



Blue Coat Church of England Academy

Mental Health and Wellbeing Policy

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	Signature	
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Chair of Governors		L. Parker
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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

Designated Wellbeing Governor: Rev J Trood

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:

- 1 in 5 children and young people in England experience mental health problems, highlighting the need for comprehensive mental health support in schools.
- 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 needs as they arise. As a result, a staged response will target support and intervention for vulnerable students and the school will signpost specialist pathways to support both them and their family.

The mental health strategy is a part of a wider network of provision within school, including the development of our restorative practice approach. Our form time programme allows for form tutors to conduct daily wellbeing checks on our students, with the Academy establishing a ten-minute welfare check prior to the delivery of the form time programme; this also includes days on which certain year groups have assemblies and on whole school assembly days as well.

Policies linked directly to this document are the Behaviour Policy, the Special Needs Policy, the Anti Bullying Policy and the Safeguarding Policy.

Positive 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 students. 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 students and staff
- 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 students and staff with the skills to be resilient, so that they can manage the normal stress of life effectively. This includes 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 students 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 include:

Name	Role
Mrs N Pritchard	Assistant Principal – Behaviour and Attitudes (Mental Health First Aid Trained)
Miss E Phipps	Student Pastoral Coach and DSL (Designated Safeguarding Lead)
Miss L Webley	Student Welfare Administrator and DSL (Designated Safeguarding Lead)
Ms S Gunnell	Student and Families Support Worker and DSL (Designated Safeguarding Lead)
Mrs K Pritchard	Assistant Principal / SENCo
Ms Fran Corker	Inclusion Lead – SEMH (Social, Emotional, Mental Health)
Miss K Addison	Inclusion Lead – Behaviour and Welfare (ELSA trained – Emotional Literacy Support Assistant)
Ms C Ebanks	SEND administrator and Intervention Coordinator (ELSA trained – Emotional Literacy Support Assistant)

Any member of staff who is concerned about the mental health or wellbeing of a student must share their concern by using our safeguarding reporting platform, CPOMS. An immediate referral to the Designated Safeguarding Leads must be followed if there is fear that a student is in danger of immediate harm. If a student 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 uses 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) is used by staff 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. Any member of staff can also complete an internal referral form following which the Assistant Principal – Behaviour and Attitudes and Assistant Principal – SENCo screen to identify which professional is best suited to support an individual student's needs. The school aims to build strong relationships with students and their families to recognise early changes in the student. Possible warning signs for SEMH may 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 students are provided with the tools to develop healthy social and emotional skills and that the stigma around mental illness is tackled directly. Our form time programme includes a daily opportunity for form tutors to check the welfare of their tutees, in addition to the wellbeing activities delivered in form time, including on assembly days. Our Personal Development Days, Personal Development lessons in Key Stage 3, assemblies, as well as the development of our restorative practice all provide staff and students with the opportunity to talk about mental health. Other school activities and interventions, such as proactive workshops, peer leadership activities, clubs and others also encourage and promote positive wellbeing.

The Safeguarding Team - supports students who are vulnerable, who may have experienced trauma or who may have serious mental health concerns. The Student Pastoral Coach, Student Welfare Administrator and Student and Families Support Worker, all of whom are also Designated Safeguarding Leads play a pivotal role in the Academy's perpetual endeavours to safeguard students and promote their wellbeing. The Safeguarding team work closely with the pastoral team and wider school community acting as key workers for our most vulnerable students with serious mental health issues, as well as providing appropriate interventions and signposting to relevant external agencies. The Safeguarding team liaise with and make referrals where applicable to external professionals when necessary, some of whom include Reflexions, School Health, Black Country Women's Aid, CAMHS, Families First and many more.

The Special Educational Needs Department - helps identify the four main areas of special educational needs, including SEMH (Social, Emotional, Mental Health), communication and interaction, cognition and learning and sensory or physical needs. Interventions are completed in small groups or on a one to one basis including art therapy, Lego therapy, girls' and boys' groups, pragmatics, as well as break and lunch clubs for students requiring further support at social times. Time Out passes are also issued to students to help them regulate their emotions when necessary, allowing them to have some breathing space.

Inclusion Leads and ELSA centre – The Academy's two Inclusion Leads work closely together and the wider school community to support students in one-to-one interventions. This follows the internal referral process that any member of staff can submit to raise a concern about a student's wellbeing. The Academy also now holds an ELSA centre in which ELSA (Emotional Literacy Support Assistants) trained staff including the Inclusion Lead for Behaviour, provide mental health support to students.

The Success Centre – focuses on students demonstrating challenging behaviours and not following the school’s code of conduct. At Blue Coat CE Academy, we understand that poor behaviour can sometimes be an indication of unmet needs. The Success Centre encourages students to reflect on the poor choices they have made and combines a restorative and punitive approach in which students understand the consequences of their actions, but are allowed the opportunity to cool off and repair relationships with staff or peers. Restorative practices are used to repair relationships and resolve issues and our school values of hope and kindness underpin this work. Within the Success Centre, students complete both academic and responsive work, which is directly linked to the behaviours they have displayed within school or in the community.

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

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 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 must be recorded on CPOMS. If there is a fear that the pupil is in danger of immediate harm, then the normal safeguarding procedures must be followed with an immediate referral to the Designated Child Protection Leads/Assistant Principal – Behaviour and Welfare immediately.

Parents/carers should be informed if there are concerns about their child's mental health and wellbeing and students may choose to tell their parents/carers 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 safeguarding team must be informed immediately.

Working with Parents and Carers of vulnerable students

We need to be sensitive and respectful in our approach.

It can be distressing for parents/carers to learn of their child's issues and many may respond with anger, fear, or upset during the first conversation. We must be understanding of this and allow the parent/carer 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 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 Personal Development days and during form time. Further sources of support can be found in Appendix 3. Leaflets with key information about mental health support are in key areas of the school which is shared to students in assemblies at the start of the academic year but also throughout the school year and these include reception, the notice board outside of the safeguarding office, as well as on our school website and social media platforms. Students are supported with safety plans for out of school hours including school holidays and weekends. The Sharp System is also an additional platform enabling students to disclose matters that concern them anonymously if necessary.

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 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 receive training about recognising and responding to mental health and safeguarding concerns as part of their regular safeguarding 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 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 is 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 CE 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. Staff have access to the Employee Assistance Programme, Westfield Health, pastoral support from Rev. Jim Trood, access to Walsall Talking Therapies, Rethink Mental Illness and many more. The Academy's website has a direct link to a number of services and staff voice is obtained and acted upon in various ways, such as working lunches with the Principal and Vice Principal, Principal's Forum, staff surveys and others. Our coaching ethos is also an additional supportive tool for staff and staff within the safeguarding team also have access to external supervision meetings termly.

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 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

All employees of Blue Coat Church of England Academy are entitled to make use of the Employee Assistance Programme. The service is to support the wellbeing of all staff. Health Assured provide a free and confidential service for employees and their immediate families that includes, short-term counselling, legal advice, and financial guidance.

The Wisdom app from Health Assured can be located on the Apple App Store and Google play store. (How to guide below)

Organisation Code to access: MHA245299

You can also access Wisdom online using the link below.

<https://wisdom.healthassured.org/>

Once you have entered the organisation code you will then be asked to enter an email and a password of your choice to create your account.

Useful Contacts and Services

Rev. Jim Trood (St. Matthew's Church)

rector@stmatthewswalsall.co.uk

07939587208

Walsall Talking Therapies for help with anxiety, depression or stress.

Free, confidential and tailored for you

08009530995

www.walsalltalkingtherapies.nhs.uk

Rethink Mental Illness

03005000927 (Mon-Fri 9.30a.m. to 4.00p.m.)

www.rethink.org

Men's Health Forum 24/7

www.menshealthforum.org.uk

Panic Attacks & OCD

www.nopanic.org.uk

08449674848 (Everyday 10.00a.m. to 10.00p.m.)

[Westfield Health Insurance](#)

Click [here](#) for information on how to claim.

All school employees are automatically enrolled to Westfield Health which provides money back towards your everyday healthcare bills, along with:

- Doctorline - 24/7 telephone access to a practising UK GP
- Prescription charges covered at current NHS rate
- Flu jab and vaccinations
- Westfield Rewards
- Gym Discounts

Staff Recommended Apps

[Menopause Matters](#) - Let's talk, learn and support each other

Walsall Council Wellbeing Support Page- [Get support for your wellbeing | Walsall Council](#)

Mind - Leading Mental Health Charity in England- Support Line: [0300 102 1234](#)

Appendix 1: Mental Health Emergency Event

Mental Health Emergency Event

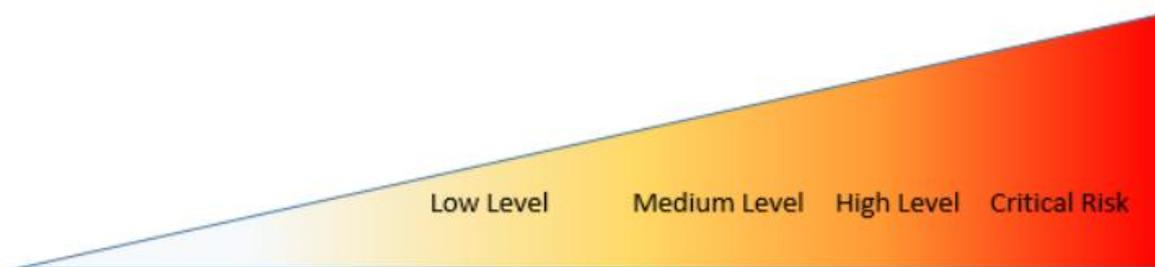
A serious event, whether it be at a school, local or national level, can impact the whole school community in several different ways. A crisis, such as a sudden death within school or a global event such as the Covid – 19 pandemic, may well impact all staff, students and the wider community in different 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: Internal referral form



Internal referral form

Referral form

Pupil name:		Form Group:
Person making referral:		Date of referral:
Areas of concern <i>(tick the relevant boxes)</i>	Other: <i>(please specify)</i>	
<input type="checkbox"/> General learning difficulties	<input type="checkbox"/> Communication and interaction	<input type="checkbox"/> Emotional Regulation
<input type="checkbox"/> Specific learning difficulties (e.g. dyslexia)	<input type="checkbox"/> Speech and language	<input type="checkbox"/> Physical (e.g. gross/fine motor skills, visual or hearing impairment)
<input type="checkbox"/> Behaviour	<input type="checkbox"/> Social (e.g. friendship issues, reading social cues)	<input type="checkbox"/> Mental Health (CPOMS)
What difficulties does the pupil have accessing the curriculum?		

Referral form

What difficulties does the pupil have during unstructured times?

Score the **impact** on the pupil's **behaviour** and **learning** out of 10, with 10 being the most impact and 1 being the least impact.

Impact: _____/10

Score the **urgency** of the referral out of 10, with 10 being most urgent and 1 being least urgent.

Urgency: _____/10

Attendance:

Lessons _____ out of _____

School _____%

Current WAG:

Behaviour Data:

Conduct Score _____

Number of Detentions: _____

Referral form

What support has already been put in place?

- Form Tutor Report
- HOD Intervention
- Contact with parent
- Student Voice
- Mediation
- Subject Report
- Check ins
- Time out Pass

Adaptive Teaching Strategies (Please Specify)

Other (Please specify)

Impact of support:

Referral form

What next steps would you like to see?

Any further comments?

Attached documents

(tick the relevant boxes)

- | | |
|---|---|
| <input type="checkbox"/> Pupil information | <input type="checkbox"/> Teacher/SENCO discussion notes |
| <input type="checkbox"/> Teacher-parent or carer/teacher-child discussion notes | <input type="checkbox"/> Teacher/HOY discussion notes |
| | <input type="checkbox"/> Data tracking of progress |
| | <input type="checkbox"/> Other observations (including HOD/teaching assistant observations) |

Appendix 4: Emotional Wellbeing Apps



Emotional Well-being Apps

Below are a collection of apps that are designed to support young people and their families with their mental health and well-being. If you scan the QR code next to the app description it will take you to the website where you can click and download the app via Google Play or the App Store.



Calm Harm is a free app that helps you manage or resist the urge to self-harm.



Learn how to manage feelings like anxiety and depression with **Catch It**.



Chill Panda

Learn to relax, manage your worries and improve your wellbeing with Chill Panda.



Clear Fear is a free app developed to reduce anxiety using effective Cognitive Behavioural Therapy (CBT) techniques and is recommended for 11 to 19 year olds.



Combined Minds app helps families and friends to support young people with their mental wellbeing.



Feeling Good

Relax your body and mind with a series of audio tracks designed to help you build confidence, energy and a positive mindset.





Headspace is meditation made simple. The app will teach you life-changing skills or meditation and mindfulness in just a few minutes a day.



MindShift CBT is a free self-help anxiety relief app, that helps you reduce worry, stress, and panic by following evidence-based strategies.



Move Mood

Designed to help you improve your mood by encouraging you to increase your motivation to carry out a variety of tasks in order to help you to move forward, take control and feel positive.



My Possible Self

Take control of your thoughts, feelings and behaviour with the My Possible Self mental health app. Use the simple learning modules to manage fear, anxiety and stress and tackle unhelpful thinking.



notOk is a free digital panic button to get you immediate support via text, phone call or GPS location when you're struggling to reach out.



Worry Tree

Take control of worry and anxiety, one day at a time.



Everyday Mental Health by Wysa

Mental health services for people experiencing stress, anxiety and depression. Free for 12-18 year olds, access Wysa Premium by scanning the QR code and entering code BCWO2023.

