# Mental Health and Wellbeing Policy



**Together, _we_ aim to develop well rounded, confident and responsible individuals who will aspire to achieve their full potential. Boasting a culture whereby all students and their families are shown compassion and respect, _we_ encourage and empower each of them to contribute positively to society, displaying understanding and kindness and to others**

_We_ do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is equal, and all achievements are celebrated and by giving students the skills and confidence to achieve their goals now and in the future.

| Date Approved: | November 2023 |
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| Approved By: | Trustees |
| Review Date: | November 2024 |

**Contents**                                                **Page No**

**Revision History**

| Issue No. | Date | Revisions Made |
|-----------|------|----------------|
| 1 | January 2019 | New policy |
| 2 | September 2021 | No revisions |
| 3 | September 2023 | Updated links to legislation and guidance |
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## 1. Introduction

The Apollo Schools Trust / Endeavour Academy is aware that schools have a key role to play in enabling their pupils to be resilient and to support mental health and wellbeing.

The Trust's approach to physical and mental health and wellbeing will include providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence system. This will be paired with an individualised graduated response when the behavioural issues might be as a result of educational, mental health, other needs, or vulnerabilities.

The role of the school in supporting and promoting mental health and wellbeing can be summarised as:

- **Prevention**: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.

- **Identification**: recognising emerging issues as early and accurately as possible:

- **Early support**: helping pupils to access evidence based early support and interventions; and

- **Access to specialist support**: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

## 2. Aims

The aims of the policy are to:

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

### 3. Statutory Duty

All schools are under a statutory duty to promote the welfare of their pupils which includes preventing impairment of children's health or development and acting to enable all children to have the best outcomes.

This policy was developed in response to:

- [Mental health and behaviour in schools](#)
- [Keeping Children Safe in Education 2023](#)
- [Working together to safeguard children 2018](#)
- [Behaviour and discipline in schools: guidance for headteachers and staff](#)
- [Equality Act 2010: advice for schools](#)
- [Special educational needs and disability code of practice: 0 to 25 years](#)
- [The Data Protection Act 2018](#)
- [Alternative provision](#)
- [Preventing and tackling bullying](#)
- [Cyber bullying: advice for headteachers and school staff](#)
- [Advice for parents and carers on cyber bullying](#)
- [UN Convention on the Rights of the Child](#)

This policy meets the requirements of the Trust's Articles of Association and funding agreements.

### 4. Links with other policies

This policy should be read in conjunction with the following Trust/Academy policies:

- Anti-Bullying Policy
- Attendance
- Behaviour Management Policy
- Exclusion Policy
- Equality Information
- Self-Harm Policy
- Safeguarding Policy
- Supporting Pupils at School with Medical Conditions Policy
- Relationships and Sex Education Policy (Secondary)
- Relationships Education Policy (Primary)

### 5. Culture, Ethos and Environment

The Academy / Trust is aware of the profound influence the culture, ethos and environment can have on pupil and staff mental wellbeing.

Environments that are hostile, aggressive, chaotic, or unpredictable can be harmful to mental health, and can lead to stressful conditions in school for both pupils and staff.

The Academy / Trust recognises they are in a unique position as they are able to help prevent mental health problems by promoting resilience as part of an integrated, whole school approach that is tailored to meet the needs of pupils.

The Academy will adopt a whole school approach that goes beyond teaching in the classroom to pervade all aspects of school life, including:

Culture, ethos, and environment: the health and wellbeing of pupils and staff is promoted through the 'hidden' or 'informal' curriculum, including leadership practice, the Academy policies, values, and attitudes, together with the social and physical environment.

Teaching: using the curriculum to develop pupils' knowledge about health and wellbeing; Promoting MECC (Making Every Contact Count), Restorative Practices and a Resilience Programme of Learning.

Partnerships with families and the community enables proactive engagement with families, outside agencies, and the wider community to promote consistent support for children's health and wellbeing.

## 6. Roles and responsibilities

### 6.1 The Trust

- To set out their vision that creates a positive culture for the Academy.
- To ensure that the Academy has sufficient resources to fulfil legal obligations.
- To monitor pupil progress to ensure that all pupils achieve expected outcomes.
- To ensure that CPD for all staff is provided within the approach to school improvement, professional development and performance management and is appropriately resourced.
- To ensure that the school's vision is embedded across the Academy.
- To monitor pupil progress in the Academy to ensure that all pupils achieve expected outcomes.
- To monitor and review the Management of Behaviour Policy to ensure it remains effective.

### 6.2 Head of School

- To ensure that the Trust's vision underpins everything the Academy does.
- To create a culture where calm, dignity and structure encompass every space and activity.
- To manage an efficient system which identifies common symptoms of mental health followed by precise and targeted care by appropriate health care professionals.
- To ensure that all staff complete the appropriate training in accordance with the Trust's CPD programme.

- To ensure that clear policies and processes are in place to ensure that stigma is reduced, and pupils feel comfortable talking about mental health concerns.
- Ensure that vulnerable pupils or groups are identified within the Academy and that provision is made to support and promote their positive mental health.
- To implement the Behaviour Management Policy consistently across the Academy and to communicate the expectations clearly to staff and pupils.

## 7. Classification of mental health problems or disorders

Where children experience a range of emotional and behavioural problems that are outside the normal range for their age, they might be described as experiencing mental health problems or disorders. Mental health professionals have classified these as:

- Emotional disorders, for example phobias, anxiety states and depression.
- Conduct disorders, for example stealing, defiance, fire-setting, aggression, and anti-social behaviour.
- Hyperkinetic disorders, for example disturbance of activity and attention.
- Developmental disorders, for example delay in acquiring certain skills such as speech, social ability, or bladder control, primarily affecting children with autism and those with pervasive developmental disorders.
- Attachment disorders, for example, children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers.
- Trauma disorders, such as post-traumatic stress disorder, as a result of traumatic experiences or persistent periods of abuse and neglect; and
- Other mental health problems including eating disorders, habit disorders, somatic disorders; and psychotics disorders such as schizophrenia and manic-depressive disorder.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. In our Academy, we will observe children day-to-day and will identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

## 8. Risk and protective factors

### 8.1 Factors that put children at risk
Certain individuals and groups are more at risk of developing mental health problems than others. These risks (Appendix 1) can relate to the child themselves, to their family, or to their community or life events.

### 8.2 Factors that make children more resilient

Research suggests that there is a complex interplay between the risk factors in children's lives, and the protective factors (Appendix 1) that can enable pupils to be resilient when they encounter problems and challenges.

In our Academy, we will promote resilience and provide a safe and affirming place for pupils where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

9.    **Identifying children with possible mental health problems**

Negative experiences and distressing life events can affect mental health in a way that can bring about changes to a young person's behaviour or emotional state, displayed in a range of ways, all of which can be an indication of an underlying problem.  This can include:

- Emotional state (fearful, withdrawn, low self-esteem)
- Behaviour (aggressive or oppositional; habitual body rocking)
- Interpersonal behaviours (indiscriminate contact or affection seeking, over-friendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; lack of ability to understand and recognise emotions).

There are two key elements that will support staff to reliable identify children at risk of mental health problems:

- effective use of data so that changes in pupils' patterns of attainment, attendance or behaviour are noticed and can be acted upon; along with

- an effective pastoral system so that a least one member of staff knows every pupil well and has received training to spot where poor or unusual behaviour may have a root cause that needs addressing.  Where this the case, the pastoral system and Academy policies provide the structure through which staff can escalate the issue and take decisions about what to do next.  The system also provides the opportunity for pupils to seek support in a confidential way.

Where staff have concerns about behaviour, an assessment to determine whether there are any underlying factors such as undiagnosed learning difficulties, difficulties with speech and language, child protection concerns, or mental health problems. The assessment will be undertaken using the graduated response process:

- an **assessment** to establish a clear analysis of the pupil's needs.
- a **plan** to set out how the pupil is supported.
- **action** to provide that support; and
- regular **reviews** to assess the effectiveness of the provision and lead to changes where necessary.

10. **Adverse Childhood Experiences (ACEs) and other events that may have an impact on pupils**

The balance between the risk and protective factors set out in Appendix 1 is most likely to be disrupted when difficult events happen in pupils' lives. These include:

- **loss or separation –** resulting from death, parental separation, divorce, hospitalisation, loss of friendship (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care, or adopted, deployment of parents in armed forces families.

- **life changes** – such as the birth of a sibling, moving to a new house or changing schools or during transition from primary to secondary school, or secondary school to sixth form.

- **traumatic experiences** such as abuse, neglect, domestic violence, bullying, violence, accidents, or injuries; and

- **other traumatic incidents** such as a natural disaster or terrorist attack.

The Academy / Trust will provide support to pupils at such times, including those who are not presenting any obvious issues. Providing early help is more effective in promoting the welfare of children than reacting later and can also prevent further problems (including mental health problems) arising. Further guidance can be found in Working Together to Safeguard Children.

The support may come from existing provision within the Academy, or it may require the involvement of specialist staff or support service.

11. **Children in Need, looked-after and previously looked-after children**

Where children have suffered abuse and neglect, or other potentially adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. These children may be receiving statutory social care support and recognised as Children in Need, or currently looked-after or previously in local authority care as looked-after children.

Where a child is being supported through local authority children's social care, the Academy will work closely with their allocated Social Worker to ensure that information is appropriately shared about wider development needs, child protection concerns, and parental, familial and contextual circumstances. Effective multi-agency working will help to inform the Academy's assessment of a child's educational and mental health needs, as well as a prompt response to any safeguarding concerns.

Where an Academy has concerns about a looked-after-child's behaviour, the designated teacher and Virtual School Head will be informed at the earliest opportunity, so they can decide how to support the child to improve their behaviour.

Where an Academy has concerns about the behaviour of a previously looked-after-child, the child's parents, or the designated teacher, following discussions with the child's parents, may seek the advice of the Virtual School Head on strategies to support the child.

## 12.    Mental Health and Special Educational Needs and Disabilities (SEND)

The Academy / Trust is aware that schools are under a duty to use their best endeavours to identify and support pupils with SEN meet their pupils needs. The Academy / Trust will consider how best to use some of their SEND resources to provide support for pupils with mental health difficulties that amount to special educational needs.

Academy staff will assess all the needs of pupils including mental health needs who attract pupil premium funding and ensure that appropriate support is implemented.

Not all children with mental health difficulties will have SEN.  But persistent or serious mental health difficulties will often meet the definition of SEN, in that they lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

The Special Educational Needs Co-ordinator (SENCO) will ensure that all adults working in the Academy understand their responsibilities to children with SEND.  This will include pupils whose persistent mental health needs mean they need special educational provision.  The SENCO will ensure colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues as needed and liaise with SEND professionals as necessary.

## 13.    Working with others

### 13.1    External Agencies

The Academy / Trust acknowledges the importance of providing children with support as soon as a problem emerges, at any point in their life.  Providing early help is more effective in promoting the welfare of children.
The Academy / Trust work with Educational Psychologists, who can not only support pupils with SEN, but can also be well placed to advise on emerging mental health needs and wither provide direct intervention or to signpost to other, more appropriate, forms of support.

Where a pupil is referred to Child and Adolescent Mental Health Services (CAMHS), the Academy will work with the service to support the pupil.

## 13.2 Parents / Carers

The Academy will work closely with parents/carers to ensure that they are aware of the mental health support available in school.

Whilst it is good practice to involve families wherever possible, in some circumstances the child may not wish to have their families involved with any interventions or therapies they are receiving.

In such cases, the Academy is aware that those aged 16 or over are presumed to be capable of consenting to their own medical treatment, and any ancillary procedures involved in that treatment (by virtue of section 8 of the Family Law Reform Act 1969). Children under the age of 16 may in certain circumstances consent to their own treatment if they are deemed to be 'Gillick competent', i.e., a relevant medical professional judges that they have sufficient intelligence, competence and understanding to appreciate what is involved in their treatment. Otherwise, an adult with parental responsibility can consent for them.

## 13.3 Alternative Provision

Local authorities are responsible for arranging suitable education for permanently excluded pupils, and for other pupils who because of illness or other reasons including social emotional and mental health needs, would not receive suitable education without such provision. The Academy will continue to support pupils in alternative provision to engage in education, which will be achieved by working jointly with partner agencies in health and children's social care, educational psychology, and CAMHS.

The Academy will work with alternative provision settings to develop a plan for reintegration of the pupil's return to mainstream education, where this is considered appropriate.

For young people who are at the end of Year 11 and are still in alternative provision, the Academy will work with the provider to ensure that the young person can move into suitable education, or employment alongside part-time study or training whilst providing ongoing arrangements to support mental wellbeing.

## 14. Safeguarding

The Academy / Trust have in place arrangements which reflect the importance of safeguarding and promoting the welfare of their pupils. Mental health

problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

If staff have a mental health concern that is also a safeguarding concern, immediate action following the Safeguarding Policy must be taken. A discussion with the Designated Safeguarding Lead / Deputy Designated Safeguarding Lead may also be deemed appropriate.

**15. Further Information**

Links to further frameworks, tools and resources are provided in Appendix 2.

**Risk and protective factors that are believed to be associated with mental health outcomes**

|  | Risk Factors | Protective factors |
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| **In the child** | • Genetic influences<br>• Low IQ and learning disabilities.<br>• Specific development delay or neurodiversity<br>• Communication difficulties<br>• Difficult temperament<br>• Physical illness<br>• Academic failure<br>• Low self-esteem | • Secure attachment experience<br>• Outgoing temperament as an infant<br>• Good communication skills, sociability<br>• Being a planner and having a belief in control<br>• Humour<br>• A positive attitude<br>• Experiences of success and achievement<br>• Faith or spirituality<br>• Capacity to reflect |
| **In the family** | • Overt parental conflict including domestic violence.<br>• Family breakdown (including where children are taken into care or adopted)<br>• Inconsistent or unclear discipline<br>• Hostile and rejecting relationships<br>• Failure to adapt to a child's changing needs<br>• Physical, sexual, emotional abuse, or neglect<br>• Parental psychiatric illness<br>• Parental criminality, alcoholism, or personality disorder<br>• Death and loss – including loss of friendship | • At least one good parent-child relationship (or one supportive adult)<br>• Affection<br>• Clear, consistent discipline<br>• Support for education<br>• Supportive long-term relationship or the absence of severe discord |
| **In the school** | • Bullying including online (cyber)<br>• Discrimination | • Clear policies on behaviour and bullying<br>• Staff Code of Conduct |

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|  | • Breakdown in or lack of positive friendships<br>• Deviant peer influences<br>• Peer pressure<br>• Peer on peer abuse<br>• Poor pupil to teacher / school staff relationships | • 'Open door' policy for children to raise problems<br>• A whole-school approach to promoting good mental health.<br>• Good pupil to teacher / school staff relationships<br>• Positive classroom management<br>• A sense of belonging<br>• Positive peer influences<br>• Positive friendships<br>• Effective Safeguarding and Child Protection policies.<br>• An effective early help process<br>• Understand their role in and be part of effective multi-agency working.<br>• Appropriate procedures to ensure staff are confident can raise concerns about policies and processes, and know they will be dealt with fairly and effectively |
| **In the community** | • Socio-economic disadvantage<br>• Homelessness<br>• Disaster, accidents, war, or other overwhelming events<br>• Discrimination<br>• Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation, and the influences of extremism leading to radicalisation.<br>• Other significant life events | • Wider supportive network<br>• Good housing<br>• High standard of living<br>• High morale school with positive policies for behaviour, attitudes, and anti-bullying<br>• Opportunities for valued social roles<br>• Range of sport / leisure activities |

**Sources of support and information**

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| **Creating a whole school culture** | Promoting children and young people's emotional health and wellbeing: a whole school and college approach - Public Health England's Guidance for Headteachers and College Principals on the eight principles for promoting emotional health and wellbeing in schools and colleges.<br><br>Supporting mental health in schools and colleges<br><br>Supporting mental health in schools and colleges: pen portraits of provision – this report presents pen portraits of mental health provision based on case study research in 36 schools, colleges, and other educational establishments across England.<br><br>www.mentallyhealthyschools.org.uk – is recommended by the NAHT, and brings together quality-assured information, advice, and resources to help primary schools understand and promote children's mental health and wellbeing.<br><br>www.whatworkswellbeing.org – work with a network of researchers, think tanks, businesses, government departments and non-profits to provide evidence, guidance, and discussion papers on a range of subjects, including community wellbeing and measuring wellbeing.<br><br>www.thechildrenssociety.org.uk – provide a range of research tools to support schools to talk to pupils about wellbeing and mental health.<br><br>https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/supporting-staff-wellbeing-in-schools/ - aims to give school staff and senior leadership teams simple guidance and good practical examples where schools have successfully implemented staff wellbeing strategies.<br><br>Creating a culture: how school leaders can optimise behaviour – Tom Bennett's independent report review on behaviour in schools, which looked at leadership, culture, and methods to improve pupil behaviour |
| **Supporting and promoting positive mental health (including early intervention and supporting children** | www.rcpsych.ac.uk – Provide specifically tailored information for young people, parents, teachers, and carers about mental health through their Parents and Youth Info A-Z |

| through difficult life events | www.nice.og.uk – Nice's role is to improve outcomes for people using the NHS and other public health and social care services, including by producing evidence-based guidance and advice. This can be useful in understanding social, emotional, and mental health conditions and their recommended treatments.

www.bacp.co.uk – Register of Counsellors and Psychotherapists which is accredited by the Department of Health and Social Care

www.youngminds.org.uk – Young Minds is a charity committed to improving the emotional wellbeing and mental health of children and young people. They undertake campaigns and research, make resources available to professionals (including teachers) and run a helpline for adults worried about the emotional problems, behaviour, or mental health of anyone up to the age of 25. They also offer a catalogue of resources for commissioning support services.

www.sendgateway.org.uk – an online portal offering education professionals free, easy access to high quality information, resources, and training for meeting the needs of children with SEND, including a large number of specific mental health resources.

www.minded.org.uk – 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.

www.counsellingminded.com – Counselling MindEd is an online resource within MindEd that provides free evidence-based, e-learning to support the training of school and youth counsellors and supervisors working in a variety of settings.

www.phse-association.org.uk – Has been produced by the PSHE Association. It provides guidance for schools on teaching about mental health and emotional wellbeing as part of PSHE and signposts to organisations that can provide support for specific mental conditions.

Sexual violence and sexual harassment between children in schools and colleges – departmental advice which amongst other things includes detailed guidance on supporting victims of peer-on-peer sexual violence.

www.anti-bullyingalliance.org.uk – Free resource produced by the Anti-Bullying Alliance to help schools, teachers and other professionals understand the issues around bullying and mental for health for children and young people. |
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| | www.childline.org.uk – A confidential service, provided by the NSPCC, offering free support for children and young people up to the age of nineteen on a wide variety of problems. |
| | www.place2b.org.uk – Place2Be is a charity working in schools providing early mental health support to children aged 4 – 14 in England, Scotland, and Wales. |
| | www.relate.org.uk – Relate offers advice, relationship counselling, workshops, mediation, consultations and support face-to-face, by phone and through their website. This includes counselling for any child or young person who is having problems. |
| | www.womensaid.org.uk – is the national domestic violence charity that works to end violence again women and children and supports domestic and sexual violence services across the country. They provide services to support abused women and children such http://thehideout.org.uk/, a website to help children and young people. |
| | www.nurtureuk.org – is dedicated to improving the mental health and wellbeing of children and young people and removing the barriers to education by promoting nurture in education. |
| | https://guidebook.eif.org.uk/programme/trauma-focused-cognitive-behavioural-therapy – provides training for schools, communities, and organisations to become trauma informed and mentally healthy places for all. |
| | www.beateatingdisorders.org.uk/ - provides information on what to do if you are worried about a friend, family member or pupil, along with how to support someone with an eating disorder. |
| | https://childbereavementuk.org/for-schools/ - provides information and resources to support bereaved pupils, schools, and staff. |
| | https://youngminds.org.uk/find-help/looking-after-yourself/young-carers/ - information about how to spot if young carers need support, and how to get help. |
| **Information about mental health conditions, identification, and measurement** | https://www.minded.org.uk/ - provides free online teaching to help adults to identify and understand children and young people with mental health problems.  It provides simple, clear guidance on mental health to adults who work with children and young people, to help them support the development of young healthy minds.<br><br>www.nhs.uk/conditions/stress-anxiety-depression/ - Mood Zone information from the NHS on mental health disorders |

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| | www.sdqinfo.com – Strengths and difficulties questionnaire that can assist schools in taking an overview and making a judgement about whether a pupil is likely to be suffering from a mental health problem. |
| | https://educationendowmentfoundation.org.uk/ - The Sutton Trust – EEF provides accessible educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of all pupils and especially disadvantaged pupils. |
| | https://www.corc.uk.net/outcome-experience-measures/ - provides easily accessible resources for individuals looking for information on how to measure children and young people's mental health and wellbeing. |
| | https://www.childrenssociety.org.uk/back-to-school/childrens-well-being-and-mental-health - is an easy and free to run simple assessment of children's wellbeing in the classroom. |
| | https://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf - toolkit for schools with the aim of raising awareness amongst school and college staff of the range of validated tools that are available to help measure subjective mental wellbeing amongst the pupil population. |
| **Commissioning services directly** | https://www.annafreud.org/on-my-mind/youth-wellbeing/ - provides a list of local and national organisations for anyone up to the age of 25 (including teachers helping pupils to find support), along with additional important information and support. |
| | Maximising the school nursing team contribution to the public health of school-aged children – guidance produced by the Department of Health and Social and Public Health England. This guidance supports effective commissioning of school nursing services to provide public health for school aged children. |
| | https://www.gov.uk/government/publications/commissioning-of-public-health-services-for-children - documents to support local authorities and providers in commissioning and delivering children's public health services aged 0 – 19 years. |
| **Working with parents** | The strongest evidence supports working with parents/carers in a structured way to address behavioural issues through education and training programmes such as: |
| | https://www.triplep.net/glo-en/home/ - gives parents simple and practical strategies to help them build strong, healthy relationships, confidently manage their children's behaviour, and prevent problems developing. |

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| | http://www.incredibleyears.com/ - a series of interlocking, evidence-based programs for parents, children, and teachers, supported by over 30 years of research, which aims to prevent and treat young children's behaviour problems and promote their social, emotional, and academic competence.<br><br>https://mindedforfamilies.org.uk/ - advice and information from trusted experts to help and improve understanding of mental health problems, and how parents and carers can best support their families. |
| **Supporting children with medical conditions** | https://www.headmeds.org.uk/ - website developed by the charity Young Minds providing general information about common medications that may be prescribed for children and young people with mental health conditions.<br><br>http://medicalconditionsatschool.org.uk/ - this website offers guidance and tools to schools who are looking after children with health conditions. |