# Mental health flow chart

## POSITIVE MENTAL HEALTH (Green)

| LEVEL OF FUNCTIONING | COGNITIVE AND ACADEMIC FUNCTIONING | SOCIAL FUNCTIONING | COPING BEHAVIOURS | PSYCHOLOGICAL FUNCTIONING | RESPONSE AND RECOMMENDATIONS |
|---|---|---|---|---|---|
| Superior/good functioning in a wide range of activities<br><br>Can identify short and longer term plans for the future | High achieving<br><br>Performing well in the workplace/studies<br><br>Concentrates on tasks and seems alert<br><br>Generally attends school on time<br><br>Study/work capacity fulfilled | Engaged in a range of activities<br><br>Positive relationships with peers<br><br>Displays emotional warmth<br><br>Spends time in social activities<br><br>Energy to perform the majority of daily tasks required | Positive coping skills<br><br>Good functioning overall<br><br>Able to consider problems/issues in an appropriate fashion | No or minimal symptoms, resilient, generally happy. May have mild anxiety in response to events (e.g. exams)<br><br>Describes enjoyment in several different activities | Keep socially active<br><br>Make plans for periods of enjoyment<br><br>Nutrition is important for all aspects of health<br><br>Regular physical exercise to help maintain mental wellbeing |

## BECOMING A CONCERN (Amber)

| LEVEL OF FUNCTIONING | COGNITIVE AND ACADEMIC FUNCTIONING | SOCIAL FUNCTIONING | COPING BEHAVIOURS | PSYCHOLOGICAL FUNCTIONING | RESPONSE AND RECOMMENDATIONS |
|---|---|---|---|---|---|
| Temporary impairment<br><br>Symptoms may be understandable in the circumstances (e.g. exam stress, bereavement)<br><br>Generally functioning in several areas of life | Capable student who is experiencing transient problems<br><br>May have temporary setbacks due to challenge of unfamiliar academic/work task<br><br>May demonstrate reduced self confidence/decreased self esteem<br><br>May use avoidance as a safety mechanism<br><br>May have reduced level of concentration | Occasional arguments<br><br>Minor ups and downs in relationships<br><br>Engaged in social situations with peers<br><br>May withdraw briefly | Understandable stress reaction to difficult situations<br><br>Returns to normal once situation resolved<br><br>Increase in level of irritability | Period of understandable low mood or irritability<br><br>Anxiety symptoms such as brief sleep or appetite disturbance<br><br>Worrying thoughts<br><br>Thoughts of inability to cope | Offer support and problem solving/peer support<br><br>Encourage to talk to a trusted friend<br><br>Speak to colleague such as form tutor, head of year or pastoral lead<br><br>Pastoral team may wish to contact parents to express concern if necessary |

## NEEDS URGENT INTERVENTION (Red)

| LEVEL OF FUNCTIONING | COGNITIVE AND ACADEMIC FUNCTIONING | SOCIAL FUNCTIONING | COPING BEHAVIOURS | PSYCHOLOGICAL FUNCTIONING | RESPONSE AND RECOMMENDATIONS |
|---|---|---|---|---|---|
| May appear disorganised and unreliable<br><br>May be denying any problems or responsibilities for behaviours<br><br>Unlikely those issues will resolve without intervention<br><br>Action required to prevent further distress | Impaired ability due to reduced concentration and learning capacity<br><br>Unable to prioritise tasks<br><br>Difficulty meeting lesson and school requirement<br><br>Conflict in group work or situations<br><br>Altered decision making<br><br>Inconsistent behaviour<br><br>Worrying or anxious thoughts<br><br>May appear vague<br><br>Changing beliefs | Few friends, limited integration in team processes<br><br>Conflict with peers/staff<br><br>May be withdrawn or isolated<br><br>Increased hours on internet<br><br>Behaviour may be having a negative effect on others<br><br>Others may express concern or make complaints<br><br>Generating rumours which cause concern to others<br><br>Low level use of written, verbal or physical abuse (e.g. pushing or shoving)<br><br>Concerning or unwelcome comments of a sexual nature or relationship seeking<br><br>Out of character behaviours/out of context behaviours | Poor coping<br><br>May be demanding of others to find solution<br><br>Overall functioning compromised<br><br>Inappropriate, changeable emotional expression (e.g. tearful or aggressive outbursts)<br><br>Excessive online chat and other internet activity<br><br>Impulse control problems may lead to high risk behaviours (e.g. unsafe sex, overspending, gambling, self harm or harm to others)<br><br>Intentional theft<br><br>Damage to property<br><br>Threatening communications which make you feel uncomfortable<br><br>Recent improvements in mood or daily motivation after a period of low mood | Feel out of control or have panic attacks<br><br>Increase/decrease sleep<br><br>Impaired judgement and decision making<br><br>Impaired organisation<br><br>May appear chaotic<br><br>Fear regarding poor performance/letting others down<br><br>Thoughts of escaping<br><br>Any thoughts or expressions of suicide/any non-suicidal self injury/harm to others<br><br>Difficulty making plans for longer term<br><br>Limited/reduced hope for future<br><br>Depression<br><br>Change in levels of energy<br><br>Thoughts/behaviours out of context or character<br><br>Guilt<br><br>Anger/blaming others for how they feel<br><br>History of harm to self or others<br><br>Past mental health presentations/admission to hospital<br><br>High anxiety, distress/agitation | Needs psychological assessment and intervention<br><br>Encourage them to talk to their family and close friends for support<br><br>May help to discuss current or future workload<br><br>Contact designated safeguarding lead immediately<br><br>Designated safeguarding lead will follow safe guarding policy |

POSITIVE MENTAL HEALTH

BECOMING A CONCERN

NEEDS URGENT INTERVENTION

The flow chart uses a red, amber & green system to identify students' mental health state and how it should be addressed. The framework categorises many different types of behaviours that could be present in students. Along with recommendations on what staff should do. The green category identifies students who have a positive mental health and are coping well with day-to-day issues. Amber shows behaviours that are beginning to become a concern and gives staff advice on how to support students. The red category outlines behaviours of somebody who is having extreme issues with their mental health and needs urgent intervention. **Created by Dayne Meakin, SSAT Leadership Legacy Fellow, 2018**