



BELIEVING
REWARDING
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MENTAL HEALTH POLICY

September 2023

**BELFAST
ROYAL
ACADEMY**

Title	Mental Health Policy
Summary	Guidance for all stakeholders regarding: Mental Health and Wellbeing of all pupils and staff.
Purpose	To ensure that all pupils, parents and staff are aware of the importance of positive mental health and wellbeing.
Operational Date	September 2023
Next Review Date	August 2026
Author	Vice Principal (Pastoral)

To be posted on School website	Yes
Date and version posted (if applicable)	September 2023

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 Organisation

Belfast Royal Academy seeks to promote positive mental health for every pupil and member of staff across the school. The School pursues this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils. In June 2023, Belfast Royal Academy was awarded the Carnegie Centre of Excellence for Mental Health in Schools 'School Mental Health Award' – Gold Status.

Belfast Royal Academy recognises the link between physical and mental health and the ability to engage successfully in learning. The school recognises the importance of promoting health and wellbeing through both curricular and extra-curricular activities. Through the curriculum and extra-curricular activities, pupils should develop the knowledge, understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

In addition to promoting positive mental health, the School aims to recognise and respond to mental ill health and in developing and implementing practical, relevant and effective mental health policies and procedures. The School seeks to promote a safe and stable environment for pupils and staff who are affected both directly and indirectly by mental ill health.

This policy describes the School's approach to promoting positive mental health and wellbeing. It is intended as guidance for all staff and governors.

Related Policies:

- Medical Policy
- Learning Support Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Positive Behaviour Policy
- Bereavement Policy
- Equality, Inclusion and Diversity Policy
- Anti-Bullying Policy
- ICT Acceptable Use Policy
- Mobile Phone and Electronic Devices Policy
- Pastoral Calendar
- RSE Policy
- Health and Wellbeing Policy

AIMS

This Policy Aims to:

- Promote positive mental health in all pupils and members of staff
- Increase understanding and awareness of common mental health issues
- Alert members of staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to pupils suffering mental ill health and their peers and parents, guardians or carers

KEY STAFF

The primary responsibility for the care and welfare of pupils rests with the Board of Governors through the Principal. School has a designated Governor for the mental health of pupils and staff, who holds school leaders to account for the mental health of all staff and pupils. The Governors also embrace and lead the ethos and business case for a comprehensive mental health approach. However, School recognises that all staff share responsibility for the pastoral care of pupils and seeks to ensure that they are equipped to discharge their duties. Staff training regularly addresses pastoral care issues, and a number of members of staff are appointed to play a leading role. The Solihull Approach was rolled out to all staff in August/September 2022. This training aimed to provide staff with a deeper understanding of the 'teenage brain' to achieve an insight into the reason for many behaviours exhibited by pupils in school. Staff learned how to deal with incidents using the Solihull Approach which will result in more positive outcomes when dealing with pupils in school, from those who are disengaged to those who are disruptive. Training will be embedded throughout the year.

The Vice Principal (Pastoral) and Senior Teacher (Pastoral) co-ordinate the provision of pastoral care throughout the school, oversee all aspects of the provision of pastoral care from Heads of Year to Class Tutors and will deal directly with issues of a more serious concern. The Key Stage Leaders and Heads of Year have a central role and work closely with subject teachers, and with Class Tutors, who see their Registration Groups every morning and who therefore have a significant pastoral role. Senior members of staff are also involved in working in collaboration with other schools as part of the North Belfast Area Learning Community and local community bodies as part of the SHINE (Suicide Health Information Network Education) forum to develop joined up strategies for dealing with mental health issues in young people. The SHINE forum has representative from local schools, PSNI, Extern Crisis, Streetbeat and Social Services.

The Special Educational Needs Co-ordinator (SENCo), the Matron, School Counsellor, YEHA and Streetbeat Mentors offer additional support and guidance. Classroom Assistants, Librarians, Careers staff, PE and Games staff, staff in charge of clubs and societies and canteen staff also play a significant role, as do Peer Mentors, Pupil and

School Councillors, and Prefects. The school also works with external agencies where appropriate i.e. YEHA, Streetbeat, Jigsaw CCC, Aware NI; to raise awareness and help support pupils. Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the relevant Head of Year in the first instance.

If there is a fear that the pupil or a member of staff is in danger of immediate harm, then the normal procedures outlined in the Safeguarding and Child Protection Policy should be followed.

Safeguarding and Child Protection Team

Designated Teacher:	Mr T Hughes
Deputy Designated Teachers:	Mrs K McIntyre
	Mr C McCarey
	Mrs J McNally

Designated Teacher



Mr. T Hughes

Deputy Designated Teachers



Mrs. K McIntyre



Mr. C McCarey



Mrs. J McNally

If the pupil or member of staff presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the School Matron, or designated First Aider.

The Lines of Communication Document is displayed in every classroom throughout the School which highlights the Pastoral Care and Safeguarding members of staff – Appendix 1.

INDIVIDUAL CARE PLANS

An individual care plan for pupils causing concern or who receive a diagnosis pertaining to their mental health, may be produced. If deemed appropriate, this will be drawn up involving the pupil, the parents and relevant health professionals and may include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do and who to contact in an emergency
- The role the school can play

MENTAL HEALTH IN THE CURRICULUM

The Pastoral Calendar highlights the weekly themes for all assemblies and tutorials, and seeks to provide pupils with the skills, knowledge and understanding needed to keep themselves and others physically and mentally healthy. These themes are also included as part of the Personal Development strand of the Learning for Life and Work programme, LORIC in Form I, as well as RSE provision across Forms I-V. The specific content of lessons will be determined by the specific needs of the cohort that are taught but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

Form V pupils are involved in the ASPIRE/PLACE programme to promote mental health and resilience in young people, while Sixth Form pupils can avail of a range of mental health enrichment activities and programmes, through local organisations such as TAMHI and Lighthouse.

External speakers from local and national organisations e.g. AWARE, Eating Disorders NI, TAMHI, Dove Self-esteem, Uberheroes, Jigsaw CCC, also speak to particular Year Groups at various points throughout the year about relevant mental health topics. There are regular e-Safety updates to our pupils and parents via Pupil Notes.

The annual Wellbeing Week is also used to target specific issues which may affect a pupil's mental health and involves both pupils and members of staff. Wellbeing strategies for both pupils and staff are also included in the Wellbeing Policy.

SIGNPOSTING

We seek to ensure that all staff, pupils and parents are aware of sources of support within school and through other relevant outside agencies.

Various displays including the Safeguarding posters and Need to Talk posters are strategically placed throughout the school site, such as in foyers and corridors. These posters highlight the key members of staff who pupils may speak to if necessary.

The Homework Diary contains a “Useful Numbers” section which highlights key organisations for pupils to use – Appendix 2.

Sources of support are also signposted through the daily notices via the Class Tutors, and through Form, Year and Main School Assemblies. The School seeks to make it clear through signposting that pupils clearly understand:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

WARNING SIGNS

Members of staff may become aware of warning signs which indicate a pupil 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 with the relevant Head of Year, in the first instance.

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

MANAGING DISCLOSURES

If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff’s response should always be calm, supportive and non-judgemental.

Members of staff should listen rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'. For more information about how to handle mental health disclosures sensitively, see Appendix 3.

All disclosures should be recorded in writing and forwarded to the Head of Year. Disclosures relating to Safeguarding or Child Protection should be recorded using the Note of Concern as outlined in the Safeguarding and Child Protection Policy and referred urgently to the Designated Teacher, or to one of the Deputies.

Members of staff should be honest with regard to the issue of confidentiality. If it is necessary to pass concerns about a pupil on, then the pupil should be clearly told that this is the case. Although members of staff would ideally receive a pupil's consent, it is not a requirement and staff must follow Safeguarding Procedures.

In the majority of situations, the School will seek to inform parents/guardians, and it may be deemed appropriate for the School to give the pupil 24 hours to share this information before the School makes contact with a parent/guardian. However, if a pupil gives the School any reason to believe that there may be underlying safeguarding or child protection issue, parents would not be informed. The decision to contact parents/guardians will be taken by members of the pastoral team.

WORKING WITH PARENTS

Where it is deemed appropriate to inform parents, the School will seek to be sensitive in its approach. Advice for pastoral staff when dealing with parents can be found in the Head of Year Handbook. Before disclosing to parents, pastoral staff must consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the pupil, other members of staff.
- What are the aims of the meeting?

The School recognises that it can be shocking and upsetting for parents to learn of their son/daughter's issues, and many may respond with anger, fear or upset during the first conversation. Members of the pastoral staff should be accepting of this (within reason) and give the parent time to reflect.

Pastoral staff will seek to highlight further sources of information and give them leaflets to take away where possible. Parents/guardians will often find it hard to absorb additional information whilst processing the news that you are sharing with them. Signposting further support aimed specifically at parents can also be helpful too, e.g. parent helplines and forums.

Parents will be provided with a clear means of contacting the School with further questions, and a follow-up meeting or phone call will be arranged, if deemed necessary. Each meeting should end with agreed next steps. A written record of any meeting should be sent to the relevant file.

Parents/guardians are often very welcoming of support and information from the School about supporting their son/daughter's emotional and mental health. In order to support parents, the School will seek to:

- Highlight sources of information and support about common mental health issues in Pupil Notes sent via email to parents on a weekly basis.
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own son/daughter or a friend's son/daughter.
- Post the Mental Health Policy on the School website.
- Share ideas about how parents can support positive mental health in their son/daughter through Induction/Information Evenings.

SUPPORTING PUPILS

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, the School will consider on a case by case basis which friends may need additional support. Support will be guided by conversations with the pupil who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing or saying which may inadvertently cause upset
- Warning signs that their friend may need help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

The Pupil Wellbeing Committee meets regularly throughout the year, and the issues raised are referred to the Staff Wellbeing Committee. The Pupil Wellbeing Committee works closely with both the Pupil and School Council.

The implementation of the School Mobile Phone and Electronic Devices Policy seeks to promote a culture of positive mental health within the School.

The DE 'Children & Young People's Emotional Health and Wellbeing in Education Framework' is an excellent resource for reference and covers Children and Young People's Emotional Health a Wellbeing Framework in Education Framework' as well as the iMatter Programme.

<https://www.education-ni.gov.uk/articles/emotional-health-and-wellbeing>

The iMatter programme is intended to support the entire school community to be engaged in promoting resilient emotional health for all pupils. Under this programme a suite of homework diary inserts, leaflets and posters on topics of concern to young people such as self-esteem, substance abuse and coping with stress, worry and anxiety, are distributed to post-primary schools, and available at the links below. The resources are designed for young people and provide hints and tips on coping with emotional issues. They include useful telephone numbers, websites and details of organisations that can provide assistance for particular problems.

Advice and support for a number of mental health issues can be found on our school website. There are also contact details for useful external agencies.

<https://www.belfastroyalacademy.com/pupils/pupil-support>

'Text a Nurse' posters are displayed around school – Appendix 4.

COUNSELLING PROVISION

Counselling is provided by the Education Authority through FamilyWorks NI. The School also uses additional counselling services which are provided through Jigsaw CCC. The school also uses YEHA, Streetbeat and EA to offer Mentoring to pupils.

Pupils can either self-refer via the Familyworks website or be referred by a member of staff by completing Appendix 5. The counsellor will complete an initial assessment with the pupil and following the assessment, the pupil may be contracted to a specific number of sessions, depending on the assessed need. The counselling services also operate a drop-in service during lunch time every Monday, this is based in the Reading Room, Crombie Building.

- Key Contact for School Counselling: Mr T Hughes
- Deputy Key Contact for School Counselling: Mr C McCarey

STAFF TRAINING

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular Safeguarding and Child Protection training to enable them to keep pupils safe.

A number of staff throughout the School have completed courses in either SafeTalk, ASIST or are Mental Health First Aiders (MHFA). All Induction and EPD teachers also have to avail of Mental Health training for successful completion of their course.

Staff trained in ASIST learn how to prevent suicide by recognizing signs, providing a skilled intervention, and developing a safety plan to keep someone alive. These staff are named below.

- Mrs K McIntyre
- Mrs A Rea
- Mrs G Hanna
- Ms P Maxwell
- Miss K Brady
- Miss E McAtamney
- Dr A Bell

The following staff and members of the Board of Governors are also trained in Mental Health First Aid.

- Mr McAleer
- Mrs Morris
- Mrs McNally
- Mr McCarey
- Ms Craig
- Mr Morrison
- Mrs McIntyre
- Mr Hughes
- Dr Bill (Governor)
- Mrs Clements (Governor)

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process, and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more pupils.

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

Where the need to do so becomes evident, school will arrange training sessions for all staff and also Heads of Year to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with the Vice Principal (Pastoral), who can also highlight sources of relevant training and support for individuals as needed.

STAFF SUPPORT

Inspire Workplaces is a mental health charity which operates a free service in order to help members of staff be resilient as they tackle the demands of work and life. They are able to offer staff a professional support service as they understand the pressures and stresses that can impact on staff both inside and outside the workplace. Worries about relationships, money, legal issues, family etc.

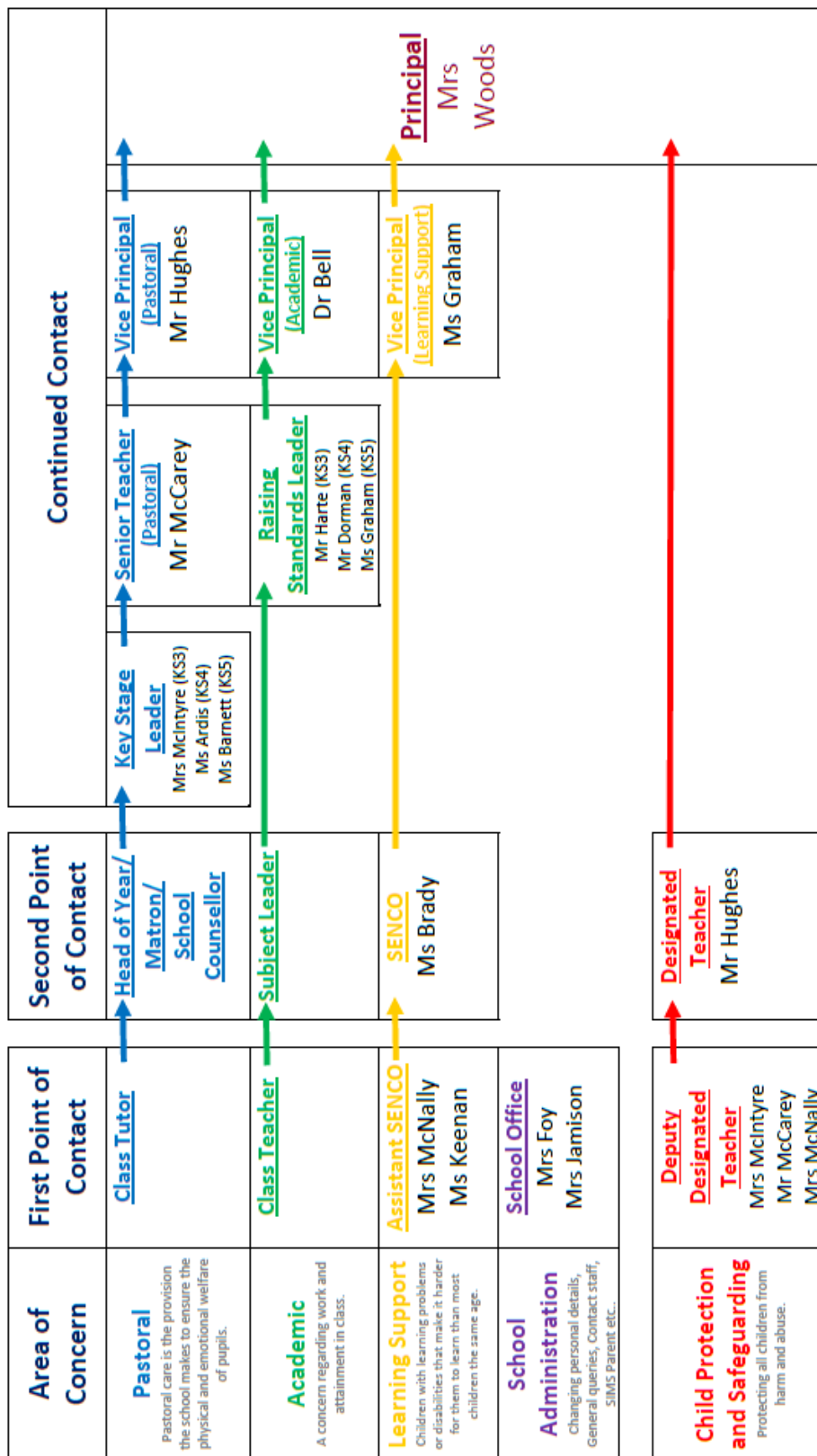
For free, confidential and immediate support call 0808 800 0002. Posters/Flyers are available from the Staffroom/Staff Workroom and further information is available from their website: <https://www.inspirewellbeing.org/workplaces>

The Staff Wellbeing Committee seeks to address issues in relation to staff morale and meet monthly throughout the year.

Staff are also supported through colleagues in school, via their Subject Leaders, and Senior Leadership Team.



Pupils - Lines of Communication



Appendix 2



Index of Useful Organisations

Alcoholics Anonymous National Helpline Tel 0800 9177 650
 Action for Children www.actionforchildren.org.uk Tel 028 9046 0500
 AdaptNI Helpline 028 3834 7535
 Anxiety UK www.anxietyuk.org.uk Helpline 03444 775 774
 AwareNI www.aware-ni.org Helpline 028 9035 7820
 Barnardo's www.barnardos.org.uk Tel 028 9067 2366
 Brook www.brook.org.uk Tel 028 9032 8866 or National Helpline 0808 802 1234
 Cara-Friend www.cara-friend.org.uk
 Child Bereavement UK www.childbereavement.org.uk
 Child Exploitation and online Protection Centre www.ceop.police.uk
 Childline www.childline.org.uk Tel 0800 1111
 Children's Law Centre www.childrenslawcentre.org - Chalky Freephone 0808 808 5678
 Counselling 4 Youth www.counselling4youth.co.uk Tel 028 9073 1571
 CruseNI northern.ireland.cruse.org.uk Tel 028 9079 2419
 Cruse www.rdadu.org.uk Helpline Tel 0808 808 1677
 Disability Action www.disabilityaction.org Tel 028 9029 7880 Text phone 028 9029 7882
 Domestic Violence 24 Hr Helpline 0800 2000 247
 Eating Disorder Association www.eatingdisordersni.com.uk Tel 028 9023 5959
 Family Planning Association NI www.fpa.org.uk Helpline Tel 0300 123 7123
 Family Works <https://familyworksni.com> Tel 028 9182 1721
 Gender Jam NI <https://www.theproudsttrust.org/youth-groups/gender-jam/> Tel 028 9099 6819
 Knowing Our Identity (KOI) Tel 028 9063 8000
 Lifeline 0808 808 8000



Index of Useful Organisations

Lighthouse www.lighthousecharity.com Tel 028 9075 5070
 National Drugs Helpline 0800 77 66 00
 New Life Counselling Tel 028 9039 1630
 Nexus NI <https://hexusni.org/> Tel 028 9032 6803
 NHS Choices www.nhs.uk/live-well
 NI Anti-Bullying Forum www.niabf.org.uk
 NI Commissioner for Ethnic Minorities <https://www.communityni.org/organisation/northern-ireland-council-ethnic-minorities-nicem> Tel 028 9023 8645
 NI Direct www.nidirect.gov.uk/information-and-services/health-and-wellbeing
 North Down Family Works www.communityworksonline.com Tel 028 9182 1721
 PIPS www.pipscharity.com Tel 028 9080 5850
 Public Health Agency www.mindingyourhead.info www.thinkitthrough.org.uk www.up-2-you.net www.want2stop.info www.getalifegetactive.com www.publichealth.hscni.net
 Relate www.relate.org.uk Tel 028 9032 3454
 Sail sailni.com
 Samaritans Helpline 08457 909090
 Talk to Frank www.talktofrank.com
 The Hideout www.thehideout.org.uk
 The Rainbow Project www.rainbow-project.org Tel 028 9031 9030
 Voice of Young People in Care www.voypic.org Tel 9024 4888
 Winston's Wish www.winstonswish.org
Every effort has been made to provide accurate and complete information. The Department of Education cannot, however, accept responsibility for any errors or endorse the listed organisations.

Appendix 3

Talking to pupils when they make mental health disclosures

The advice below is from pupils themselves, in their own words, together with some additional ideas to help you in initial conversations with pupils when they disclose mental health concerns. This advice should be considered alongside the other relevant school policies on Pastoral Care, Safeguarding and Child Protection and referred as outlined in the Lines of Communication documents.

Focus on listening

"She listened, and I mean REALLY listened. She didn't interrupt me or ask me to explain myself or anything, she just let me talk and talk and talk. I had been unsure about talking to anyone but I knew quite quickly that I'd chosen the right person to talk to and that it would be a turning point."

If a pupil has come to you, it's because they trust you and feel a need to share their difficulties with someone. Let them talk. Ask occasional open questions if you need to in order to encourage them to keep exploring their feelings and opening up to you. Just letting them pour out what they're thinking will make a huge difference and marks a huge first step in recovery. Up until now they may not have admitted even to themselves that there is a problem.

Don't talk too much

"Sometimes it's hard to explain what's going on in my head – it doesn't make a lot of sense and I've kind of gotten used to keeping myself to myself. But just 'cos I'm struggling to find the right words doesn't mean you should help me. Just keep quiet, I'll get there in the end."

The pupil should be talking at least three quarters of the time. If that's not the case, then you need to redress the balance. You are here to listen, not to talk. Sometimes the conversation may lapse into silence. Try not to give in to the urge to fill the gap, but rather wait until the pupil does so. This can often lead to them exploring their feelings more deeply. Of course, you should interject occasionally, perhaps with questions to the pupil to explore certain topics they've touched on more deeply, or to show that you understand and are supportive. Don't feel an urge to over-analyse the situation or try to offer answers. This all comes later. For now, your role is simply one of supportive listener. So make sure you're listening!

Don't pretend to understand

"I think that all teachers got taught on some course somewhere to say 'I understand how that must feel' the moment you open up. YOU DON'T – don't even pretend to, it's not helpful, it's insulting."

The concept of a mental health difficulty such as an eating disorder or obsessive compulsive disorder (OCD) can seem completely alien if you've never experienced these difficulties first hand. You may find yourself wondering why on earth someone would do these things to themselves, but don't explore those feelings with the sufferer. Instead listen hard to what they're saying and encourage them to talk and you'll slowly start to understand what steps they might be ready to take in order to start making some changes.

Don't be afraid to make eye contact

"She was so disgusted by what I told her that she couldn't bear to look at me."

It's important to try to maintain a natural level of eye contact (even if you have to think very hard about doing so and it doesn't feel natural to you at all). If you make too much eye contact, the pupil may interpret this as you staring at them. They may think that you are horrified about what they are saying or think they are a 'freak'. On the other hand, if you don't make eye contact at all then a pupil may interpret this as you being disgusted by them – to the extent that you can't bring yourself to look at them. Making an effort to maintain natural eye contact will convey a very positive message to the pupil.

Offer support

"I was worried how she'd react, but my Mum just listened then said 'How can I support you?' – no one had asked me that before and it made me realise that she cared. Between us we thought of some really practical things she could do to help me stop self-harming."

Never leave this kind of conversation without agreeing next steps. These will be informed by your conversations with appropriate colleagues and the schools' policies on such issues. Whatever happens, you should have some form of next steps to carry out after the conversation because this will help the pupil to realise that you're working with them to move things forward.

Acknowledge how hard it is to discuss these issues

"Talking about my bingeing for the first time was the hardest thing I ever did. When I was done talking, my teacher looked me in the eye and said 'That must have been really tough' – he was right, it was, but it meant so much that he realised what a big deal it was for me."

It can take a young person weeks or even months to admit to themselves they have a problem, themselves, let alone share that with anyone else. If a pupil chooses to confide in you, you should feel proud and privileged that they have such a high level of trust in you. Acknowledging both how brave they have been, and how glad you are they chose to speak to you, conveys positive messages of support to the pupil.

Don't assume that an apparently negative response is actually a negative response.

Services for young people: Information for Young People



There's a new number for texting a school nurse from your mobile phone. Text-A-Nurse is an anonymous confidential messaging service, which is available Monday to Friday from 9am to 5pm during the week in both term-time and school holidays. The message is delivered to a safe and secure web application for the nursing staff to view. You are guaranteed a response within 24 hours Monday to Friday. If a faster response is needed, you will be advised of where you can get urgent help.

You can message for advice on all kinds of health issues, like sexual health, bullying, healthy eating and any general health concerns. Or you may want support for your emotional health and wellbeing, particularly as life returns to normal after lockdown.

Look out for more information around school/college.

The text numbers for this are:

Northern Trust Text-A-Nurse
07480 635982

Belfast Trust Text-A-Nurse
07507 328290


South Eastern Trust Text-A-Nurse
07507 327263

Western Trust Text-A-Nurse
07480 635984

Southern Trust Text-A-Nurse
07507 328057

Or visit www.chathealth.nhs.uk to start a chat

Appendix 5

ICSS Referral Form		
Student details:		
Student Name: <input style="width: 90%;" type="text"/>	Date of Birth: <input style="width: 90%;" type="text"/>	
Address: <input style="width: 90%;" type="text"/>	Gender: <input style="width: 90%;" type="text"/>	
Postcode: <input style="width: 90%;" type="text"/>	Contact No: <input style="width: 90%;" type="text"/>	
School: <input style="width: 90%;" type="text"/>	Year Group: <input style="width: 90%;" type="text"/>	
C2K Email Address: <input style="width: 90%;" type="text"/>	Parent Contact No: <input style="width: 90%;" type="text"/>	
Referral details:		
Has the student been to counselling before Yes <input type="checkbox"/> No <input type="checkbox"/>		
If yes, please give details:		
Key Contact: <input style="width: 90%;" type="text"/>	Name of (If different) <input style="width: 90%;" type="text"/>	
Person making re <input type="checkbox"/> KC <input type="checkbox"/> Student: <input type="checkbox"/> Teacher <input type="checkbox"/> Other <input type="checkbox"/> <input style="width: 90%;" type="text"/>		
Reason for referral?		
Is student aware of referral?		
Yes <input type="checkbox"/> No <input type="checkbox"/>		
Has student agreed to attend counselling?		
Yes <input type="checkbox"/> No <input type="checkbox"/>		
Does the student have additional needs?		
Yes <input type="checkbox"/> No <input type="checkbox"/>		
If yes, please give <input style="width: 90%;" type="text"/>		
Any other information:		
Please scroll down to sign the contract.		
To be completed by ICSS Counsellor:		
Does client have the capacity to self refer?		
Yes <input type="checkbox"/> No <input type="checkbox"/>		
If client does not have the capacity to agree to counselling, Parental or Guardian's agreement was given		
Name: <input style="width: 90%;" type="text"/>	Date: <input style="width: 90%;" type="text"/>	
Any other services currently involved with this client? (tick all that apply):		
None <input type="checkbox"/> CP: <input type="checkbox"/> Social Service <input type="checkbox"/> CAMHS: <input type="checkbox"/> EVO: <input type="checkbox"/> F <input style="width: 90%;" type="text"/>		
Date Referral Received: <input style="width: 90%;" type="text"/>		
Was this referral the result of a Drop In?		
Yes <input type="checkbox"/> No <input type="checkbox"/>		