

## Mental Health and Wellbeing Policy Appendices

### **Appendix 1 Protective and Risk Factors**, (adapted from Mental Health and Behaviour DfE March 2016)

	<b>Risk Factors</b>	<b>Protective Factors</b>
In the Child	<ul style="list-style-type: none"><li>• Genetic Influences</li><li>• Specific developmental delay.</li><li>• Communication difficulties</li><li>• Physical difficulties</li><li>• Academic failure</li><li>• Low self esteem</li><li>• SEND</li></ul>	<ul style="list-style-type: none"><li>• Being female, (in younger children)</li><li>• Secure attachment</li><li>• Outgoing temperament as an infant</li><li>• Good communication skills, sociality</li><li>• Being a planner and having belief in control.</li><li>• Humour</li><li>• Problem solving skills and positive attitude</li><li>• Experiences of success and achievement</li><li>• Faith or spirituality</li><li>• Capacity to reflect</li></ul>

<p>In the Family</p>	<ul style="list-style-type: none"> <li>• Overt parental conflict including domestic violence</li> <li>• Family breakdown (including where children are taken into care or adopted)</li> <li>• Inconsistent or unclear discipline</li> <li>• Hostile and rejecting relationships</li> <li>• Failure to adapt to a child's changing needs.</li> <li>• Physical, sexual, emotional abuse or neglect</li> <li>• Parental psychiatric illness</li> <li>• Parental criminality, alcoholism or personality disorder</li> <li>• Death and loss-including loss of Friendship</li> </ul>	<ul style="list-style-type: none"> <li>• At least one good parent-child relationship (or one supportive adult)</li> <li>• Affection</li> <li>• Clear, consistent discipline</li> <li>• Support for education</li> <li>• Supportive long-term relationship or the absence of server discord</li> </ul>
<p>In the school</p>	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Discrimination</li> <li>• Breakdown in or lack of positive relationships</li> <li>• Negative peer influences</li> <li>• Peer pressure</li> <li>• Poor pupil to teacher relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Positive classroom management</li> <li>• A sense of belonging</li> <li>• Positive peer influences</li> </ul>

In the Community	<ul style="list-style-type: none"> <li>• Socio -economic disadvantage</li> <li>• Homelessness</li> <li>• Disaster, accidents, war or overwhelming events</li> <li>• Discrimination</li> <li>• Other significant life events</li> </ul>	<ul style="list-style-type: none"> <li>• Wider supportive network</li> <li>• Good housing</li> <li>• High standard of living</li> <li>• High morale school with positive policies for behavior, attitudes and antibullying</li> <li>• Opportunities for valued social roles</li> <li>• Range of sport/leisure activities</li> </ul>
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**Appendix 2: Specific mental health needs most commonly see in school aged children.**

For more Information see Annex C Types of Mental Health Needs

Mental Health and Behavior in School DfE March 2016

[www.gov.uk/government/publications/mental-health-and-behaviour-in-school--2](http://www.gov.uk/government/publications/mental-health-and-behaviour-in-school--2)

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

- **Anxiety, (including panic attacks, phobias and Obsessive-Compulsive Disorder (OCD))**
- **Depression**
- **Eating disorders**
- **Substance misuse**
- **Self-Harm**

### **Appendix 3: Where to get information and support**

For support on specific mental health needs:

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

Depression Alliance [www.depressionalliance.org](http://www.depressionalliance.org)

Eating disorders [www.b-eat.co.uk](http://www.b-eat.co.uk) and [www.inourhands.com](http://www.inourhands.com)

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

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

For general information and support:

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

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

[www.timetochange.ork.uk](http://www.timetochange.ork.uk)