



THOMAS ALLEYNES HIGH SCHOOL

Mental Health and Well Being Policy

September 2020

Written by SJones

Approved/reviewed by

The Learning and standards
Committee Governors.

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Date of next
review

September
2021

Policy Statement

At Thomas Alleyne's High School, we aim to promote positive mental health and wellbeing for our whole school community (students, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. It is widely recognised that a child's emotional health and well being influences their cognitive development and learning, as well as their physical and social health and their mental well being in adulthood. The department for Education recognises that, in order to help their pupil's succeed: schools have a role to play in supporting them to be resilient and mentally healthy.

'Mental Health is a state of well -being in which every individual realises his or her own potential, can cope with the stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community' (World Health Organisation, 2014)

At our school, we aim to promote positive mental health for every student, parent/carer and staff. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at identified vulnerable pupils and families.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. The latest statistics show that between the ages of 5 and 19 one in eight will have an identifiable mental health issue at any one time and rates of mental disorders increase with age. See appendix 1 for information and additional support about mental health illnesses.

The policy describes the school's approach to promoting positive mental health and well being and is intended as guidance for all staff including non-teaching staff and governors. It should be read in conjunction with our SEND policy where a student has an identified special educational need and the safeguarding policy in relation to prompt action and wider concerns of vulnerability. The policy is also linked to the sex and relationships policy and mental health topics are taught in the respect programme.

Ethos

We want Thomas Alleyne's to be a mentally healthy school so that staff and students achieve their personal best and are able to take every advantage of the opportunities presented to them.

Policy Purpose

This policy sets out:

- How we promote positive mental health.
- How we prevent mental health problems.
- How we identify and support children with mental health needs.
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems
- Key information about some common mental health problems.
- Where parents, staff and children can get further advice and support

Named Mental Health Lead : Sarah Jones

Lead Members of Staff Roles/Responsibilities: Safeguarding board members – roles included DSL, HoH, Head of Sixth form, SSA's RTL lead, SENCO, Respect Co-ordinator

Named Governor with lead on Mental Health and Safeguarding : **Martin Cruddas (safeguarding governor)**

Teaching about Mental Health and Wellbeing

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 children 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 as: 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 should 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 (see appendix 1 on risk and protective factors).

- Departments highlight cross curricular links with their subject and positive mental health where possible e.g. making time in your day to do something you enjoy – reading, art, music drama, food technology - the link between diet and the affects on our mood, physical education – the release of endorphins following exercise/activity.
- Mental Health and Wellness topics delivered in the Respect Programme and in assemblies e.g. celebrating myself, mental health and revision, e-safety, social media, relationships, cannabis and mental health,

Training of Staff

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe. We will host relevant information on our virtual learning environment for staff who wish to learn more about mental health. The MindEd www.minded.org.uk learning portal provides free online training suitable for staff wishing to know more about a specific issue.

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 due to developing situations with one or more pupils. Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Within the CPD booklet there are also well being sessions which staff can attend.

We will ensure that we have at least one trained mental health first aider.

Targeted Support

Pupil identification

Wellbeing measures including staff observations focusing on any changes in behaviour, attention and presentation will feed into the identification process, as well as any communication from the students regarding their emotions and feelings. Any member of staff who is concerned about the mental health or wellbeing should log this information on the MyConcern platform. If there is a fear that the child is in danger of immediate harm then a member of the safeguarding team needs to be alerted immediately. If the child 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. See Appendix 1 for identifying needs and warning signs.

Staff will follow SSCB guidance for reducing exam stress (see appendix 3).

Staff identification

It is recognised at Thomas Alleyne's that promoting staff health and emotional well-being should be an integral part of the whole staff approach to mental health and well-being. Therefore training and signposting to materials to mental health and emotional well being will be made available to all staff. Documentation (electronic or paper) which staff can refer to. Held in school for reference containing informative advice about key factors understanding the importance of their own emotional well-being and where to go for additional support and advice.

An open-door policy to senior leadership is always available if staff are in need of speaking to someone about issues of concern and a fully committed supportive governing body. External counselling is available to any member of staff that feels that they need it. Appointments can be made through the headteacher.

Working with Parents and Guardians

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents, we will:

Highlight sources of information and support about common mental health issues on our school website and weekly newsletter, Round Up e.g. Shout:

SHOUT the UK's first 24/7 text service that is free on all mobile networks for anyone in crisis at anytime, anywhere. Text number is : 85258

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

- Ensure parents are aware of who they can talk to, and how to get the support they need if they have concerns about their own child or friend of their child.
- Make our mental health policy easily accessible to parents and guardians via the school website
- Utilise, where appropriate, external speakers deliver information on mental health concerns and strategies
- Keep parents informed about mental health topics their children are learning about in the respect programme and share ideas for extending and exploring this learning at home.
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Working with Other Agencies and Partners and Signposting

Through our safeguarding board and pastoral system, referrals can be made to external agencies for individuals who need support for various ill mental health conditions. We would also recommend an appointment with a GP.

Agencies we refer to:

- Educational Mental Health Practitioners – who can work with students in school on low mood, behaviour difficulties, worry management, anxiety/avoidance e.g. simple phobias, separation anxiety, panic management, thought challenging – negative automatic thoughts, sleep hygiene.
- YESS
- Mental Health Support Team in Schools
- Midlands Partnership NHS Foundation Trust (they have set up a 24/7 urgent NHS mental health service providing telephone support, advice and triage for if you live in South Staffordshire: **0300 555 5001**)

North Staffordshire Combined Healthcare NHS Trust Contact Information Shared with the school community via Parent News and Roundup.

Contact the Access Team at our Crisis Care Centre, any time of the day or night, every day and for any age on **0300 123 0907 (Option 1)**. If you have a hearing impairment and are unable to utilise the telephone, you can text the Access Team on 07739 775202 and the team will respond as soon as possible (please note: this text service is charged at your network provider's rate).

These phone lines will be staffed by CAMHS and Adult Mental Health workers and will therefore be able to support anyone, at any time, whatever their age. Both Trusts however suggest that where a child or young person is currently under the care of a CAMHS Team that if possible, in the first instance, they contact the team directly to get support.

- Action for Children
- CAMHS

Also see appendix 1-4 for further reading and support

Monitoring and Evaluating

Weekly safeguarding board meetings are held to monitor and evaluate the effectiveness of interventions that have been put in place for individuals.

Delivery of materials in RESPECT lessons is reviewed in House team meetings. Staff are encouraged to share resources which have been well received and effective by their class.

Trends of MyConcern cases are monitored using the MyConcern reporting facility e.g. self-harm. These trends are reported termly to the trust by the DSL in school. The DSL is Anne Maingay.

Other policies to refer to:

- Supervision policy
- Safeguarding policy
- Keeping Children Safe in Education 2020
- SSCB guidance on coping with exam stress

Appendices

Appendix 1 Information taken from mentallyhealthyschools.org.uk for further information on visit the website

	Warning signs	What can Schools do?
<p>Bullying and Cyber Bullying Bullying is usually targeted behaviour that is repetitive and persistent. It can have long-lasting effects on children’s mental health and academic performance.</p> <p>verbal abuse: name-calling, saying nasty things</p> <p>physical abuse: hitting, kicking, scratching, pushing</p> <p>emotional abuse: making threats, spreading rumours, being blackmailed, telling lies about another child, excluding a child from friendship groups or activities</p> <p>cyberbullying: sending threatening, upsetting or abusive messages through email, texts, games, chat rooms, social media, messaging apps etc., excluding another child from online games and groups, creating or sharing embarrassing or malicious photos or videos, encouraging someone to self-harm</p> <p>being a bystander: encouraging, joining in, watching or colluding with the child who bullies.</p>	<ul style="list-style-type: none"> • avoiding school • feeling anxious or distressed • losing confidence and becoming withdrawn or secretive • struggling to eat or sleep • having unexplained injuries • belongings getting “lost” or damaged • changes in appearance • not performing as well at school • changes in behaviour at school or home. 	<p>Teach skills that help to protect children against bullying</p> <ul style="list-style-type: none"> • co-operate with others • be tolerant • show empathy • build healthy relationships • resist inappropriate pressure <p>An effective whole-school strategy to prevent bullying. This may include:</p> <ul style="list-style-type: none"> • building strong relationships with parents and carers before any crisis emerges so that difficult conversations about behaviour are easier and more productive • training school staff to help them understand the different types of bullying and the impact these may have on mental health and wellbeing. • adopting a firm but non-judgmental and non-shaming approach to addressing bullying behaviours – and making sure to separate the child from the behaviour • encouraging all school staff and pupils to be alert to signs of bullying, and have the skills to know what to do if they witness bullying • being aware of the importance of the physical environment of the school and how breaktimes and lunchtimes are organised, for example this may involve monitoring school bullying hotspots.

<p>Academic and exam stress Wanting to do well in school work is a generally positive attribute and some degree of concern about school tests is normal. But recent teacher surveys and data from helplines (such as The Key and Childline) point to increases in exam stress, worry and anxiety</p>	<ul style="list-style-type: none"> • Complain of physical health problems (e.g. stomach aches, headaches etc.). • Not be sleeping or eating properly. • Have mood changes, such as being tearful, angry, withdrawn. • Be reluctant to attend school or talk about tests and exams. • Spend too much time on their work or alternatively avoid schoolwork. • Be overly self-critical of themselves and of any mistakes they make. • Become obsessive in the way they work – unwilling or unable to break off 	<ul style="list-style-type: none"> • Make sure the whole-school environment is respectful, safe and nurturing. • Ensure that your school follows a robust PSHE curriculum. PSHE is a vital opportunity to develop important skills such as resilience, helping to promote children’s mental health and wellbeing and enabling them to face challenges with confidence. • Positive relationships in the classroom/school built on kindness, trust, safety and security promote pupil wellbeing and provide the protective benefit of a strong, healthy relationship with an adult. • Be alert to signs of stress among pupils and follow up to ask if they are alright. • School staff should ensure they are managing their own stress levels and looking after their own mental health.
<p>Internet and Social Media Social media and the internet can have both positive and negative effects on children’s mental health. Schools play an important role in educating children on how to stay safe online.</p>	<ul style="list-style-type: none"> • Disrupted sleep • Accessing harmful or inappropriate content • Grooming or online abuse • Cyberbullying • Body dissatisfaction 	<ul style="list-style-type: none"> • training school staff in online risks and safety issues, and on how to protect and support children online • working with students to develop effective digital safety skills, policies and procedures to help children stay safe online both inside and outside of school • talking openly about cyberbullying to students • working with and informing parents and carers on how they can reduce their child’s exposure to online risks • encouraging pupils to get a good night’s sleep and switch off their phone an hour before they go to bed.
<p>Body Image How children think and feel about their body and the way they look can affect their mental health in both a positive and negative way</p>	<ul style="list-style-type: none"> • feeling overly worried about how they look • wanting to cover up parts of their body because they feel self-conscious 	<ul style="list-style-type: none"> • Train school staff to recognise the early signs that may suggest a child is struggling with body dissatisfaction or has unhealthy views of body image. This could include a persistently distorted view of their body or early signs of eating problems.

	<ul style="list-style-type: none">• being bullied for the way they look – or children making negative comments• refusing types of food because “it makes me fat”	<ul style="list-style-type: none">• Staff should be aware of the language they use when talking about body size, shape and appearance with each other and pupils, to avoid reinforcing negative views of body image or stereotypes.• Use PSHE lessons to help children feel proud and confident about the way they look, and to celebrate difference and diversity.• Reinforce positive body image messaging through making sure that classroom and school posters, pictures, books, music, toys, dolls and other materials are diverse in terms of body size, shape, height, skin colour, abilities and disabilities, etc.• Show students, through PE and physical play activities, that being active is about having fun. And that exercise and being active can help to relieve stress, improve memory and boost your mood.• Explore what it feels like to be healthy, rather than what it looks like. Encourage healthy food choices and emphasise the role of food as fuel.
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Appendix 2: SSSCB resources to support mental health including SSSCB policy links

<p>SSSCB Policies</p>	<p>4U Children-and-Young-People-who-Self-Harm-or-Disclose-an-Intent-to-Die-by-Suicide</p>
<p>DfE Guidance</p>	<p>Practical materials and guidance for primary and secondary schools to use to train staff about teaching mental wellbeing</p> <p>Teaching about mental wellbeing</p> <p>Mental Health and Behaviour in school guidance</p> <p>You tube DFE Supporting pupil and student mental wellbeing Webinar</p> <p>Keeping Children Safe in Education Sep 2020</p>
<p>Staffordshire County Council Coping with a Crisis Guidance</p>	<ul style="list-style-type: none"> • <u>Coping with a crisis at school</u> Advice for headteachers, teachers and governing bodies with regards to coping with a crisis including the death of a student <div data-bbox="725 820 786 879" data-label="Image"> </div> <p>Coping-with-a-Crisis-September-2019.d</p>
<p>Guidance/Resources for children/parents/education professionals</p>	<ul style="list-style-type: none"> • <u>Action for children</u> Action for Children support Staffordshire’s children 5-18 with their emotional and mental health. Some of the support offered by Action for Children is face-to-face and some will be through a new digital e-therapy service, depending on the type of support a family need Action for Children • <u>Anna Freud – National Centre for children and families</u> A range of resources for schools to help them respond to children’s mental health, including videos together with information to support staff mental wellbeing. Anna Freud

- Beat
For parents and carers worried about their child's eating problems or disorder, they can refer to BEAT's advice, support and helpline (Tel: 0808 801 0677).
<https://www.beateatingdisorders.org.uk/coronavirus>
- Changes Young People
Changes is a peer support service promoting the recovery of young people in mental distress. The service is a self-referral service which covers children living in Stoke, Newcastle-under-Lyme, Staffordshire Moorlands and Stafford.
[Changes](#)
- Chat Health
Text message service and app for young people and parents to ask for health and wellbeing advice
[Chat Health](#)
- The Mix.
Support for young people regarding self-harm including apps and tools, a one to one chat option, telephone helpline and crisis messenger.
[The Mix](#)
- NHS – Student mental health
Support for children around anxiety, low motivation, sleep problems or self-esteem issues. The site includes links to NHS choices Mood Zone and students against depression and advises older children on where they can turn to for support.
[NHS Student Mental health](#)
- Papyrus
Papyrus (Prevention of Young Suicide), www.papyrus-uk.org provide confidential advice and support for young people who feel suicidal: HOPELineUK 0800 068 41 41; Text 07786 209 697; Email: pat@papyrus-uk.org
[Papyrus](#)

- Shout
Anyone in a crisis can also text 85258 for SHOUT, the UK's first 24/7 crisis text service (free on all major mobile networks, for anyone in crisis anytime)
[Shout](#)
- Stem4

Support for young people and free apps for them to use providing them with a range of ways to help manage anxiety and the urge to self-harm.
[Stem4](#)
- Time to Change
A selection of straightforward, tried and tested resources and free materials to get young people in school talking. The resources include 10- and 15-minute assembly plans, short activities including quizzes and conversation bingo together with resources for parents.
[Time to Change](#)
- University of Oxford Self-Harm Parent Guide
The University of Oxford have also produced a guide for parents and carers to support their child or young person in dealing with self-harm.
[Parent/Carer guide on self harm](#)
- Visyon- Empowering young people
An emotional health and wellbeing support service for children aged 5-18 years in **Staffordshire Moorlands**. Vision provides support for children, young people and their families. They offer wellbeing sessions, 1:1 mentoring, 1:1 therapeutic support and a space to talk.
[Visyon](#)
- Young Minds
Advice for children, parents/carers and professionals
[Young Minds](#)

<p>Exam and Results Stress</p>	<ul style="list-style-type: none">• Staffordshire Learning Net provides a range of guidance including best practice guidelines (you will need a log on to access this) https://www.staffordshire.gov.uk/secure/Schools/Pupil-Support/Virtual-School/Exam-stress/Exam-Stress-SCC-guidance.aspx• <u>Staffordshire County Council</u> Advice for parents SCC Exam Stress Guidance• <u>Young minds</u> Provide a range of activities and guidance for settings to support children/young people around exam/results time; Young Minds Exam Time Guidance Young Minds Exam Time Guidance 2 Managing mental health during SATS Well being tips during exams for secondary pupils Dealing-with-disappointing-exam-results Exam-results-stress-advice-for-parents Exam-results-stress-advice-for-young-people
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<p>Bereavement /Suicide Support</p>	<ul style="list-style-type: none"> • <u>The Dove Project</u> Provides bereavement and loss counselling in North Staffordshire for children aged 4 and above. The Dove Project • <u>Winston's wish</u> A childhood bereavement charity which works with children who have experienced the death of a parent or sibling Winston's Wish • <u>Young Minds</u> Provide a wide range of mental health support for young people, which includes bereavement support Young Minds Bereavement Support • <u>NHS- Support for families after someone may have died by suicide</u> A useful guide for families where someone in the family may have died by suicide Support after Someone may have Died of Suicide Guide • <u>Samaritans</u> Support for education settings around a suicide of a child attending the setting Support for School where a child has attempted suicide
<p>Other</p>	<ul style="list-style-type: none"> • <u>The Rainbow Trust</u> Supporting families with a seriously ill child. Rainbow Trust

Appendix 3: SSCB Guidance on coping with exam stress

Appendix 3: SSCB guidance on exam stress



SCC Guidance for Educational Settings: Managing Examination Stress and Providing Post-result Support

Background

Although this research at Manchester University was carried out in 2016, it is essential that schools remain vigilant during the time that students receive their results and to help and support the management of stress for children, young people and their families.

Our children and young people have had an extremely unsettled year due to the Covid 19 pandemic and many feel worried and concerned about receiving their results and the impact that this may have on their future.

Researchers at the University of Manchester completed the investigation into suicide in children and young people, funded by the Healthcare Quality Improvement Partnership. This is the first time that experts have studied the contributory factors to suicide in people under 25, on a large scale. The full report was published in May 2016 and can be downloaded using this link:

<https://sites.manchester.ac.uk/ncish/>

The findings of the study showed that for young people who committed suicide between January 2014 and April 2015:

- 36% had a physical health condition such as acne or asthma
- **29% were facing exams or exam results**
- 28% had been bereaved
- 22% had been bullied, mostly face to face

Regarding the impact of exams, the study identified that four young people died on the day of an exam or the day after.

The report identified warning signs in some cases and highlighted the need for quality support to be made available for children and young people at risk.

In response to these findings, Jacqui Morrissey, from the Samaritans, said: "From the report, Samaritans is concerned that in the majority of cases there were clear warning signs that the young person was struggling to cope."

She added: "The message is clear, we need to make sure that the right support is in place for all young people, that all parents, carers and teachers understand about suicide risk and that young people are equipped to look after their emotional well-being before life's pressures become overwhelming."

Brian Dow, from Rethink Mental Illness commented, "The report sends a strong message that mental health services for young people need to improve. We must redouble our efforts to support children and young people and ensure that they are getting the help they need."

HOPELINE UK, is a confidential support and advice service for young people who may be having thoughts of suicide. They have seen a large rise in contacts from young people and parents in recent years, quadrupling since 2013. It reports that most of the calls, texts and emails it receives relate to exam stress.

<https://papyrus-uk.org/hopelineuk-text-and-email-services/>

In 2019, Childline reported that it had delivered over 1400 counselling sessions to young people who were stressed about receiving their exam results, a 50% rise over the last 4 years.

Concern peaked in August, with a fifth of counselling sessions taking place during the month when young people receive their A-level and GCSE results.

Calls to the service ranged from being worried about whether they will get the grades that they need to go to their chosen University and not wanting to let down their teachers and parents. Children and teenagers described feeling 'worked up' and 'on the edge' with many saying that they were struggling to sleep because of the stress of getting their results.

For our young people the possibility of 'failure' has taken on a greater importance than ever before and is deeply worrying for them. We hope that with the following guidance and the incredible work that already goes on in our schools, that children and young people know who to talk to and that if it matters to them, it matters to all of us.

Best Practice Guidelines

Staffordshire County Council has drawn up the following guidelines for educational settings. Schools already promote good mental health. This advice should be used to ensure that our children and young people receive the best possible support, especially during periods of exam-related stress. This is especially important in years

10 to 13, but is relevant for younger pupils too, including those in primary settings completing SATs and other assessments.

Reducing Exam Stress

School staff have a responsibility to support all pupils in preparing for exams and managing anxiety associated with the assessment process. This can be achieved through helping pupils to:

- To identify factors that give rise to stress
- To identify the signs of stress
- To identify practical strategies for dealing with stress and promoting student resilience and well-being

Schools should consider providing some or all of the following support, bearing in mind that all interventions are **in line with Government COVID 19 advice** and therefore may need to be carried out virtually:

- assemblies or pastoral support sessions to address stress management, time management, self-organisation, exam planning, healthy lifestyle and developing personal resilience
- practical guidance on exam and results arrangements,
- drop in sessions, counselling support or access to nurture groups for pupils at risk
- workshop events
- training for staff in recognising the signs of stress and providing guidance on promoting resilience.
- guidance and advice to parents on supporting their children through the assessment process, especially in primary settings
- ensuring working conditions in exam rooms are suitable, including making water available
- for pupils with SEND, ensuring access arrangements are confirmed in good time, allowing pupils to work with designated readers / scribes prior to the actual exams and making visual timetables available if required
- in primary settings, modifying the curriculum during assessment periods to provide greater support and more practical activities

The Educational Psychology Service can provide further advice, guidance and training to school staff in managing exam stress

Providing Feedback on Results

All staff meeting with pupils to discuss exam results, and the implications for future study, should take into account their knowledge of the young person and personalise the interview as required.

Parents / carers should be informed that interviews will be taking place and given the opportunity to attend with the student.

School leadership teams should ensure that adequate numbers of staff, including teachers, counsellors and careers guidance personnel are available. In addition, appropriate facilities for confidential interviews should be provided, and a single point of contact, for concerns or follow up, should be identified.

Students should not attend interviews and then leave the school premises immediately. This allows a period for informal monitoring of reactions to results feedback.

Staff completing interviews should be provided with the following guidance in advance of any individual interviews:

- Teachers delivering post examination feedback should be aware of the potential 'warning signs' that may be evident in a student's behaviour, thus recognising when an interview needs to be suspended, a student afforded a private 'break out' room or be provided with access to an impartial counsellor.
- Similarly, teachers need to be alert to the need to contact a student's parents immediately if a student becomes very upset or showing signs of distress.
- Teachers (subject teachers or otherwise) should be aware of how to deal with post examination email communication with students. If relevant, this should be discussed in the post examination interview.
- Sufficient time should be set aside for post examination interviews. Five-minute slots provide insufficient quality time for students and staff. Over running due to tight timescales may create additional stress which could lead to a teacher's judgment being impaired.
- Consider carrying out the interviews with 2 teachers, where at least one of the teachers knows (has regularly taught) the student. This provides a greater chance of recognising unusual or strange behaviour in a student which is out of character. Appropriate action can then be taken to ensure their safety.
- Where a student is strongly resisting continuing with a recommended subject and this recommendation is causing the student severe distress, teachers must provide the opportunity for discussion with another adult.

- Teachers should not issue timetables for the next academic year to a student, unless the student is in full agreement with the recommendations at that time. This leaves open the opportunity for choice and reflection.

Getting Help

There are many organisations offering support and advice for children and young people who self-harm and have suicidal feelings or ideations, as well as support for their family and friends. These include: -

- Samaritans-Call 116 123 (open 24hrs a day)
Email jo@samaritans.org or
Visit the local branch
- MIND-Call 0300 123 3393
Text 86463 (9am-6pm weekdays)
- Harmless-Email info@harmless.org.uk
- Young Minds Parents Helpline-Call 0808 802 5544 (9.30am-4pm weekdays)
- Hopeline UK-Call 0800 068 41 41
- Childline
- NSPCC

Other useful links

- <https://www.nspcc.org.uk/about-us/news-opinion/2019/more-young-people-childline-exam-results/>
- <https://youngminds.org.uk/contact-us/parents-helpline-enquiries/>
- <https://mindfulnessinschools.org/>
- <http://www.breathingspacelondon.org.uk/mindfulness-for-schools/>
- <http://www.nhs.uk/Livewell/fitness/Pages/yoga.aspx>
- <http://www.schoolwellbeing.co.uk/resources>
- <https://www.minded.org.uk/>
- <http://www.teachingideas.co.uk/emotions/worry-box>
- <http://www.twinkl.co.uk/resource/T-CR-29762-worry-box>
- <http://www.assemblies.org.uk/pri/360/a-worry-shared>
- <http://www.ledbury.hereford.sch.uk/values-based-education/>
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf
- <https://www.staffordshire.gov.uk/Education/Learning-options-and-careers/Happiness-and-Wellbeing/Beating-exam-stress.aspx>

Appendix 4: Further information and sources of support about common mental health issues

Prevalence of Mental Health and Emotional Wellbeing Issues

- One in eight (12.8%) 5 to 19 year olds had at least one mental disorder when assessed in 2017
- Specific mental disorders were grouped into four broad categories: emotional, behavioural, hyperactivity and other less common disorders. Emotional disorders were the most prevalent type of disorder experienced by 5 to 19 year olds in 2017 (8.1%)
- Rates of mental disorders increased with age. 5.5% of 2 to 4 year old children experienced a mental disorder, compared to 16.9% of 17 to 19 year olds. Caution is needed, however, when comparing rates between age groups due to differences in data collection. For example, teacher reports were available only for 5 to 16 year olds. Please refer to the Survey Design and Methods Report for full details
- Data from this survey series reveal a slight increase over time in the prevalence of mental disorder in 5 to 15 year olds (the age-group covered on all surveys in this series). Rising from 9.7% in 1999 and 10.1% in 2004, to 11.2% in 2017
- Emotional disorders have become more common in five to 15 year-olds – going from 4.3% in 1999 and 3.9% in 2004 to 5.8% in 2017. All other types of disorder, such as behavioural, hyperactivity and other less common disorders, have remained similar in prevalence for this age group since 1999

The latest survey was funded by the Department of Health and Social Care, commissioned by NHS Digital, and carried out by the National Centre for Social Research, the Office for National Statistics and YouthInMind.

Below, is some information and guidance about the issues most commonly seen in school-aged children. The links will take you through to the most relevant page of the listed website. Some pages are aimed primarily at parents but they are listed here because we think they are useful for school staff too.

Action for Children <https://www.actionforchildren.org.uk/>

SHOUT the UK's first 24/7 text service that is free on all mobile networks for anyone in crisis at anytime, anywhere. Text number is : 85258

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

Kooth online support diaries, online chat and messenger

The Mix <https://www.themix.org.uk/get-support> Essential support for under 25's

NSPCC Children's Mental Health <https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/>

Young Minds (www.youngminds.org.uk),

Mind (www.mind.org.uk and (for e-learning opportunities) **MindEd** (www.minded.org.uk).

Mentally Healthy Schools www.mentallyhealthyschools.org.uk

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.

Online support

SelfHarm.co.uk: www.selfharm.co.uk National Self-Harm Network: www.nshn.co.uk

Books

- Pooky Knightsmith (2015) *Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies*. 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
- Carol Fitzpatrick (2012) *A Short Introduction to Understanding and Supporting Children and Young People Who Self-Harm*. London: Jessica Kingsley Publishers

Depression

Ups and downs are a normal part of life for all of us, but for someone who is suffering from depression these ups and downs may be more extreme. Feelings of failure, hopelessness, numbness or sadness may invade their day-to-day life over an extended period of weeks or months, and have a significant impact on their behaviour and ability and motivation to engage in day-to-day activities.

Online support

<https://www.nhs.uk/conditions/stress-anxiety-depression/depression-help-groups/>

Books

- Christopher Dowrick and Susan Martin (2015) *Can I Tell you about Depression?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers

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 thoughts of anxiety, fear or panic are repeatedly present over several weeks or months and/or they are beginning to impact on a young person's ability to access or enjoy day-to-day life, intervention is needed.

Online support

Anxiety UK: 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

Obsessions and compulsions

Obsessions describe intrusive thoughts or feelings that enter our minds which are disturbing or upsetting; compulsions are the behaviours we carry 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. Obsessive compulsive disorder (OCD) can take many forms – it is not just about cleaning and checking.

Online support

OCD UK: www.ocduk.org/ocd

Books

- Amita Jassi and Sarah Hull (2013) Can I Tell you about OCD?: A guide for friends, family and professionals. London: Jessica Kingsley Publishers
- Susan Connors (2011) The Tourette Syndrome & OCD Checklist: A practical reference for parents and teachers. San Francisco: Jossey-Bass

Suicidal feelings

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 out of the blue.

Online support

- Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org
- On the edge: Child Line spotlight report on suicide

Books

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

Eating problems

Food, weight and shape may be used as a way of coping with, or communicating about, difficult thoughts, feelings and behaviours that a young person experiences day to day. Some young people develop eating disorders such as anorexia (where food intake is restricted), binge eating disorder and bulimia nervosa (a cycle of bingeing and purging). Other young people, particularly those of primary or preschool age, may develop problematic behaviours around food including refusing to eat in certain situations or with certain people. This can be a way of communicating messages the child does not have the words to convey.

Online support

- Beat – the eating disorders charity: www.b-eat.co.uk/about-eating-disorders

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
- Pooky Knightsmith (2012) Eating Disorders Pocketbook. Teachers' Pocketbooks