> <li>• Cycles</li> <li>• Managing this</li> <li>• Further support</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying</li> <li>• Promote mental difficulties in school</li> <li>• Identifying signs e.g. changes of behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Physical</li> <li>• Social</li> <li>• Cognitive</li> <li>• Emotional needs</li> <li>• Impact of these in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Family</li> <li>• Bullying</li> <li>• Other adverse experience</li> <li>• ACE's</li> </ul>	<ul style="list-style-type: none"> <li>• Risks</li> <li>• Benefits</li> <li>• Cyber-bullying</li> <li>• Impact of this on CYP</li> </ul>
Health promotion	Parents	Staff wellbeing	Building pupils' resilience	Further training:	
<ul style="list-style-type: none"> <li>• Diet</li> <li>• Exercise</li> <li>• Sleep hygiene</li> <li>• Basic needs being met</li> </ul>	<ul style="list-style-type: none"> <li>• Parental anxiety</li> <li>• How parent's MH can impact CYP</li> <li>• Signposting</li> </ul>	<ul style="list-style-type: none"> <li>• Managing stress e.g. stress bucket</li> <li>• Further support e.g. free counselling service</li> </ul>	<ul style="list-style-type: none"> <li>• Building this in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Ed</li> <li>• Mind.com</li> <li>• Creative Education</li> </ul>	

**Getting More Help**

- Therapeutic Story Writing
- Trauma Informed Practice
- Zones of Regulation
- Emotion Coaching
- Staff Continuing Professional Development (CPD)

The Bradford and Craven Mental Health Support Team are devoted to helping our schools, young people and families in accessing the support they require depending on the needs of the particular young person.

Please consult with your Mental Health Support Team practitioners should you need any additional signposting advice at any time.

We're here to help.

## Thriving

Around 80% of children at any one time are experiencing the normal ups and downs of life but do not need individualised advice or support around their mental health issues.

They are considered to be in the 'Thriving' group and benefit from whole school practices promoting emotional wellbeing including; Identified SMT lead for Emotional Wellbeing, Curriculum, School policies, DfE lead training, Relational approach and Healthy Minds Chartermark

### Presenting Needs

- Feeling low after a poor test result;
- Falling out with a friend
- Feeling sad after a bereavement.

### School Based Support Strategies

#### Core School Offer

- Whole school approach to supporting emotional wellbeing
- Identified SMT lead for Emotional Wellbeing
- DfE lead training
- Relational approach to manage behaviour
- Social and emotional skills modelled and taught explicitly throughout curriculum
- Healthy Minds Chartermark

### Services available in Bradford and Craven

- See [Living Well Schools](#)
- See [Healthy Minds Directory](#) Bradford Healthy Minds Bradford and Craven

#### Specifically:

- [Bradford Healthy Minds Chartermark | Bradford Schools Online](#)
- [Anna Freud](#) National Centre for Children and Families
- [Bradford Mental Health Senior Leads Training\\*](#)
- Kindness, Compassion and Understanding Campaign
- [Youth in Mind Live](#) - Mental Health & Wellbeing Webinars

*\*Support to staff*

### Suggested Tools and Resources

- [ROAR](#) Whole School Approach to Mental Health and Academic Resilience (Primary School focussed)
- Nurturing Schools (Secondary School focussed)
- [Bradford Health Minds Chartermark](#)
- Anna Freud [Whole School Approach](#)

## Getting Advice

- This group includes both those with mild or temporary difficulties AND those with fluctuating or ongoing severe difficulties, who are managing their own health and not wanting goals-based specialist input.
- School maintains up to date information on resources and other sources of support to encourage Emotional Wellbeing
- Information is shared such that it empowers young people and families to find the best ways of supporting their mental health and wellbeing.

### Presenting Needs

- Coming to terms with neuro diversity issues
- Issues relating to sexuality
- Mild worries
- Friendship issues
- Family problems / home life

### School Based Support Strategies

#### Core School Offer

- School maintains up to date information on resources and other sources of support to support Emotional Wellbeing
- Information is easily available and shared such that it empowers young people and families to find the best ways of supporting their mental health and wellbeing.
- School actively keeps up to date via Mental Health Champions or Mental Health Champions Plus

### Services available in Bradford and Craven

- See [Living Well Schools](#)
- See [Healthy Minds Directory](#) Bradford Healthy Minds Bradford and Craven

#### Specifically:

- [Kooth](#)
- [Qwell](#)
- [SELFA Children's Charity](#)
- [Night Owls](#) - MindMate
- [School Nurse School Nurse teams](#) - Bradford and Airedale - BDCT
- [Guideline](#) | Mind in Bradford
- Health Champions\*
- Mental Health Champions Plus\*

\*Support to staff

#### National Resources:

- [Childline Helpline](#)
- [Young Minds](#) | Mental Health Charity For Children And Young People
- [Buzz Us](#) text messaging service
- Parent Support Group (Raising Yorkshire Puddings)
- [Incredible Years® Programme](#)

### Suggested Tools and Resources

- Circle Time
- Assemblies

- This group comprises of CYP and families who would benefit from focused, goals based support, with clear aims, and criteria for assessing whether these aims have been achieved.
- Individual Plan to identify needs, implement support and monitor progress.
- Key-working approaches to ensure the child / young person has a trusted adult support during vulnerable times.
- Additional adult support from delegated SEN budget (up to 16 hours) to facilitate; Social and emotional skills taught explicitly individually or as part of group, Intervention programmes with familiar skilled and experienced staff, Planned, frequent time in smaller groups and individually in order to develop social skills and emotional regulation, School/health funded agencies in school (VCS), SALT/0-19 services, EEWP/MHST

### Presenting Needs

- Anger outbursts
- Mild anxiety
- Friend / Family / Home Issues (significant)
- Low Self Esteem
- Mild depressive Symptoms
- Eating Issues (change in weight/eating habits,
- Negative body image.

### Suggested Tools and Resources

- Think Good, Feel Good
- Lego therapy
- Rainbow Fish,
- Socially Speaking
- Big book of worries
- Zones of regulation
- Nurture Group
- Worry Monsters
- Assemblies

### Services available in Bradford and Craven

- See [Living Well Schools](#)
- See [Healthy Minds Directory](#)  
Bradford Healthy Minds Bradford and Craven

See next page for Specifically

### School Based Support Strategies

#### School Support Level or EHCP (Code of Practice)

- Use of graduated response framework ([Matrix of Need](#))
- Individual Plan / MSP to identify needs, implement support and monitor progress.
- Key-working approaches to ensure the child / young person has a trusted adult support during vulnerable times.
- Additional adult support from delegated SEN budget (up to 16 hours)
- Social and emotional skills taught explicitly individually or as part of group.
- Intervention programmes with familiar skilled and experienced staff
- Planned, frequent time in smaller groups and individually in order to develop social skills and emotional regulation

- This is not conceptually different from the previous group however requires more extensive, specialist goal-based support.
- External resource allocation for a small number of individuals may require particular attention and coordination from those providing services across the locality.
- For example: assessment, consultation and intervention for staff and students, from external support services; Specialist Teacher (SCIL) Team, Educational Psychology, CAMHs

## Presenting Needs

- Complex Trauma
- Depressive Symptoms
- Eating Issues (change in weight/eating habits,
- Negative body image, purging or binging)
- Hyperactivity (levels of over activity and impulsivity
- Increased levels of self-harm
- Mood Disturbance
- Obsessive thoughts and/or compulsive behaviours
- Moderate Anxiety
- Some thoughts of ending life with no plan or intent

~the criteria is duration of issues, acuteness of issues and what other interventions have been tried

## Suggested Tools and Resources

- Therapeutic Story Writing
- Trauma Informed Practice
- Zones of Regulation
- Emotion Coaching

## School Based Support Strategies

### School Support Level or EHCP (Code of Practice)

- As with previous but also referral to external service or school based Mental Health Practitioner
- For example: Assessment, consultation and intervention from educational psychologist
- 6 weeks 1:1 evidence based intervention from Educational Emotional Wellbeing practitioner.
- Skills and emotional regulation

## Services available in Bradford and Craven

- See [Living Well Schools](#)
- See [Healthy Minds Directory](#) Bradford Healthy Minds Bradford and Craven

See next page for Specifically



## Services available in Bradford and Craven

### Specifically:

- [Bradford Counselling Services](#)
- [The Brew Project](#)
- [Wharfedale, Airedale, Craven Alliance \(WACA\) Social Prescribing Service](#)
- [HALE Young Peoples Social Prescribing](#)
- [IDAS: The Respect Programme \(North Yorkshire\)](#)
- [Inspired Young and Healthy People](#)
- [Know Your Mind](#)
- [Neurodevelopment Team CAMHS](#)
- [Relate Bradford](#)
- [Roshni Ghar \(Keighley\)](#)
- [Sharing Voices Bradford](#)
- [Step 2](#)
- [Carers Resource](#)
- [North Yorkshire County Council Early Help](#)
- [Bradford Early Help Gateway](#)
- [Youth in Mind | Mind in Bradford](#) (Buddies, Craven Buddies, Rooted, Peer Mentoring in Schools, WRAP groups)
- [Compass PHOENIX North Yorkshire - \(formerly BUZZ and REACH\)](#)
- [SCIL team SEND Hubs](#)
- [Educational Psychology Consultation hubs](#)
- [BDCT Mental Health Support Team \(MHST\)](#)
- [Educational Emotional Wellbeing Practitioners \(EEWP\)](#)

Getting Help

- [Primary Mental Health Workers \(PMHW\)](#)
- [Child and Adolescent Mental Health \(CAMHS\)](#)

## Services available in Bradford and Craven

### Specifically:

- [Specialist Teacher \(SCIL\) Team](#)
- [Educational Psychology](#)
- [CAMHS / Specialist CAMHS Child and Adolescent Mental Health \(CAMHS\)](#)
- [Family action Bradford Services](#)
- [Bradford and Airedale Early Intervention service](#)
- [Bradford Rape Crisis and Sexual Abuse Survivors Service](#)
- [Children's Trauma Therapy Service](#)
- [Eating Disorder Service](#)
- [Future Focus](#)
- [Learning Disability Trauma Informed Care Team \(CAMHS\)](#)
- [Little Minds Matter \(0-2+ families\)](#)
- [Specialist Early Attachment & Development \(SEAD\) Service](#)

Getting More Help