



Henley Green Primary School Mental Health and Wellbeing Policy

Adopted by the Leadership team – Autumn 2025

Ratified by full Governors –

To be reviewed- Autumn 2026

Mental Health and Wellbeing Policy

Rationale

According to the World Health Organisation:

“Mental health is a state of wellbeing 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 is fundamental to our collective and individual ability as humans to think, emote, interact with each other, earn a living and enjoy life. On this basis, the promotion, protection and restoration of mental health can be regarded as a vital concern of individuals, communities and societies throughout the world.”¹

At our school, we are committed to the protection and promotion of positive mental health for all students and staff. We will continuously aim to improve the mental health of the school community by utilising a [whole school approach](#) to mental health, and via the identification and implementation of positive processes and practices which promote good mental health and wellbeing.

In addition to promoting positive mental health, we recognise that one in six children and young people² and one in six adults³ may meet the criteria for a diagnosable mental health problem, with emerging evidence of a recent rise in anxiety and depression in some groups (as of 2020).⁴ We aim to identify and provide timely and appropriate support for all members of the school community affected both directly and indirectly by mental health problems.

Aims

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for teaching and non-teaching staff and governors and will be shared with students, their parents and carers and wider community. This policy should be read and understood in conjunction with other relevant school policies, including our policies on Safeguarding, SEND, PSHE, Anti-bullying and Behaviour. It is important to recognise that behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be linked to an unmet mental health need.

¹ World Health Organisation. Mental health: strengthening our response. 2018. Available from: <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>

² NHS Digital. Mental Health of Children and Young People in England, 2020: Wave 1 follow up to the 2017 survey. 2020. Available at: <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2020-wave-1-follow-up>

³ McManus S, Bebbington P, Jenkins R, Brugha T. (eds.) Mental health and wellbeing in England: Adult psychiatric morbidity survey 2014. (2016) Available from: <https://digital.nhs.uk/data-and-information/publications/statistical/adult-psychiatric-morbidity-survey/adult-psychiatric-morbidity-survey-survey-of-mental-health-and-wellbeing-england-2014>

⁴ Kwong A, Pearson R, Adams M, et al. Mental health before and during the COVID-19 pandemic in two longitudinal UK population cohorts. British Journal of Psychiatry. 2020. 218(6).

Policy Objectives:

This policy sets out:

- How we promote positive mental health in all staff and students
- How we reduce discrimination and stigma by increasing awareness and understanding of mental health problems
- How we increase awareness of early warning signs of mental health problems
- How we provide support to students experiencing mental health problems and their peers and parents or carers
- How we provide support to staff working with young people with mental health issues
- How we provide opportunities for staff and students to look after their mental wellbeing.
- Key information about some common mental health problems
- Where parents, staff and children can get further advice and support

Development of the policy

The development of this policy was led by our Mental Health Lead, in consultation with children, staff, parents and carers, governors and local mental health professionals.

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- Rebecca Bond - Headteacher and Designated Safeguarding Lead
- Estelle Collett-Cox - Deputy Headteacher, Mental Health lead and Deputy Designated Safeguarding Lead
- Cat Strickland – Deputy Headteacher and Deputy Designated Safeguarding Lead
- Mair Coonan – Assistant Headteacher and Mental Health First Aider at Work
- Jan Fossick- Family Support Manager and Deputy Designated Safeguarding Lead
- Debbie Mattock - PSHE and RSE Curriculum Lead
- Lynsey Jewkes – Designated Teacher for Children in Care
- Grace Ibuka - Governor with a responsibility for Wellbeing

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the Mental Health Lead in the first instance.

In the event of any concerns that a student may be at risk of immediate harm, the school's child protection procedures should be followed, with an immediate referral to the Designated Safeguarding Lead, or the Designated Governor.

If the student presents as a medical emergency, then the school's procedures for medical emergencies should be followed, including the involvement of first aid staff and contacting the emergency services.

Where a referral to Children and Young Peoples Mental Health Services (CAMHS) or the Mental Health in Schools Team (MHST) is appropriate, this will be led and managed by Estelle Collett-Cox, the Mental Health Lead.

Supporting Children's Positive Mental Health

We believe the school has a key role in promoting children's positive mental health and helping to prevent mental health problems. Our School has developed a range of strategies and approaches including:

Pupil-led activities

- We seek pupils' views and feedback about our approach to mental health activities through Pupil Voice, surveys, class questionnaires and suggestion boxes
- School Council – gathering the views of the children and sharing these with staff
- Wellbeing Warriors – a group of Y5 and 6 children trained by the Mental Health in Schools Team to promote positive wellbeing and support children on the playground
 - *Class worry boxes? To be implemented in all classes?*

Transition programmes

- Transition Programme for children new to school, including initial meeting with family, taster sessions and a gradual build up to full-time.
- Transition Programme to Secondary Schools with Year 6 staff meeting with all Secondary Schools to share information and support with transition. Opportunities are created for Year 6 pupils to meet with key staff from their new Secondary School.
PSHE lessons
- Enhanced transition for pupils with identified needs, including support from Complex Communication Team HLTAs
- *Transition program for children joining EYFS, including parent meetings, settling sessions and individual timetables*
 - *Tailored Reception to Year 1 transition program*

Whole School Provision

- Staffing structure with Family Support Team, Learning Mentor, Thrive Practitioners, Mental Health Lead
- Annual Mental Health Audit
- Jigsaw PSHE curriculum

- Protective Behaviours curriculum
- Pupil Progress meetings with dedicated discussion time for pastoral/wellbeing
- Assemblies
- School website and Class Dojo used to signpost information and advice
- CPD for all staff
- Meet and Greet on school gates at the start and end of the day
- Pupil voice activities
- Confidential advice and support for families
- Parental events such as Stay and Play and information sessions
- Core Values
- Hot Chocolate Friday
- Building relationships with parents eg Stay and Play sessions
- Outdoor learning
- Bagels and fruit

Class Provision

- Class Dojos - an opportunity for children to be praised for effort applied, tasks achieved and a collaborative attitude are given freely and work towards public praise. Opportunity for effective home-school communication
- Worry boxes - where children can anonymously share worries or concerns in class and select the adult they wish to talk to
- Mental Health Awareness teaching programmes for all children in KS2, delivered by the Mental Health in Schools Team
- Whole class Thrive Screening and bespoke class action plans.
- Diamond Dip
- EYFS – Tizz Time
- Wake and Shake, mindfulness, yoga activities
- Class soft toy to take home for the weekend

Group Provision

- Lunch club for identified children
- Small-group interventions led by Learning Mentor, Family Support Team and Teaching Staff

- Nurture-style provision and groups, where appropriate
- Adaptations to the environment – eg sensory room, Hub, withdrawal areas
- Forest School
- Lunch club for developing social skills and friendships

Individual Provision

- Individual Health Care Plans, where appropriate
- Boxall Profiles
- 1:1 Interventions eg Lego Therapy, Thrive, Time 4 You, Wishes and Feelings
- Opportunities to check-in with a key member of staff
- Personal meet and greet for support with transition from home to school and use of transitional objects
- Multi-agency meetings co-ordinated by Pastoral or Inclusion Leads
- Personalised spaces for children to access in the classroom
- Referrals to support services where appropriate, eg CAMHS, MHST, NSPCC, Young Carers

Teaching about mental health and emotional wellbeing

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our RSHE curriculum.

The content of lessons will be determined by the specific needs of the cohort we are teaching, but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to identify when mental health problems may be emerging, and to seek appropriate support when needed, for themselves or others.

We will follow the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) statutory guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms. As a school, we teach this content through the Jigsaw Programme, enhanced by the use of the Protective Behaviours Programme.

Early Identification of Mental Health Needs

As a school, we recognise the importance of early intervention to support children with mental health needs. 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:

- Staff cause for concern forms/ Early Attitude to School Life forms/ Request for support forms from Family Support Team
- CPOMs and Request for Information forms
- Worry boxes in each classroom
- Pupil progress review meetings
- Identified time in Phase meetings
- Parental meetings
- Open door policy encouraging parents to speak to any member of staff about their concerns/ parents message via Class Dojo
- Encouraging children to speak to any member of staff about their concerns

Warning Signs

All staff have had training on the protective and risk factors associated with mental health needs (see Appendix 1) and early signs of mental health problems. School staff may become aware of warning signs which may indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should **always** be taken seriously and staff observing any of these warning signs should communicate their concerns to the Mental Health Lead. We all differ in distress, so it is important to consider any signs of change, for example, someone who is normally outgoing and communicative becoming less talkative and more withdrawn. It is important to emphasise that for some students experiencing distress, there may not be any apparent warning signs, or the student may actively be trying to hide their distress.

Potential warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Evidence of any changes to eating or sleeping habits
- Increased isolation from friends or family; becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Evidence of use of non-prescribed drugs or alcohol
- Expressing thoughts and feelings of failure, hopelessness or worthlessness
- Unsuitable clothing (for example, long sleeves in warm weather)
- Secretive or unusual behaviour
- Avoiding attendance at PE or getting changed secretly

- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Expressing unusual ideas or beliefs

If there is a concern that a pupil is in danger of immediate harm then the School's child protection procedures are followed. If there is a medical emergency then the School's procedures for medical emergencies are followed.

Managing Disclosures

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

It is always advisable to share disclosures with a colleague, usually the Mental Health Lead or Designated Safeguarding Lead. This helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the student; it ensures continuity of care in our absence; and it provides an extra source of ideas and support.

All disclosures are recorded on CPOMS 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.

Support for peers

When a student is experiencing a mental health problem, it can be a difficult time for their friends, who may want to offer support, but do not know how to do so. 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, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations with the student who is suffering and their parents or carers, with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best provide support whilst managing their own wellbeing
- Things friends should avoid doing or saying which may inadvertently cause distress
- Warning signs that their friend may need help (e.g. signs of relapse)

Additionally, we will want to highlight 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

Working with Parents and Carers

Promoting Mental Health

We recognise the importance of working with and supporting parents and carers as part of our whole school approach to mental health and wellbeing. In order to support parents and carers, we will:

- Ensure that this policy is available in accessible formats including multiple languages where required
- Make the policy, and other sources of information and support about common mental health issues, available in a prominent position on our school website
- Involve parents and carers in the ongoing review and development of this policy
- Ensure that all parents are aware of who to contact and how, if they have concerns about their own child or a friend of their child
- Ensure that parents and carers are involved in our whole school approach to mental health and wellbeing
- Ensure that parents and carers are aware of the support available within the school and externally with information available on the school website
- Share ideas about how parents can support positive mental health in their children through our regular workshops, drop-in sessions and parent information evenings
- Keep parents and carers informed about the mental health topics their children are learning about in PSHE

Supporting parents and carers with children with Mental Health Needs

It may be necessary to inform parents or carers of any concerns relating to the mental health of their child. In this event, we will be sensitive in our approach. It may be shocking and upsetting for parents or carers to learn that their child may be experiencing a mental health problem, and we should be prepared for a range of responses, which may include fear, anger or emotional distress during the first conversation. We should be accepting of this and give the parent or carer time to reflect.

When a concern has been raised, the school will:

- Contact parents and carers and meet with them
- Offer information to take away and places to seek further information

- Be available for follow up calls.
- Make a record of the meeting.
- Agree a mental health plan including clear next steps.
- 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 provided.

Parents and carers will always be informed if their child is at risk of danger and children may choose to tell their parents and carers themselves. We give older children the option of informing their parents and carers about their mental health needs for themselves or of accompanying and supporting them to do so.

We make every effort to support parents and carers to access services where appropriate. However, our primary concern is the children, 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.

Supporting Staff

Training

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 children and know what to do and where to get help. 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, to enable them to keep students safe.

We will host relevant information on our Staffzone for staff who wish to learn more about mental health. For example, the [MindEd learning portal](#) provides free online training suitable for staff wishing to know more about specific issues. Training opportunities for staff who require more in-depth knowledge will be considered as part of our professional development process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more students.

Staff wellbeing

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. We are committed to fostering a culture of co-operation, trust and mutual respect, where all individuals are treated with dignity, and can work at their optimum level. Our school has a designated Mental Health First Aider, Mrs Mair Coonan, who is a key point of support for members of staff. She is able to offer advice and signpost members of staff who need further support.

We recognise that work-related stress has a negative impact on employees' wellbeing and that it can take many forms, so it needs to be carefully monitored and addressed at an organisational level.

As a school, we have signed up to the [Education staff wellbeing charter - GOV.UK \(www.gov.uk\)](http://www.gov.uk), which is a declaration of support for and a set of commitments to the wellbeing and mental health of everyone working in education. Staff are also signposted to other areas of support for their own mental health, including free, confidential counselling services. Staff with roles which may involve supporting children or families with trauma are given the opportunity to attend regular supervision sessions.

Staff consultations

Staff consultations relating to staff wellness happen and all staff are invited to contribute ideas. Staff are involved in whole school decisions and have an opportunity to contribute their ideas. During the annual Mental Health in Schools Audit, staff are given the opportunity to complete a wellbeing questionnaire and to share their views in a voluntary focus group. The school has also set up a Mental Health Action Group. This consists of a range of staff with a variety of positions from across the school. This group meets termly with a focus on prioritising wellbeing within the school and identifying any challenges which may arise. This is fed back to the Leadership Team and Governors.

As a school we have implemented the following:

- Adapted the calendar, as staff felt there were too many things happening in some weeks
- Removed the extra parents' evening
- Streamlined reports so that they are simpler to write
- Streamlined assessments - no highlighting and time given to look at books and gather/enter data
- Staff meetings must finish by 4.30pm

- Staff meetings and briefings are not for information overload - as requested in September
- Lesson pop-ins are by invite so teachers tell HT what works best for them.
- Random cake and chocolates in staff room and always chocolate for CPD
- Flexibility for appointments within working hours family situations/ childcare/children's assemblies etc
- Directive to plan for no marking during parents' evenings or other busy weeks
- Open door policy with HT for any concerns
- The Hub - children being supported outside of the classroom for large parts of the week
- People are treated as equals and issues are managed with individuals rather than with everyone.

We ask employees to:

- Inform the organisation if they believe work or the work environment poses a risk to their health.
- Seek support or help when they think they are experiencing a problem at the earliest opportunity to ensure effective strategies can be implemented.
- Act in a manner that respects the health and safety needs of themselves and others whilst in the workplace.
- Assist in the development of good practice and aim to not, through their actions or omissions, create unnecessary work for themselves or colleagues.
- Treat colleagues and all other persons whom they interact with during the course of their work with consideration, respect and dignity
- Treat in confidence any health-related information disclosed by an employee during discussions with managers or the occupational health service.
- Take responsibility for managing their own health and wellbeing outside of work.

Monitoring and Evaluation

The mental health and wellbeing policy is on the school website and hard copies are available to parents and carers from the school office. All mental health professionals

are given a copy before they begin working with the school as well as external agencies involved in our mental health work.

This policy will be reviewed every three years as a minimum. It is next due for review in February 2026

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to Estelle Collett-Cox our Mental Health Lead on 02476 613163 or via email at estelle.collett-cox@henleygreen.coventry.sch.uk

This policy will always be updated to reflect personnel changes.

Appendices

Appendix 1

Risk and Protective Factors – (adapted from Mental Health and Behaviour – DfE 2018)

	Risk Factors	Protective Factors
In the Child	<ul style="list-style-type: none"> • Genetic influences • Specific development delay • Communication difficulties • Physical illness • Academic failure • Low self-esteem • SEND 	<ul style="list-style-type: none"> • Being female (in younger children) • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • Problem solving skills and a positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the Family	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long-term relationship or the absence of severe discord
In the School	<ul style="list-style-type: none"> • Bullying • Discrimination • Breakdown in or lack of positive friendships 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • 'Open door' policy for children to raise problems

	<ul style="list-style-type: none"> • Negative peer influences • Peer pressure • Poor pupil to teacher relationships 	<ul style="list-style-type: none"> • A whole-school approach to promoting good mental health • Positive classroom management • A sense of belonging • Positive peer influences
In the Community	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Other significant life events 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

Appendix 2

Apps, Online Support and Further Reading for Specific Mental Health Needs most commonly seen in school-aged children

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://www.equoo.com/>
- **MeeToo:** a safe and secure forum for teenagers wanting to discuss any issue affecting their lives.
<https://www.meetoo.help>
- **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.
[App Store](#)
[Google Play](#)

Online Support

- **Hub of Hope:** a mental health database of local, national, peer, community, charity, private and NHS support.
<https://hubofhope.co.uk/>
- **ChildLine:** information, advice, support and tools for children and young people up to 19 years old.
0800 1111 www.childline.org.uk
- **Kooth:** free online counselling for 10-18 year olds.
<https://www.kooth.com/>
- **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
- **Muslim Youth Helpline:** non-judgemental, confidential support 7 days a week, 365 days a year including bank holidays and Eid.
www.myh.org.uk
- **Shout:** a free, confidential and anonymous text support service.
Txt 85258 <https://giveusashout.org/get-help/>

- **YoungMinds:** mental health support for young people and their parents. And carers
<https://www.youngminds.org.uk/>

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.
<http://chillpanda.co.uk>
- **Worry Tree:** Uses cognitive behavioural therapy (CBT) techniques to help notice and challenge worries and create an action plan for managing worry.
<https://www.worry-tree.com/>
- **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://thrive.uk.com/>

Online support

- **Anxiety UK:** A range of free and paid for self-help resources.
www.anxietyuk.org.uk
[Free anxiety resources from anxietyuk.org.uk](http://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.liverpool.ac.uk/it/app-directory/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 self-harm 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-people-suicide/>
- **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/>

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-symptoms-behaviours/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 3 – Sources of support at school and in the local community

School

Mental Health Lead and SENCo – Estelle Collett-Cox - providing advice and support to families, including making referrals to specialist services and agencies.

Family Support Team – Jan Fossick, Jackie Barker and Kim Morris - providing support and advice to families, as well as interventions and direct work with children.

Learning Mentor – providing individual or group support to children, including Looked After Children and Young Carers.

Time 4 You – Counselling provided by Relate for young people following a referral from the Family Support Team.

Local Community

CAMHS – Mental health support for children - referral can be made by school or GP

MHST – Early intervention support for children and families – referral can be made by school

EMPOWR-U – range of sporting activities for local children during the holidays and evenings

Adult IAPT (Improving Access to Psychological Therapies)
www.healthymindservice.com

Dimensions of Health and Wellbeing Tool- helping families to access a range of targeted support for children - dimensions.covwarkpt.nhs.uk

Anna Freud – general wellbeing support and advice - www.annafreud.org

Recovery and Wellbeing Academy – a range of free training and advice for schools and families - <https://www.recoveryandwellbeing.co.uk/>

Mental Health First Aid Courses (MHFA England) – mental health training for staff

Visiting your General Practitioner – a good starting point for advice and support

Human Resources Department/Occupational Health – range of support for staff's health needs

www.violetproject.co.uk - Charity to support families affected by self-harm or suicide.