



Blue Coat Church of England Academy

Mental Health and Wellbeing Policy

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Ratified by the Governing Body on:		
	Signature	
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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 further impacted on the emotional and mental health of a wide range of individuals and families and this impact continues to 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 depending on the level of need (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	Headteacher and Mental Health and Emotional Wellbeing Lead (Mental Health First Aid Trained)
Mrs N Pritchard	Assistant Principal Pastoral Support (Mental Health First Aid Trained)
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 M Bird	Mental Health and Safeguarding Lead (Mental Health First Aid)
Ms Fran Corker	Well Being Hub Manager

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 and the child protection team 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, Headteacher 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 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

Range of Support:

The needs of all students are supported, including those with the most complex needs and difficulties relating to SEMH. Those with the most significant needs can sometimes display challenging behaviour or can have trouble successfully accessing the curriculum. The problems these students experience within school may be the result of a diagnosed mental health condition or be the result of a history of trauma and adverse childhood experiences. Some students may have a disability, learning need or physical illness, while others may yet not have a diagnosis but are experiencing significant issues accessing school successfully. A range of provision will be offered, dependant on the level of need of the student (please see diagram below). Inclusion meetings take place regularly to review provision for individual students and escalate support for students.

Universal provision for all students: Provision is in place to ensure that our students are given the tools to develop healthy social and emotional skills and that the stigma around mental illness is tackled directly. The curriculum provides the skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally safe. This is delivered through Personal Development Days, Personal Development lessons in KS3, assemblies and through the form time wellbeing activities, which includes circle time to support the open discussion of social and emotional issues. Wider school strategies, including the development of restorative practice and trauma informed practice also support with SEMH. Other school activities, including clubs, proactive workshops and peer leadership activities promote, inform, and encourage positive well-being.

The **Success Centre** focuses on students who have removed from lessons and encourages them to reflect on the difficulties they have experienced. They complete both academic and responsive work, which is directly linked to the behaviour they have displayed within school.

Whole school restorative practice approaches are used to build positive relationships and reduce conflict, anxiety, and bullying. It allows emotions to be discussed and issues to be resolved. Restorative practice is used to repair relationships and resolve issues and our school values of hope and kindness underpin this work.

We are aware that poor behaviour can sometimes be an indication of unmet needs and when students have repeated incidents that require time within the centre, a SEMH assessment will be completed, and students will receive additional targeted support linked to needs identified by the



The **Well Being Hub** is a provision, launched in January 2023. Its aim is to provide intensive, specialist support for students with more complex SEMH needs and who are struggling to access mainstream provision

The hub offers a safe and nurturing environment, where medium and high level SEMH students (please see the level structure provided in the Mental Health Policy) are supported to make academic progress by developing the skills to regulate emotion, build resilience, manage anxiety, and engage in positive social interactions in an

The **Special Educational Needs Department** helps identify additional needs and supports students. Interventions are completed in small groups or on a one-to-one basis. Targeted academic support and interventions for SEMH and communication difficulties are in place, support includes art therapy, pragmatics, and social stories.

The **Child Protection Team** safeguard students and supports those who are vulnerable, have experienced trauma or who have serious mental health concerns. The Safeguarding Mental Health Lead within the department acts as a key worker for the most vulnerable students with serious mental health issues, as well as providing SEMH interventions. External professional counselling is provided within school three days per week. This allows students to access professional mental health support.

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 sessions 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
- Clubs and activities
- Flexible Learning Days
- Assemblies
- Proactive workshops
- Peer leadership activities

Well-being Hub

The Wellbeing Hub offers a safe and nurturing environment, where medium risk to high-level SEMH students are supported (Appendix 1), allowing them to access a tailored support plan to enable them to regulate their emotions and develop behaviours within school that will permit them to successfully access the curriculum and build resilience. It will provide a safe space for students in SEMH crisis or who are having significant difficulty accessing the mainstream curriculum due to their additional needs or are experiencing emotional distress. Its aim is to make sustainable and impactful changes to their SEMH needs and the behaviours displayed within school

The Hub Manager will work closely with both the SENCo and the SLT Pastoral lead, to review the cohort of students who will access provision and will provide a range of support and training for staff to support the development of wider professional practice.

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, Headteacher 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 most 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:

- Is it 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 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) and some have achieved higher level qualifications. 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. There is universal, targeted and specialist support available for staff, as part of the school wellbeing strategy.

Supporting well-being and mental health for staff

Specialist Support

- Employee assistance programme
- Referrals to occupational health

Targeted Support

- Training around mental health
- Opportunities for 'Headspace time' or coaching sessions 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 and Headteacher 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 can 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

Mental Health Emergency Event

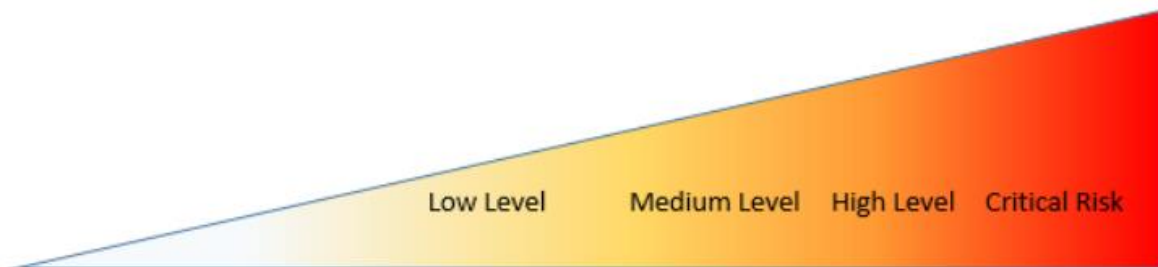
A serious event, whether it be at a school, local or national level, can impact the whole school community in several different ways. A crisis, such as a sudden death within school or a global event such as the Covid – 19 pandemic, may well impact all staff, students and the wider community in different 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. Universal provision 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 more intensive support will come via a staff member or parent referral or via a self-referral from the student. Each stage will be adapted to the crisis 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 can 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: Social, Emotional and Mental Health Continuum

SEMH Continuum



Low level incidence may be at the early stages of a concern; a sudden change in behaviour, persistent low level classroom disruption or difficulties settling to learn, things which would be managed in classroom. This will be supported through universal provision, including pastoral and form time support, contact with home and personal development days and lessons. Heads of Year will monitor students at this stage and escalate when necessary.

Medium level incidence may include features of low level but also include increased identifiable concerns related to communication difficulties, managing emotions, deterioration in progress, attendance problems. Parents may report issues at home. It may be that other agencies are also involved, and other classroom support has been implemented through the SENCo, pastoral staff, middle leaders. Mental Health concerns may also be supported through the child protection team and referrals to WPH counselling will be considered. Referrals to external agencies may be deemed necessary. An SEMH assessment will be completed after repeated placements in the Success Centre and targeted intervention will be put in place. Interventions in the Well Being Hub will be considered for students whose needs are escalating or have completed earlier interventions. Additional concerns and escalation will be reviewed on an ongoing basis during the half termly inclusion meetings with the Headteacher.

High level incidence may include features already discussed but the student may have fixed term exclusions, be difficult to reach, struggle to respond to the measures already in place, and a measurable impact on others is observed. A diagnosis of a Mental Health condition or an EHCP may be in place or being sought. The Safeguarding Mental Health Lead will act as keyworker to the most vulnerable students and some students will be supported by the Well Being Hub, with individual intervention plans in place. External agency support will be accessed with parental permission. Review of student provision and impact of support will occur through safeguarding and inclusion meetings.

Critical Risk incidence may occur with a student with any of the above or may be a sudden change where there is a build-up of fixed term exclusions and risk of permanent exclusion. Referral to external provision will be considered, as well as the package of support provided for high level need students. At this point timetables will be reviewed, and a personalised curriculum considered, including an escalation of support by the Well Being Hub. Review of student provision and impact of support will occur through safeguarding and inclusion meetings.

Appendix 3: 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?		
What action is now required to support the mental health and wellbeing of the students?		

<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 4: 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>