

East Somerset Federation

Upton Noble Church of England VC Primary School



Mental Health & Wellbeing Policy

Approved by the Governing Body of
The East Somerset Federation

Signed:

A handwritten signature in black ink, appearing to read 'Susan Sise'.

Date: September 2024

Date for Review: September 2025

Mental Health and Well-Being Policy

1 Why is Mental Health and Well-Being Important?

At the East Somerset Federation, we aim to promote positive mental health and well-being for our whole school community; pupils, staff, parents and carers, and recognise how important mental health and emotional well-being is to our lives in just the same way as physical health. We believe at Upton Noble Church of England Primary School that “when all our lights shine anything is possible.” We ensure that all children are guided and supported wherever they may be on their journey.

We recognise that children’s mental health is a crucial factor in their overall well-being and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need.

All children go through ups and downs through their school career and some face significant life events. About 10% of children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on their quality of life, relationships and academic achievement.

The Department for Education (DfE) recognises that: “in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy.”

Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting pupils’ well-being and can help engender a sense of belonging and community.

Our role in school is to ensure that they are able to manage times of change and stress, be resilient, are supported to reach their potential and access help when they need it. We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and be a school where:

- all pupils are valued
- pupils have a sense of belonging and feel safe

- pupils feel able to talk openly with trusted adults about their problems without feeling any stigma 3
- positive mental health is promoted and valued
- bullying is not tolerated.

In addition to children's well-being, we recognise the importance of promoting staff mental health and well-being.

2 Purpose of the Policy

This policy sets out:

- how we promote positive mental health
- how we prevent mental health problems
- how we identify and support pupils with mental health needs
- how we train and support all staff to understand mental health issues and spot early warning signs to help prevent mental health problems getting worse
- key information about some common mental health problems
- where parents, staff and pupils can get advice and support.

3 Definition of Mental Health and Well-Being

We use the World Health Organisation's definition of mental health and wellbeing:

... 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.

Mental health and well-being is not just the absence of mental health problems. We want all children/young people to:

- feel confident in themselves
- be able to express a range of emotions appropriately
- be able to make and maintain positive relationships with others
- cope with the stresses of everyday life
- manage times of stress and be able to deal with change
- learn and achieve

4 Links to other Policies

This policy links to our policies on Safeguarding, Inclusion, Looked After Children, Anti-Bullying and Behaviour, Personal Social Health Education (PSHE), Relationships and Sex Education (RSE) and Special Educational Needs and Disabilities (SEND) Policy.

Links with the Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need. We consider behaviour to be a message.

5 A Whole School Approach to Promoting Positive Mental Health

We take a whole school approach to promoting positive mental health that aims to help pupils become more resilient, be happy and successful and prevent problems before they arise. This encompasses eight aspects:

1. Creating an ethos and nurturing environment, policies and behaviours that support mental health and resilience that everyone understands
2. Helping pupils to develop social relationships, support each other and seek help when they need to
3. Helping pupils to be resilient learners
4. Teaching pupils social and emotional skills and an awareness of mental health
5. Early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services
6. Effectively working with parents and carers
7. Promoting staff wellbeing
8. Supporting and training staff to develop their skills and resilience

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues. We aim to be a 'talking school' with an 'Open Door Policy'.

6 Roles and Responsibilities

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need. All staff understand about possible risk factors that might make some children more likely to experience problems; such a physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

The school's Mental Health Team (Executive Headteacher, Head of Schools and SENCO):

- leads on and works with other staff to coordinate whole school activities to promote positive mental health
- provides advice and support to staff and organises training and updates
- keeps staff up-to-date with information about what support is available
- liaises with the PSHE Leader on teaching about mental health
- is the first point of contact and communicates with mental health services
- leads on and makes referrals to services

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to pupils with mental health needs and their families. Support includes:

- Class teachers
- Emotional Literacy Support Advisors (ELSA) to manage mental health needs of pupils
- SENCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including pupils whose mental health problems mean they need special educational provision
- Parent Family School Advisor (PFSA) to support children and families who may have experienced a change in their lives which has affected the children's mental health.
- Young Somerset who are a local youth work charity offering free support to children and young people aged up to 18 in Somerset
- Somerset Big Tent is a partnership of Charities, Charitable Incorporated Organisations and Community Interest Companies. These are organisations that provide a range of services including positive activities, therapeutic services and specialist support to increase positive wellbeing and improve mental health within children and young people aged 5-25 in Somerset

7 Supporting Pupils' Positive Mental Health

We believe we have a key role in promoting pupils' positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including:

Pupil-led Activities

- Campaigns and assemblies to raise awareness of mental health Transition Support
- Being part of the Wellbeing Action Group

Transition Support

- Support for vulnerable children, for example, Emotional Literacy Support (ELSA) support small group work such as Emotional Literacy Support (ELSA)
- Transition meetings with parent/carers, pupils and relevant staff
- Yearly individual learning plans for vulnerable children
- Moving on booklets for available for vulnerable children's needs
- Transition meetings between all class teachers
- Key Adults might support secondary school visits with vulnerable pupils

Class Activities

- Worry boxes
- Zones of regulation
- Mindfulness and breathing/meditation in class

- Classroom scripts and signposting

Whole School

- Wellbeing Focus
- Connect resources
- PSHE Association resources
- Jigsaw resources
- Anna Freud Schools in Mind resources
- Assembly themes
- Somerset Health and Wellbeing resources
- Displays and information around the school about positive mental health and where to go for help and support both within the school and outside the school

Small Group Activities

- Small friendship, social skills groups
- Through PSHE we teach the knowledge and social and emotional skills that will help pupils to be more resilient, understand about mental health and help reduce the stigma of mental health problems. Key Stage 1 and Key Stage 2 children learn to explore feelings through topics using Connect and the PSHE association:
 - Exercise
 - Safe Relationships
 - Self-Care
 - Give to Others
 - Keeping Safe
 - Connect with Others
 - Challenge Yourself
 - Growing and Changing
 - Embrace the Moment

8 Our Approach:

- provide a safe environment to enable pupils to express themselves and be listened to
- ensure the welfare and safety of pupils as paramount
- identify appropriate support for pupils based on their needs
- involve parents and carers when their child needs support
- involve pupils in the care and support they have
- monitor, review and evaluate the support with pupils and keep parents and carers updated

9 Early Identification:

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Identify individuals that might need support

- working with the School Office staff who are often the first point of contact with families seeking support
- Close relationships with local playgroups
- induction meetings for pupils / families joining at any point during the year
- analysing behaviour
- staff report concerns about individual pupils to the SENCO and Headteacher
- weekly staff briefing for staff to raise concerns about individual children
- gathering information from a previous school at transfer or transition
- parental meetings
- enabling pupils to raise concerns to class teacher and support staff
- enabling parents and carers to raise concerns through the school class teacher or to any member of staff - we have an 'Open Door Policy'
- Any member of staff concerned about a pupil will take this seriously and talk to the SENCO, Head of Schools or Executive Headteacher

These signs might include:

- non-verbal behaviour
- isolation from friends and family and becoming socially withdrawn
- changes in activity or mood or eating/sleeping habits
- lowering academic achievement
- talking or joking about self-harm or suicide
- expressing feelings of failure, uselessness or loss of hope
- an increase in lateness or absenteeism
- not wanting to do swimming or get changed for swimming
- drug or alcohol misuse
- physical signs of harm that are repeated or appear non-accidental
- wearing long sleeves in hot weather
- repeated physical pain or nausea with no evident cause

Staff are aware that mental health needs such as anxiety might appear as noncompliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development. If there is a concern that a pupil is in danger of immediate harm, then the school's child protection procedures are followed. A risk assessment and plan will be made.

Verbal Disclosures by Pupils

We recognise how important it is that staff are calm, supportive and non-judgmental to pupils who verbally disclose a concern about themselves or a friend. The emotional and physical safety of pupils is paramount and staff listen rather than advise. Staff are clear to pupils that the concern will be shared with the Designated Safeguarding Team and recorded in order to provide appropriate support to the pupil.

Non-Verbal Disclosures by Pupils

Staff also recognise persistent and unusual non-verbal disclosures in behaviours in line with the NICE (National Institute for Health & Care Excellence) recommendation that behaviour may be an unmet need or message.

Confidentiality

All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

Assessment, Interventions and Support

All concerns are reported to the Head of Schools/Executive Headteacher and recorded. We then implement our assessment system based on levels of need to ensure that pupils get the support they need, either from within the school or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

We recognise that just like physical health, mental health and emotional well-being can vary at any given time and is fluid and changes, there are no absolutes.

<p style="text-align: center;">Need</p> <p>The level of need is based on discussions at the regular Inclusion meetings /panel with key members of staff</p>	<p style="text-align: center;">Evidence-based Intervention and Support</p> <p>The kinds of intervention and support provided will be decided in consultation with key members of staff, parents and pupils</p>	<p style="text-align: center;">Monitoring</p>
<p>Highest need</p>	<p>CAHMS assessment, 1:1 or family support or treatment, consultation with school staff and other agencies</p> <p>Educational Psychologist Involvement</p> <p>External agency support that provides 1:1 support and group work</p> <p>If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the SEND policy and SEN School Information Report</p>	<p>All pupils needing targeted individualised support will have an Individual Care Plan drawn up setting out-</p> <ul style="list-style-type: none"> • The needs of the pupils • How the pupil will be supported • Actions to provide that support • Any special requirements <p>Pupils and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through a Strengths and Difficulties Questionnaire</p>
<p>Some Need</p>	<p>Referral to Young Somerset</p> <p>Intervention, small group intervention, skills for life/wellbeing programmes, circle of friends ELSA, PFSA</p>	<p>Multi-agency meetings and regular reviews and feedback with parents/carers</p> <p>Early Help Referral and Children's Services if appropriate</p>
<p>Low Need</p>	<p>General support e.g., class teacher/TA,</p>	

		Electronic log is kept and there are regular SLT safeguarding meetings weekly staff briefing
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Working with Specialist Services to get swift access to the right Specialist Support and Treatment

In some case a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, school refusal and other complex needs. We make links with a range of specialist services and have regular contact with the services to review the support and consider next steps, as part of monitoring the pupils' provision.

School referrals to a specialist service will be made by the SENCO following the assessment process and in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the parent/carer and when it is the most appropriate support for the pupil's specific needs.

Specialist Service	Referral process
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school, GP or self-referral
Young Somerset	Accessed through Young Somerset website can be completed by parent or Mental Health lead/SENCO

10 Involving Parents and Carers

Promoting Mental Health

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting their children with mental health needs. To support parents and carers:

- we provide information and signposting to organisations on our websites on mental health issues and local wellbeing and parenting programmes.
- have an 'Open Door' Policy.
- supporting parents and carers with children with mental health needs through sensitive and supportive regular meetings and signposting.

When a concern has been raised the school will:

- contact parents and carers and meet with them
- in most case parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as child protection issues.
- offer information to take away and places to seek further information
- be available for follow up calls
- make a record of the meeting

- agree an Action Plan
- discuss how the parents and carers can support their child
- keep parents and carers up to date and fully informed of decisions about the support and interventions

Parents and carers will always be informed if their child is at risk of danger. We make every effort to support parents and carers to access services where appropriate.

Pupils are our primary concern, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

11 Involving Pupils

- we seek pupils' views and feedback about our approach and whole school mental health activities through Pupil Voice, surveys, class questions and suggestion boxes

12 Supporting and Training Staff

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in pupils and know what to do and where to get help.

Those staff with a specific responsibility have more specialised training and where possible access to supervision from mental health professionals.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing with a number of strategies such as our Staff Wow board, Wellbeing washing line, staff birthday cards, Wellbeing staff events such as walks and quizzes.

13 Monitoring and Evaluation

This policy was made in collaboration with the whole school. Its effectiveness will be monitored by the SLT.

Appendix

Apps, Online Support and Further Reading

A range of apps, online support and further reading covering mental health problems most commonly seen in school-aged children and young people. Some resources are aimed at children and/or young people experiencing mental health problems, whilst others are suited to parents/carers and school staff supporting a child or young person. Some of the apps and other resources may be helpful for more than one specific issue.

General Mental Health & Wellbeing

Apps

eQuoo: a storyline and skills game which supports the development of resilience, personal growth and interpersonal relationship skills.

<https://equoogame.com>

MeeToo: a safe and secure forum for teenagers wanting to discuss any issue affecting their lives.

<https://www.nhs.uk/apps-library/meetoo>

ThinkNinja: a mental health app designed for 10 to 18 year olds. Using a variety of content and tools, it allows young people to learn about mental health and emotional wellbeing and develop skills they can use to build resilience and stay well.

<https://www.nhs.uk/apps-library/thinkninja/>

Online Support

Hub of Hope: a mental health database of local, national, peer, community, charity, private and NHS support.

<https://hubofhope.co.uk/>

Chat Health Chat Health is a mobile health service for parents and young people in Somerset making it easier to get health and wellbeing advice. **Monday-Friday 9am - 5pm.**

Parents of children 0-4: Confidential help from the Health Visiting Team Just send a text **07480 635514**

Parents of children 5-19 years: looking for confidential help and advice? Just send a text to your School Nurse Team. **Text 07480 635515**

Young People 11-19 years: Discreet and quick, it only takes one text to start making a difference. You'll get confidential advice from a local School Nurse.

You don't have to give your name if you don't want to.

Text 07480 635516

ChildLine: information, advice, support and tools for children and young people up to 19 years old.

0800 1111 www.childline.org.uk

Every Mind Matters: Having good mental health helps us relax more, achieve more and enjoy our lives more.

We have expert advice and practical tips to help you look after your mental health and wellbeing.

www.nhs.uk/every-mind-matters/

Kooth: free online counselling for 10-18 year olds.

<https://www.kooth.com/>

Mindline Somerset, Open 24 hours a day, seven-days a week, Mindline is open to people of all ages who need urgent mental health support. The helpline is the first port of call for mental health help – it is operated by people in your local area who will know how best to support you.



The Mix: advice, blogs, articles and 1-2-1 online chat and messenger options for older teens and young adults.

0808 808 4994 www.themix.org.uk

Shout: a free, confidential and anonymous text support service.

Txt 85258 <https://giveusashout.org/get-help/>

Somerset Big Tent brings together local organisations that offer support to children and families.

They also run weekly virtual hubs for young people and parents:

www.somersetbigtent.org.uk/virtual-hubs/

Somerset Child and Adolescent Mental Health Service (CAMHS) webpages

We offer a variety of teams and services for young people aged 0–18 years old who are struggling with their mental health. www.somersetft.nhs.uk/camhs/

Somerset Children and Young people Health and Well being parent and carer toolkit:

A website designed to support parents and carers to find the information they need to help with their role 'being a parent'

https://www.cypsomersethealth.org/parent_and_carer_toolkit

Somerset Learn for Love: Family health and wellbeing resources for all Somerset residents

<https://www.cypsomersethealth.org/news&id=397>

The Tellmi App: this app supports the mental health and emotional well-being of children and young people in Somerset, through pre-moderated peer support, where young people can safely talk about difficult issues including relationships, friends, college, anxiety, appearance, exams, break ups, Covid and learn how to help themselves by helping each other.

To share your worries anonymously and get support from other young people, **download the free Tellmi app**

For more information visit www.tellmi.help/about



Young Minds: mental health support for young people and their parents. and carers

<https://www.youngminds.org.uk/>

Young Somerset's Wellbeing Service: Free wellbeing support for young people experiencing low level mental health needs in Somerset. Find out more here:

www.youngsomerset.org.uk/Pages/Category/wellbeing-support

Books

- Adrian Bethune (2018) Wellbeing in the Primary Classroom: A practical guide to teaching happiness and positive mental health. London: Bloomsbury.
- James Hollinsley (2018) An Educator's Guide to Mental Health and Wellbeing in Schools London: Woodbridge: John Catt Educational Ltd.

Anxiety, panic attacks and phobias

Anxiety can take many forms in children and young people, and it is something that each of us experiences at low levels as part of normal life. When worrying thoughts, overwhelming anxiety, fear or panic are repeatedly present over several weeks or months and negatively impact a young person's ability to access or enjoy day-to-day life, intervention is needed.

Apps

- **Chill Panda:** Tasks include simple breathing techniques and light exercises to take your mind off your worries.

<https://www.nhs.uk/apps-library/chill-panda/>

- **Worry Tree:** Uses cognitive behavioural therapy (CBT) techniques to help notice and challenge worries and create an action plan for managing worry.

<https://www.nhs.uk/apps-library/worrytree/>

- **Thrive:** helps prevent and manage stress, anxiety and related conditions. The game based app can be used to relax before a stressful situation or on a more regular basis.

<https://www.nhs.uk/apps-library/thrive/>

Online support

- **Anxiety UK:** A range of free and paid for self-help resources.

www.anxietyuk.org.uk

Books

- Lucy Willetts and Polly Waite (2014) Can I Tell you about Anxiety?: A guide for friends, family and professionals. London: Jessica Kingsley Publishers.
- Carol Fitzpatrick (2015) A Short Introduction to Helping Young People Manage Anxiety. London: Jessica Kingsley Publishers.

Depression

Ups and downs are a normal part of life, but for someone who is experiencing depression, negative thoughts, feelings of failure, hopelessness, numbness or sadness may affect functioning over an extended period, having a significant impact on behaviour, motivation and ability to engage in day-to-day activities.

Apps

- **Catch It:** Learn how to manage feelings like anxiety and depression with Catch It. The app will teach you how to look at problems in a different way.

<https://www.nhs.uk/apps-library/catch-it/>

- **MoodTools:** A free app for managing depression with mood tracker, videos, meditations and thought diary.

<https://www.moodtools.org/>

Online support

- **The Campaign Against Living Miserably (CALM)**

0800 585858

Get Help On: Depression

<https://www.thecalmzone.net/>

Books

- Christopher Dowrick and Susan Martin (2015) Can I Tell you about Depression?: A guide for friends, family and professionals. London: Jessica Kingsley Publishers.
- Nadja Reilly (2015) Anxiety and Depression in the Classroom: A Teacher's Guide to Fostering Self-Regulation in Young Students. London: W.W. Norton & Company.

Self-harm

Self-harm describes any behaviour where a young person causes harm to themselves in order to cope with thoughts, feelings or experiences they are not able to manage in any other way. It most frequently takes the form of cutting, burning or non-lethal overdoses in adolescents, while younger children and young people with special needs are more likely to pick or scratch at wounds, pull out their hair or bang or bruise themselves.

Apps

- **Blue Ice:** an evidence based app to help young people manage their emotions and reduce urges to self-harm.

<https://www.oxfordhealth.nhs.uk/blueice/>

- **Calm Harm:** an app designed to help people resist or manage the urge to self-harm.

<https://calmharm.co.uk/>

- **Self-Heal:** A free app to help with the management of self-harm. Includes distraction task suggestions, useful contacts, information on self-harm and a gallery of inspirational images.

<http://www.self-healapp.co.uk/>

Online support

- **Alumina (Formerly Self Harm UK):** Free self-harm support for 14-19 year olds.

<https://alumina.selfharm.co.uk/>

- **Harmless:** Provide a range of services to support people who self-harm, and those that support them.

<https://harmless.org.uk/>

- [A Guide for Young People – Self Harm from Young Minds](#)

- [Information and Support - Self-Harm from Mind](#)

Books

- Tina Rae and Jody Walshe (2015) Understanding & Preventing Self-Harm in Schools: Effective Strategies for Identifying Risk and Providing Support. Buckingham: Hinton House.

- Carol Fitzpatrick (2012) A Short Introduction to Understanding and Supporting Children and Young People Who Self-Harm. London: Jessica Kingsley Publishers

- Keith Hawton and Karen Rodham (2006) By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents. London: Jessica Kingsley Publishers.

Suicidal thoughts

Young people may experience complicated thoughts and feelings about wanting to end their own lives. Some young people never act on these feelings though they may openly discuss and explore them, while other young people die suddenly from suicide, apparently without any warning.

Apps

- **distrACT:** easy, quick and discreet access to information and advice about selfharm and suicidal thoughts.

<https://www.expertselfcare.com/health-apps/distract/>

- **Stay Alive:** a pocket suicide prevention resource for the UK, packed full of useful

information. Can be used by individuals who are having thoughts of suicide or if you are concerned about someone else who may be considering suicide.

<https://www.prevent-suicide.org.uk/find-help-now/stay-alive-app/>

Online support

- **Samaritans:** Young People and Suicide.

<https://www.samaritans.org/about-samaritans/research-policy/young-peoplesuicide/>

- **Papyrus:** prevention of young suicide.

www.papyrus-uk.org

- **The Campaign Against Living Miserably (CALM):** helpline support and webchat 0800 585858

<https://www.thecalmzone.net/>

- **Worry Tree:** Uses cognitive behavioural therapy (CBT) techniques to help notice and challenge worries and create an action plan for managing worry.

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- **The Campaign Against Living Miserably (CALM):** helpline support and webchat 0800 585858
<https://www.thecalmzone.net/>

Books

- Terri A. Erbacher, Jonathan B. Singer and Scott Poland (2015) *Suicide in Schools: A Practitioner's Guide to Multi-level Prevention, Assessment, Intervention, and*

Postvention. New York: Routledge.

Obsessions and compulsions

Obsessions are intrusive thoughts or feelings which are disturbing or upsetting; compulsions are the behaviours carried out in order to manage those thoughts or feelings. For example, a young person may be constantly worried that their house will burn down if they don't turn off all switches before leaving the house. They may respond to these thoughts by repeatedly checking switches, perhaps returning home several times to do so.

Online support

- **OCD UK:** advice, information, and support services for those affected by OCD.

www.ocduk.org/ocd

- **OCD Youth:** aims to increase awareness and access to support for anyone under 25 affected by OCD.

<https://ocdaction.org.uk/ocd-youth/>

Books

- Amita Jassi and Sarah Hull (2013) *Can I Tell you about OCD?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers.
- Patricia Rice Doran (Ed) (2016) *PANDAS and PANS in School Settings: A Handbook for Educators*. London: Jessica Kingsley Publishers.

Eating problems

Problems with eating, along with preoccupation with weight and shape, may develop as a way of coping with difficult emotions or experiences. Some young people develop eating disorders such as anorexia (where food intake is restricted), or bulimia nervosa (a cycle of bingeing and purging). Early intervention is crucial to protect physical and mental health.

Apps

- **Recovery Record:** Technology-enabled best practice for eating disorder treatment.

<https://www.recoveryrecord.co.uk/>

Online support

- **Beat Eating Disorders:** helplines, chatrooms and resources.

<https://www.beateatingdisorders.org.uk/>

- NHS Advice for parents: eating disorders.

<https://www.nhs.uk/mental-health/feelings-symptomsbehaviours/behaviours/eating-disorders/advice-for-parents/>

Books

- Bryan Lask and Lucy Watson (2014) *Can I tell you about Eating Disorders?: A Guide for Friends, Family and Professionals*. London: Jessica Kingsley Publishers.
- Pooky Knightsmith (2015) *Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies*. London: Jessica Kingsley Publishers.

For further e-learning opportunities **MindEd** is a free educational resource hub on children, young people and adult mental health.



Appendix B: Guidance and advice documents

[Promoting children and young people's emotional health and wellbeing: A whole school or college approach.](#)

Guidance for headteachers and college principals on the 8 principles for promoting emotional health and wellbeing in schools and colleges.

Public Health England and Children & Young People's Mental Health Coalition (2021)

[Mental health and behaviour in schools.](#)

Departmental advice for school staff.

Department for Education (2018)

[Counselling in schools: a blueprint for the future](#)

Departmental advice for school staff and counsellors.

Department for Education (2016)

[Teacher Guidance: teaching about mental health and emotional wellbeing](#)

PSHE Association.

Funded by the Department for Education (2019)

[Keeping children safe in education](#)

Statutory guidance for schools and colleges.

Department for Education (2021)

[Supporting pupils at school with medical conditions](#)

Statutory guidance for governing bodies of maintained schools and proprietors of academies in England.

Department for Education (2015)

[Healthy child programme from 5 to 19 years old](#)

A recommended framework of universal and progressive services for children and

young people to promote optimal health and wellbeing.

Department of Health (2009)

[Future in mind – promoting, protecting and improving our children and young people’s mental health and wellbeing](#)

A report produced by the Children and Young People’s Mental Health and Wellbeing Taskforce to examine how to improve mental health services for children and young people.

Department of Health (2015)

[NICE guidance on social and emotional wellbeing in primary education](#)

[NICE guidance on social and emotional wellbeing in secondary education](#)

[What works in promoting social and emotional wellbeing and responding to mental health problems in schools?](#)

Advice for schools and framework document written by Professor Katherine Weare.

National Children’s Bureau (2015)

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Appendix C: Data Sources

[Children and young people’s mental health and wellbeing profiling tool](#) collates and analyses a wide range of publicly available data on risk, prevalence and detail (including cost data) on those services that support children with, or vulnerable to, mental illness. It enables benchmarking of data between areas.

[The National Child and maternal Health Intelligence Network Knowledge Hub – School Health](#)

Provides access to resources relating to the commissioning and delivery of health services for school children and young people and its associated good practice, including the new service offer for school nursing.

[Health behaviour of school age children](#)

An international cross-sectional study that takes place in 43 countries and is concerned with the determinants of young people’s health and wellbeing.