



Blue Coat Church of England Academy

Mental Health and Wellbeing Policy

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Prepared by:		V. Owen
Ratified by the Governing Body on:		
	Signature	
Principal		D.J. Smith
Chair of Governors		Rev. H. Bishop
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Mental Health and Wellbeing Policy Blue Coat Church of England Academy

'So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand' Isaiah 41:10

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 Organization)

At Blue Coat Church of England Academy our Christian values (wisdom, endurance, service, kindness and hope) underpin everything we do. The school offers young people a nurturing, safe and secure environment that supports and promotes wellbeing. We believe that building strong emotional and mental health early in life can promote self-esteem, develop resilience and help students to overcome adversity. This, in turn, will lead to students engaging positively with education, having enhanced future employment opportunities and being able to make positive life choices.

Many students have mental health difficulties at some stage in their school career or are directly or indirectly impacted by poor mental health within their family. National data identifies that:

- Half of all mental health conditions are established before the age of 14.
- 20% of adolescents may experience a mental health problem in any one year.
- 10% of children and young people (aged 5-16 years) have a clinically diagnosable mental health problem, yet 70% of children and adolescents who experience mental health problems have not had appropriate interventions at a sufficiently early age.

Additionally, the Covid – 19 pandemic has further impacted on the emotional and mental health of a wide range of individuals and families and will require additional, planned support for the whole school community.

The school mental health strategy offers a graduated response to support the emotional and mental health of all students (appendix 1). Our universal provision ensures that positive mental health and well-being is promoted across the school, while at the same time tackling the stigma around mental illness. The school also understands that there is a requirement to recognise and respond to individual need as it arises. As a result, a staged response will target support and intervention at vulnerable students and the school will signpost specialist pathways to support both them and their family.

The mental health strategy should be seen as part of a wider network of provision within school, including the development of our restorative practice approach. Policies linked directly to this document are the Relationship and Behaviour Policy, the Special Needs Policy, the Anti Bullying Policy and the Safeguarding Policy.

Good staff wellbeing is also essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment. Staff often juggle multiple tasks and demands, so a focus on staff wellbeing is also central to our ethos. Taking good care of staff both emotionally and practically helps them to perform to the best of their ability and ensures that

they are better able to support pupils. Staff who have good mental wellbeing are more likely to have the necessary resources to be able to support themselves, colleagues and students.

Aims

- Promote positive mental health and wellbeing in all staff and pupils
- Create a positive, nurturing and supportive school environment, minimising barriers to learning
- Increase understanding and awareness of common mental health issues
- Provide support to students suffering mental ill health and their peers and parents/carers
- Alert staff to early warning signs of poor mental health and wellbeing
- Provide support to staff working with young people with mental health and wellbeing issues
- Support students, staff and the community in recovering from the impact of the pandemic

Whole School Approach

Blue Coat Church of England Academy is committed to promoting positive mental health, following the eight principles laid out by Public Health England.



Eight principles to promoting a whole school and college approach to emotional health and wellbeing – Public Health England (2015)

The establishment of a whole school approach to mental health aims to:

Prevent 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 and staff with the skills to be resilient, so that they can manage the normal stress of life effectively. This will include teaching students and staff about mental wellbeing through the curriculum and relevant CPD opportunities, and reinforcing this teaching through school activities and ethos.

Identify recognising emerging issues as early and accurately as possible.

Give early support: helping pupils to access early support and interventions.

Access specialist support: working with families and external agencies to signpost support and swiftly refer to specialist support and treatment.

Lead Members of Staff

All staff have a responsibility to promote the mental health of pupils. However, staff with specific responsibility includes:

Name	Role
Ms V Owen	Associate Principal and Mental Health and Emotional Wellbeing Lead (Mental Health First Aid)
Mr K Patel	Assistant Principal Pastoral Support
Mrs R Devlin	Assistant Principal and PHSE lead
Mrs K Pritchard	Assistant Principal / SENCo
Ms H Billingham	Designated Child Protection / Safeguarding Officer (Mental Health First Aid)
Mrs V Watkiss	Head of Year (Mental Health First Aid)
Mrs N Pritchard	Success Centre Manager (Mental Health First Aid)
Mrs M Bird	Emotional and Behavioural Mentor (Mental Health First Aid)
Mr R Wrighton	Head of Year (Mental Health First Aid)

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the Head of Year in the first instance. Heads of Year will meet with the Mental Health Lead on a regular basis to discuss concerns. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the Designated Child Protection Lead / Associate Principal or Principal. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Identification of Students with Social, Emotional and Mental Health Issues (SEMH)

The school will use a range of data and information, including referrals from parents and students, to identify social, emotional and mental health (SEMH) concerns within school. CPOMS (safeguarding and child protections software) will be used to record incidents, behaviours and emotions, which can be interpreted as expressions of SEMH e.g. self-harm, anxiety, suicidal thoughts, being withdrawn, challenging behaviour etc. This data and information will allow the pastoral team and child protection team, working in conjunction with the SENCO, to flag students who have significant SEMH concerns. The school aims to build strong relationships with students and their families in order to recognise early changes in the student. Possible warning signs for SEMH include:

Physical signs

- Frequent headaches, stomach upsets or minor illness
- Sleep problems
- Lack of care over appearance
- Altered energy levels
- Sudden weight gain or loss
- Unexplained or frequent injuries

Emotional signs

- Fearful
- Suspicious / paranoid
- Being louder or more lively than usual
- Angry
- Tearful
- Loss of humour
- Loss of confidence and self esteem

Behavioural

- Changes in appetite
- Appearing silent or withdrawn, or distracted
- Difficulty in concentrating, memory loss
- Not participating in social activities
- Becoming uncooperative, disruptive, or aggressive behaviour
- Drop in academic performance
- Poor attendance/timekeeping or increased sickness absence
- Alcohol and / or drug misuse
- Excessive risk taking behaviour
- Overworking

Individual Wellbeing Action Plans

As students move through the stages of the school mental health strategy, it may be necessary to draw up an individual wellbeing action plan (appendix 2) for students causing concern or for those who receive a diagnosis pertaining to their mental health. This should be drawn up involving the student, the parents and relevant health professionals.

Teaching about Mental Health and Wellbeing

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are delivered through Personal Development days and through the form time wellbeing programme.

The specific content of lessons and assemblies are regularly adapted to meet emerging needs in society and our local community; there will always be an emphasis on enabling students to develop the skills, knowledge, resilience, understanding and confidence to seek help (internal and external services).

Many school activities promote, inform and encourage positive well-being, including:

- Activities for charity fundraising
- Flexible Learning Days
- Assemblies
- Proactive workshops
- Peer leadership activities

Managing Disclosures

Students may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a student 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. They should NOT promise confidentiality and follow safeguarding procedures.

Students may present as 'sad', anxious or depressed.

Students may present or disclose thoughts of self-harm, actual self-harm (i.e. cuts, burns, scratches).

Students may present or disclose as having had suicidal thoughts or feeling suicidal.

All disclosures should be recorded on CPOMS and the Head of Year should be contacted in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the Designated Child Protection Lead / Associate Principal or Principal.

Parents should be informed if there are concerns about their child's mental health and wellbeing and pupils may choose to tell their parents themselves. However, if a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed and the child protection team must be informed immediately.

Working with Parents and Carers of vulnerable students

We need to be sensitive in our approach.

It can be shocking and upsetting for parents/carers to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be understanding of this (within reason) and give the parent time to reflect.

Staff should consider whether a meeting or a phone call is the best way forward.

Staff should highlight further sources of information to parents/carers as they will often find it hard to take much in whilst coming to terms with the news that is being shared.

In the majority of cases the school will endeavour to seek consent from parents or carers in referring students to in school provision or partner agencies.

Signposting support

Internal support for students, parents and carers is outlined in the school mental health strategy at the end of this document.

The Academy displays relevant sources of support around the school, promoting the school mental health slogan – 'its ok, not to be ok'. Sources of support for students are highlighted within relevant parts of the curriculum, especially during PD days and during form time. Further sources of support can be found in Appendix 3.

Supporting Peers

When a student 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, staff should consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations with the student who is suffering and their parents:

- What it is helpful for friends to know and what should they not be told?
- How can friends best support?
- What should friends avoid doing/saying in order that they don't inadvertently cause upset?
- What warning signs that their friend needs help, should they look out for?

Additionally, it should be highlighted 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, discussing with them who it would be most appropriate and helpful to share this information with.

Staff training

All staff will receive regular training about recognising and responding to mental health and safeguarding concerns as part of their regular child protection training in order to enable them to keep students safe.

A significant number of our staff team have received Mental Health First Aid training (level 1 and level 2). For new staff, our school induction process will also highlight our approach to mental health.

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 and relevant to the student's needs.

Training sessions for all staff to promote learning and understanding about current specific issues related to mental health and well-being are part of the professional development calendar and delivered as part of staff development time.

Promoting Positive well-being and mental health for staff

Good staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment. There is a culture of trust at Blue Coat Church of England Academy, where school staff feel valued and can be open about their own health and wellbeing. The school promotes a 'family' environment and encourages a healthy work life balance.

The school recognises that good mental health is best supported by a proactive approach and a supportive culture. Wellbeing and self-care activities are delivered in a variety of ways, including delivery of optional training sessions on staff mindfulness, relaxation and managing stress across the year. The school also aims to develop a team of wellbeing ambassadors from across the school to champion activities that support staff. There is universal, targeted and specialist support available for staff, as part of the school wellbeing strategy.

Specialist Support

- Employee assistance programme
- Referrals to occupational health

Targeted Support

- Training around mental health
- Opportunities for 'Headspace time' with members of SLT – time to discuss issues
- Return to work meetings to identify issues
- Staff can contact Rev. J Trood for support

Universal Support

- Drop in meetings available with the Principal to discuss concerns
- Staff education on child and family mental health
- Culture of no blame and stigma for mental health needs of school community
- Staff feedback is encouraged to gather ideas for improvement of school ethos, model good working practices
- Weekly staff praise to encourage everyone to feel valued and supported by colleagues
- Staff prayer sessions open to all staff on a weekly basis

As professionals, staff will have the best understanding of their own health needs. Should they feel that support is required, or they are struggling with any aspect of their professional or personal lives impacting on their professional lives, they are encouraged to raise this with their line manager or with a member of SLT. School will offer appropriate and timely support through a range of strategies and referrals if necessary.

Employee Assistance Programme

This a completely confidential service which all staff are able to access the service can be contacted for help and advice on anxiety, immediate crisis intervention, bereavement, counselling, legal information, medical information and health assessment.

Telephone 08000562561

Useful sources of advice and support for staff

NHS

The website gives practical information and advice about mental health and support available.

Website: <https://www.nhs.uk/oneyou/every-mind-matters/>

Cruse Bereavement Care

Freephone National Helpline is staffed by trained bereavement volunteers, who offer emotional support to anyone affected by bereavement.

Phone: **0808 808 1677**

You can also email helpline@cruse.org.uk

The helpline is open Monday-Friday 9.30-5pm (excluding bank holidays), with extended hours on Tuesday, Wednesday and Thursday evenings, when they are open until 8pm.

Anxiety UK

Charity providing support if you have been diagnosed with an anxiety condition.

Phone: 03444 775 774 (Monday to Friday, 9.30am to 10pm; Saturday to Sunday, 10am to 8pm)

Website: www.anxietyuk.org.uk

CALM

CALM is the Campaign Against Living Miserably, for men aged 15 to 35.

Phone: 0800 58 58 58 (daily, 5pm to midnight)

Website: www.thecalmzone.net

Men's Health Forum

24/7 stress support for men by text, chat and email.

Website: www.menshealthforum.org.uk

Mental Health Foundation

Provides information and support for anyone with mental health problems or learning disabilities.

Website: www.mentalhealth.org.uk

Mind

Promotes the views and needs of people with mental health problems.

Phone: 0300 123 3393 (Monday to Friday, 9am to 6pm)

Website: www.mind.org.uk

No Panic

Voluntary charity offering support for sufferers of panic attacks and obsessive compulsive disorder (OCD). Offers a course to help overcome your phobia or OCD.

Phone: 0844 967 4848 (daily, 10am to 10pm). Calls cost 5p per minute plus your phone provider's Access Charge

Website: www.nopanic.org.uk

Rethink Mental Illness

Support and advice for people living with mental illness.

Phone: 0300 5000 927 (Monday to Friday, 9.30am to 4pm)

Website: www.rethink.org

Samaritans

Confidential support for people experiencing feelings of distress or despair.

Phone: 116 123 (free 24-hour helpline)

Website: www.samaritans.org.uk

SANE

Emotional support, information and guidance for people affected by mental illness, their families and carers.

SANEline: 0300 304 7000 (daily, 4.30pm to 10.30pm)

Textcare: comfort and care via text message, sent when the person needs it most:
www.sane.org.uk/textcare

Peer support forum: www.sane.org.uk/supportforum

Website: www.sane.org.uk/support

For a more detailed list of adult mental health services and other support material, please see the staff support and wellbeing folder in the staff shared area.

Appendix 1: Blue Coat Church of England Academy Mental Health Strategy

‘So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand’ Isaiah 41:10

The core of the Church of England’s Vision for Education is underpinned by the belief that education should support human flourishing, or ‘fullness of life’. This should equip children and young people in their understanding of who they are, why they are here, what they desire and how they should live. The vision also puts emphasis on a rounded education which should equip young people with strong foundations that will carry them through into adulthood. At Blue Coat Church of England Academy we believe that building strong emotional and mental health early in life can promote self-esteem, develop resilience and help students to overcome adversity. This, in turn, will lead to students engaging positively with education, having enhanced future employment opportunities and being able to make positive life choices.

Many students have mental health difficulties at some stage in their school career or are directly or indirectly impacted by poor mental health within their family. National data identifies that:

- Half of all mental health conditions are established before the age of 14.
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Teaching staff often deal with larger class numbers, all of whom will be dealing with their own individual issues. In an average class of 30, 15-year-old pupils:

- Three students could have a mental health disorder
- Ten students are likely to have witnessed their parents separate
- One student could have experienced the death of a parent
- Seven students are likely to have been bullied at some stage of their school career
- Six students may have self-harmed at some point

Additionally, the Covid – 19 pandemic has further impacted on the emotional and mental health of a wide range of individuals and families and will require additional, planned support for the whole school community. There will be an increase in anxiety, trauma and issues linked to bereavement.

At Blue Coat Church of England Academy there will be a graduated response to support the emotional and mental health of all students. Universal provision will ensure that stigma around mental illness is tackled directly and that all students are given tools to develop healthy social and emotional skills. A staged response will be put in place to target support and intervention at vulnerable students with additional need and the school aims to signpost specialist pathways to support students and their family.

The mental health strategy should be seen as part of a wider network of provision in school, including development of our restorative practice approach. Policies linked directly to this document are the Relationship and Behaviour Policy, the Special Needs Policy, the Anti Bullying Policy, the Safeguarding Policy and the Mental Health and Well Being Policy.

Blue Coat Church of England Academy Graduated Response to Mental Health Concerns

Stage 1: Universal Provision

At Blue Coat Church of England Academy the emotional and mental health of all students is supported through a range of universal provision:

*The Christian values of the school promote an environment of respect, kindness and diversity. Collective worship and assemblies create a shared sense of community – the 'Blue Coat family'

*Whole school restorative practice approach builds positive relationships and reduces conflict, anxiety and bullying. It allows emotions to be discussed openly and issues to be resolved. This includes the use of peer mentors. Please see the Relationship and Behaviour policy for additional details.

*Circle time is used on a weekly basis in form time and a 'check in – check-up - check out' approach is used to make it possible for students to express their feelings in a structured, calm environment.

*The form time 'well-being' programme promotes student mental resilience and provides strategies for increasing mental and emotional health. Areas, including stress management, mindfulness, healthy lifestyles and tackling the stigma of mental illness, are addressed.

*Curriculum, teaching and learning promotes resilience and support social and emotional learning (LORICK skills)

*Personal Development Days (PHSE) across the academic year support understanding of emotional and mental health issues and help signpost support for students. This includes sessions delivered from external organisations

*Mental Health First Aid trained staff embedded in school structure

*Pastoral support from non – teaching Heads of Year provides support for all students, as well as engagement with parents at an early stage regarding concerns

Stage 2: Early Individualised Support

1. Discuss initial concerns with student after a student self referral / staff concern. Support student in developing resilience and problem solving skills with the support of family and friends
2. HoY to provide additional support for mild / moderate difficulties impacting on relationships / activities. Student supported in following the self help advice provided from student toolkit
3. Form tutor to complete weekly individual 'check in - check up - check out' intervention to monitor issues
4. Promote the three foundations of healthy emotional well being - eating, sleeping and exercise
5. Support self referral to WWW.Kooth.com (age 11-18)
6. Provide further guidance to student and family from Blue Coat Family support Toolkit.

Stage 3: Identify Additional Need

1. Students voice is gathered and students complete a well-being action plan
2. Individualised assessment tool to be completed to identify areas of need – SDQ (Strength / Difficulty Questionnaire) and / or Boxall profile used
3. Observations of student in the classroom arranged by pastoral team
4. Findings reviewed at Inclusion Panel Meeting. Initial next steps and interventions planned - ALGEE
5. SEND register discussed/ provision reviewed

Stage 4: Tier One Intervention

- Staff will select which support is appropriate. All interventions will be monitored and reviewed.
1. Social and emotional interventions (small group and 1 to 1 support)
 2. Identified key emotional support person put in place
 3. 'Hear to Hear' talking therapy
 4. School based counselling support
 5. Trauma based approaches used
 6. Planned social time interventions
 7. Refer to external agencies to support both parent and child i.e. EH, grief counselling

Stage 6: Crisis Management

- Urgent mental health support required due to mental health crisis (psychosis, threats of suicide or Significant self harm)
- Ambulance and medical help sort immediately
- Review what support is required for students / adults involved in the crisis incident

Stage 5: Escalation

1. On going provision review. Escalation on SEND register.
2. Additional external agencies involved
3. Individually planned support and approaches informed by specialist services such as
4. EHCP application considered

Stage 4: Tier Two Intervention

1. Monitor and review impact of support & interventions
2. Nurture based interventions / Pragmatics
3. Learning Support Practitioner to intervene with key students
4. Refer to WHP counselling

Mental Health Emergency Event

A serious event, whether it be at a school, local or national level, can impact the whole school community in a number of different ways. A crisis, such as a sudden death within school or a global event such as the Covid – 19 pandemic, may well impact all staff, students and the wider community in different ways. Children and young people have a healthy curiosity and if they are not informed about the circumstances, or feel they are unable to ask questions, their emotional health may be impacted in a negative way. During a time of uncertainty and potential anxiety, the school will take a proactive approach and review the package of support offered to all stakeholders in order to best support their emotional well-being. The school bereavement protocol will also be enacted, if appropriate, to support with the grief process and help signpost additional provision.

The graduated response to mental health support will be adapted to meet the greater demands of an emergency or crisis situation. Universal provision, which is stage one of the graduated response, will focus on providing a wide range of support through the form time well-being programme, circle time and support from the pastoral team. Students that are more significantly impacted by the event will receive more targeted support, following the graduated response. Referral to the higher stages will come via a staff or parent referral or via a self-referral from the student. Each stage will be adapted to the crisis situation and staff / parent/ student toolkits will be created to offer guidance, support and self-help opportunities. Finally, the school will liaise with external organisations and the local authority to ensure they are able to signpost appropriate provision for all stakeholders during the time of crisis.

Finally, a key priority for the school will be to ensure the emotional health and well-being of all staff, with support provided within school or via a range of external staff support.

Appendix 2: Wellbeing Action Plan

Wellbeing Action Plan

The writing of a wellbeing action plan will usually be considered at stage 3 of the graduated response. The appropriate member of pastoral staff will complete the plan in liaison with the Mental Health Lead and SENCo.

Name of student:

Year group:

Date of meeting:

Date of review:

Attending the meeting

Staff:

Parents / carers /family members:

Students:

	Student & Family	Blue Coat Church of England Academy
Please give details of current concerns in relation to the student.		
What action and support has already been undertaken? <i>(Please see graduated response in the school Mental Health Strategy – appendix 1)</i>		
What action is now required to support the mental health and wellbeing of the students? <i>(Please see graduated response in the school Mental Health Strategy – appendix 1)</i>		

<p>Are there any special requirements or precautions that are required to be put in place at this stage?</p> <p>Is the student on any medication?</p>		
<p>In case of an emergency regarding the students mental health, what are the agreed actions required by stakeholders?</p>		
<p>Review: <i>This section is to be completed approx. 8 – 10 weeks after the initial plan has been put in place. At this point (staff, parents and the student) should decide:</i></p> <ul style="list-style-type: none"> <i>i) If the plan should continue, as it is successfully supporting the student.</i> <i>ii) If it should end if there does not appear to be an ongoing need.</i> <i>iii) If changes to the plan should be made and recorded in this section.</i> 		

Signed:

Staff:

Parents:

Appendix 3: Sources of support for parents and students on mental health issues

Student support

Kooth

www.kooth.com

This website gives safe and anonymous support to young people. You can receive advice and counselling, as well as speaking to other young people who have similar difficulties.

SHOUT

This is the first 24/7 text service for any young person in crisis. SHOUT has a team of volunteers who will help anyone struggling. It is free on all major mobile networks. TEXT 85258

Child Line

This support is aimed at under19s. You can call 08000 1111 for free support. The child line app allows you to access 1-2-1 chats with a councillor and there are resources on the app to help you with your mood / emotional state.

THEMIX

Is aimed at anyone under 25 and provides support for those who need it. The text service provides free, 24/7 crisis support across the UK. If you're aged 25 or under, and are experiencing any painful emotion or are in crisis, you can text THEMIX to 85258. You can also phone them on 0808 808 4994

Child Line – the calm zone

www.childline.org.uk/toolbox/calm-zone

The website gives practical activities, ranging from breathing exercises to yoga videos, to help you stay calm and not become so anxious. You can sign into the website, without using your real name and can access a mood journal, for you to record your thoughts and feelings.

Young Minds

<https://youngminds.org.uk/find-help/looking-after-yourself/coronavirus-and-mental-health/>

This is a charity that offers online tips and advice for supporting mental health during the Covid -19 crisis and mental health in general. This is aimed at teenagers and makes lots of practical suggestions on how you can look after yourself.

Young Minds

This charity also provides general mental health support.

- provides free, 24/7 crisis support across the UK if you are experiencing a mental health crisis - just text YM to 85258
- all texts are answered by trained volunteers, with support from experienced clinical supervisors
- texts are free from EE, O2, Vodafone, 3, Virgin Mobile, BT Mobile, GiffGaff, Tesco Mobile and Telecom Plus

Samaritans

www.samaritans.org

This is aimed at anyone who is struggling to cope or thinking about hurting themselves. They have a 24/7 help line on 116 123. They also have a self-help app. The app helps you track your mood and suggests things that could help

Parent support

If you are concerned about your child's mental and emotional wellbeing, additional support and guidance is available through a number of organisations.

- If parents are worried about their child's mental health or don't understand how they are feeling then there is a helpline for them to phone. Please suggest call Young Minds Parent Helpline: 0808 802 5544 for free Mon-Fri support from 9.30pm to 4pm. <https://youngminds.org.uk/find-help/for-parents/>
- The Royal College of Psychiatrists has a detailed section on help for the whole family www.rcpsych.ac.uk/mental-health/parentsand-young-people and provides guidance on all mental health problems and treatments, with downloadable leaflets. www.rcpsych.ac.uk
- Minded for Families provides free, quality assured advice which is easy to understand. It is helpful for any adults caring for children or teenagers with mental health problems. <https://mindedforfamilies.org.uk/young-people/>
- Samaritans provides 24 hour, nationwide support by phone: 116123 for stress, anxiety or despair related issues, including suicide. www.samaritans.org
- Papyrus offers advice and support from qualified professionals about suicide. This is for anyone up to the age of 35 who is having suicidal thoughts and for their friends and families. They can be contacted through the website www.papyrus-uk.org or on their "Hopeline": 0800 068 4141 or 07786 209 697 (open 10am - 10pm weekdays and 10am - 2pm weekends)
- Beat gives clear advice on all aspects of dealing with eating disorders, including helpful guidance to parents, carers and families. www.beateatingdisorders.org.uk
- Sane 0300 304 7000 offers out of hours, 6pm -11pm daily, specialist support and information to anyone affected by mental illness, including family and carers.
- Anna Freud Centre – a leaflet about mental health for parents of young children: www.annafreud.org/media/7228/tmh-parentleaflet-final-all-approved-laid-out-for-web.pdf
- Child Bereavement UK supports families and educates professionals when a baby or child of any age dies or is dying, or when a child is facing bereavement. Every year they train more than 8,000 professionals, helping them to better understand and meet the needs of grieving families. <https://childbereavementuk.org/>
- Winston's Wish provide specialist child bereavement support services across the UK, including in depth therapeutic help in individual, group and residential settings. They will give advice to parents and schools on supporting young people www.winstonswish.org/
- Charlie Waller Memorial Trust offers support to parents and schools to support the mental health of young people. They have specific leaflets to parents on a range of issues. The leaflets are available at <https://www.cwmt.org.uk/schools-families-resources>