

Hurworth School Well-Being & Mental Health Policy

Accepted by: Local Governing Body January 2021

Leadership Team Lead Reviewer: Assistant Head Teacher (Student Support)

Review Cycle: 1 Year

Last reviewed: N/A

Date for next review: January 2022

Trust/School Policies on Related Issues

(To be read and followed alongside this document)

- Safeguarding Policy and Strategy
- Physical Intervention policy
- Anti-Bullying policy
- Assessment Reporting and Recording Policy
- Citizenship Policy
- Confidentiality Policy
- Drugs education and incident management policy
- Single Equality Scheme (and policies)
- British Values and Collective Worship Statement
- Health and Safety policy
- Medication in school policy
- Off Site visits policy
- PHSE Policy
- Physical activity policy
- Physical Intervention Policy
- Safety in the sun policy
- Safeguarding Policy
- SEN Policy
- Sex and relationships policy
- Transport policy
- Acceptable User Policy and E Safety policy
- Self-Injury and Related Issues policy
- Bereavement Policy
- Young Carers Policy
- Looked After Children Policy

Definition of Mental Health and Wellbeing

The World Health Organisation's definition of mental health and wellbeing 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 his or her community".

Mental Health is a hugely important consideration for young people in today's society. Currently there is an epidemic rise in the number of young people being diagnosed with poor mental health. It is important to remember that not all stress is bad; in fact, stress is necessary to motivate and to keep an individual safe.

Signs of both physical and emotional stress –

Physical Signs –

- Headache/neck ache and backache
- Nausea, diarrhoea, constipation, stomach ache
- Vomiting
- Shaky hands/sweaty palms/feeling shaky/feeling light headed
- Trouble sleeping/nightmares

Emotional Signs –

- New or recurring fears/anxiety and worries
- Restlessness or irritability
- Social withdrawal, unwilling to participate in school or family activities
- Acting out/anger/aggressive behaviours such as tantrums/disorderly conduct
- Becoming clingy/less independent

There is no requirement on schools to have a standalone mental health policy, although some do choose to. However, schools are required to produce a range of policies which can be used to promote and support mental health and wellbeing, either as a statutory requirement or good practice as recommended by DfE.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

Schools are under a duty to use their 'best endeavours' to identify and support pupils with SEN meet their pupils' special educational needs. As part of this duty, it is important that schools consider how best to use some of their SEN resources to provide support for pupils with mental health difficulties that amount to special educational needs. It is also important that all the needs of those pupils who attract pupil premium to the school, including mental health needs, are assessed and support is arranged accordingly.

Hurworth School Ethos

Hurworth School seeks to achieve excellence with care. Positive behaviour will maximise learning in all areas and enable students to reach their full potential and give them the best opportunity to fulfil a meaningful role in society once they have left school. The Local Governing Body fully endorse these principles and works closely with the Head Teacher/Head of School to ensure this occurs. If students are to achieve and enjoy their education, they need to feel safe and secure at school. Good behaviour and welfare support is fundamental to achieving these aims.

To this end, we aim to promote positive mental health and wellbeing for our welfare school community and to recognise how important mental health and emotional wellbeing is to our lives in just the same as our physical health. We recognise that young people's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing. It is important that schools promote good mental wellbeing for all pupils. Education about relationships, sex and health can be important vehicles through which schools can teach pupils about mental health and wellbeing. The Department for Education (DfE) recognises that: “In order to help their young people succeed; schools have a role to play in supporting them to be resilient and mentally healthy”.

This policy will set out the measures that the school and the Head of School will go to in the pursuit of excellence, as well as developing the protective factors which build resilience. These areas will include:

- Promotion of good behaviour, self-discipline, welfare support and respect throughout school
- We will seek to prevent issues affecting pupils and their family's welfare
- We aim for all pupils to feel valued
- For pupils to have a sense of belonging and feel safe when at school
- We will set out to care for the welfare of all pupils
- We will promote and value positive mental health

In addition to pupils wellbeing, we recognise the importance of promoting staff mental health and wellbeing (Please see Staff wellbeing policy).

Our school's approach to mental health and behaviour are a part of a consistent whole school approach to mental health and wellbeing. This involves providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems. This is paired with an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs or vulnerabilities.

As a school we consider how best to use SEN and pupil premium resources to provide support for children with mental health difficulties where appropriate. The statutory SEND 0-25 years Code of Practice 2015, Hurworth is aware of how mental health problems can underpin behaviour issues and how to support pupils effectively, and work with external support where needed. This links directly with our duties under the Equality Act 2010, recognising that some mental health issues will meet the definition of disability.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

School staff cannot act as mental health experts and should not try to diagnose conditions. However, they ensure the use of the clear systems and processes in place for identifying possible mental health issues, including routes to escalate and clear referral and accountability systems. There are systems in place to identify pupils who are at risk of developing mental health problems, that require intervention early, to ensure that there is a safe and calm educational environment, which helps to strengthen resilience.

Jurisdiction

The school's jurisdiction for taking disciplinary action extends to offences which take place on the school site during the school day, during lunchtimes, when students are journeying to and from school, whilst students are in school uniform or wearing the school dress code, and while students are at an official school activity, or on an official school journey, visit or activity off the school site. This jurisdiction can also extend to situations where the event or actions could cause the school to be held in disrepute, pose a threat to another student or a member of the public or could affect the orderly running of the school.

School and staff Roles and Responsibilities in relation to Mental Health

Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the needs of their pupils. All schools are under a statutory duty to promote the welfare of their pupils, which includes: preventing impairment of children's health or development and acting to enable all children to have the best outcomes. Full details are set out in Keeping Children Safe in Education (KCSIE) statutory guidance³. Creating a safe and calm environment in hand helps to improve the mental health and wellbeing of the whole school population and equips pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.

All staff understand about the possible risk factors that may make some young people more likely to experience mental health issues such as long-term illness, having a parent or family member with mental health conditions, death or loss of somebody close to them (including loss of key friendships), family breakdowns and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication, problem-solving skills, a sense of worth, resilience and belonging and emotional literacy.

We recognise that many behavioural and emotional issues can be supported within the school environment, or with advice from external agencies/ professionals. Some pupils may need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to pupils and their families with mental health needs.

Staff with responsibilities within this field:

- Our Governors
- Our Senior Leadership Team (N Peaker)

- Our Mental Health Lead (K Davidson)
- Our Safeguarding/ Child protection Lead (M Pitchford)
- Our PSHCE Lead (N Douglass)
- Schools Student Support Staff (B Sutherland K Davidson M Pitchford, B Wright, S Bradnam, M Hall, L Reed)
- Mental Health First Aiders (K Davidson, M Pitchford, M Hall, L Reed, B Sutherland and N Douglas)
- Our SENCO (C Lawrence)
- Our School Nurse (K Guy)
- Our School Counsellor (C Price)

It is also important that schools have an understanding of the local services available, including CAMHS and how and when to draw on or commission them. Where required, schools should expect parents and pupils to seek and receive support elsewhere, including from their GP, NHS services, trained professionals and other sources. There are also national organisations that can offer further resources, training, support and advice. Help and information about evidence-based approaches is available from a range of sources.

Supporting Pupils with Positive Mental Health

Assembly

The primary function of assemblies at Hurworth School is promote positive messages and themes promoting community messages, from local to national and to promote important PSHCE themes. They are organised in a rota system of themes which is managed by the Assistant Head Teacher (Student Support).

Each year group has a weekly assembly and these are used to transmit important messages and themes to students on a variety of subjects. They are also used to reinforce expectations, standards of behaviour and conduct in school, as well as to highlight positivity, resilience, positive mental health and wellbeing.

Personal, Social, Health, Citizenship Education (PSHCE)

This is an essential part of school life and is coordinated by the PSHCE Coordinator. There are clear links to mental health and wellbeing and PSHCE schemes of work. Please see:

- Citizenship Policy
- PSHCE Policy
- Sex and Relationships Policy

Peer Mentors / Community Mentors

Year 9 are encouraged to apply for the role of Peer and Community Mentors. The application process requires students to demonstrate that they have a record of excellent behaviour and a respectful attitude towards staff and other students. Peer mentors then work with Year 6/7 students throughout the transition process to demonstrate the behaviour and discipline expected throughout the school and to

promote positive values and relationships and to ensure students new to the school experience a smooth transition. Community mentors will work with other students and members of the community on worthwhile community based projects. Further information is available from our PSHCE Coordinator.

Annual Personal Safety Week (November)

This event coincides with the National Anti-Bullying week initiative and constitutes activities during afternoon registrations tailored to reinforce the messages of positive community cohesion, equality and diversity, challenging prejudice e.g. homophobia, online safety and Anti-Bullying as well as following bespoke activities designed after the school receives its feedback from the annual 'Social Norms' survey conducted each Summer. We also run various topical 'drop down' weeks for example Online Safety, Mental Health Awareness week, Summer Railway and Water Safety week. Further information is available from the Student Support Team.

Rewards

We believe strongly in rewarding good progress and excellent levels of citizenship. To this end we have developed a reward system in conjunction with the student body that is fair, consistently applied and effective. This helps to promote positive mental health and helps to build confidence and self-esteem.

Other Rewards and Achievements

Departments often reward pupils in other ways such as:

- Sending postcards to let parents know how well pupils are doing
- Awarding Departmental certificates
- Sending letters home to parents telling parents how well pupils are doing

There are also many events going on in departments where pupils participate in extra-curricular activities. These could include activities such as:

- Departmental trips
- Extra-curricular clubs e.g. Choir
- Membership of a team e.g. Netball, Football etc.

Members of staff with whole school responsibilities should also seek to reward pupils for their active participation in ventures such as:

- Membership of the School Council
- Peer Mentoring
- Work in the Library
- Prefect
- Any other whole school venture

To allow us to build a better picture of the achievements of each child, a list of pupils receiving a departmental Certificate, a postcard or letter home needs to be passed to the School Manager. This information can then be recorded on SIMS.

Head Teacher/Head of School certificates can also be awarded for sustained achievement over time.

Inter-house and End of Term celebrations

Collaboration and community are central to the ethos of the school and can be evidenced by a thriving Inter-House System which runs throughout the year and is signposted in the Student Message PowerPoint and by a display in the main corridor. Celebration and rewards activities are co-ordinated at the end of each term by the Assistant Head Teacher (Student Support). These are organised in terms of in term sporting competition and end of term non-sporting end of term activities. There is a rewards trophy presentation during the Summer Term. This also helps to build a good support system for peers from peers and helps to build confidence.

Evenings to Celebrate Achievement

Each year in the Autumn Term the school holds two evenings to celebrate students' performance from the previous academic year. The evenings are organised into lower (Years 7 to 10) and upper school (Year 11).

At each evening all achievement is recognised and celebrated. Awards range from sporting excellence to academic progress, levels of citizenship, and attendance. Indeed many awards are provided to us by members of the community who enjoy being associated with such events and positive messages.

Active Citizenship

We also recognise the many acts of kindness and/or helpfulness which are carried out by many pupils during the school day. Any staff member can award **Citizenship points** for helpful actions and any acts of good citizenship which add to the positive atmosphere of the school. Examples of this could be:

- Escorting a pupil who is ill or upset to the office/ member of staff
- Helping at an event out of normal school hours
- Helping younger children especially the Year 7 pupils to settle in and find their way around school
- Helping their tutor with the organisation of the form (e.g. collecting register folder, helping give out careers files etc.)
- Helping to organise classroom activities
- Taking part in inter-house events

These can be awarded at any point during the school day and by any member of staff including Support staff, Office staff and Canteen staff.

Prefects

Upper School pupils have the opportunity to apply for Prefect status in the Spring of their Year 10 studies. This is a highly coveted and prestigious responsibility which builds upon the traditions of excellence within the school. Prefects apply by letter to the Assistant Head Teacher (Student Support) and successful applicants sign the Prefects Agreement:

As a Prefect in Hurworth School I understand that I have a responsibility to uphold standards and be a role model for my peers and younger pupils within school. I will demonstrate this by:

- Always having a positive attitude and good manners
- Being a positive example of constructive behaviour
- Always attempting to achieve academic potential
- Always accepting the authority of adults within school
- Being a port of call for pupils who may require being accompanied to the Main Office
- Upholding the Break and Lunch Charter
- When called upon being a chaperone for visitors or completing tasks as instructed by staff
- Ensuring that they are a positive influence within the school community

School Council

At Hurworth we believe in the importance of the student's voice and letting the pupils be key stakeholders in the progress of the school. The student council is used to help make key decisions throughout the school community, but they are also key in decision making and information gathering when it comes to mental health strategies within school.

Identifying, referring and supporting children with mental health needs

Our approach:

- Provide a safe environment to enable children to express themselves and to be listened to
- Ensure the welfare and safety of children is paramount
- Identify appropriate support for children based on their needs
- Involve parents and carers when their child needs support
- Involve children in the care and support they have
- Monitor, review and evaluate the support with children and keep parents/carers updated

Early Identification

Hurworth School aim to identify children with mental health needs as early as possible to prevent any condition becoming worse. Identification is recognising

emerging issues as early and accurately as possible. This allows for early support and enables pupils to access early support and interventions, as well as access to specialist support. This allows us to work effectively with external agencies to provide swift access or referrals to specialist support and treatment. We do this in different ways:

- Analysing behaviour, exclusions, visits to the medical room, issues over attendance and daily school sanctions
- Staff report concerns about individual children to the relevant HOY via CPOMS
- Pupil Progress Review meetings
- Student Support meetings
- Staff Briefings
- Parents' meetings
- Enabling children to raise concerns to any member of staff
- Enabling parents and carers to raise concern to any member of staff
- Health and wellbeing surveys

When we suspect a pupil has a mental health problem, we use the graduated response process (assess – plan – do – review) to put support in place. There are a number of identification and measurement tools, as stated above. We have clear systems and processes in place for early intervention and identification, referral to experienced skilled professionals, and clear accountability systems.

All concerns are reported to the safeguarding team and recorded through the CPOMS system. Effective support is crucial after identification has taken place. Hurworth provides the following when supporting pupils with their mental health and wellbeing:

Pupils with a low need -

- Class teacher intervention
- TA interventions
- HOY support
- School nurse drop in
- Mental health section on the School Website

Pupils with some needs -

- Access to welfare support (LRD)
- HOY support
- Access to Listening Post
- Access to School Counsellor (CPE)
- Access to PWP
- Access to Mind Counsellor
- School Nurse Appointments
- EP Assessment
- Small group interventions (Go Girls/ Being Me)
- Mental First Aiders
- 'Mind' (charity) support groups
- Support from the Examination team

Pupils with the highest needs -

- CAMHS Referral/ Assessment
- Early Help Referral
- Care plans
- GP intervention
- Advise from the SPA or CAP
- Other external agencies

Supporting parents and carers with mental health needs

We recognise the importance the role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting children who do have mental health needs. We ask parents to inform us of any medical or mental health needs their children may have. It is very helpful if parents and carers can share information with us, so that we can better support the young person. We also ask if there is CAMHS involvement that you tick the box on the CAMHS initial forms to allow them to communicate and discuss support strategies with school. All information will be treated with confidence.

To support Parents and carers:

- We provide information and helpful links on the school website, where key information and support is outlined. There is also a mental health blog that helps to keep parents and carers up to date with new information.
- We include the mental health topics that are taught in the PSHCE curriculum section, on the school website.
- Support available via the student support team (HOY) and Mental Health lead.
- There is array of information on offer at parents' evenings through interactive screens, presentations, leaflets and guides.

Home School Agreement

The home school agreement is issued to every student and their parents/guardian when they begin their career at Hurworth. We place a great deal of emphasis on this document and refer to it many times during each child's time here. It is also equally important to staff as we have an obligation to provide the very best education possible to each and every child.

The home school documents also refer to 'after' school classes and lunchtime sessions that are an integral part of the school's mentoring system.

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, identifying mental health needs early in young people and what to do and where to go to get help. The Mental

Health Lead is qualified, and the school has many trained 'mental health first aiders'. The Mental Health Lead also provides up to date training and support through staff training in Friday morning briefings, as well as on Inset days.

Staff Code of conduct

At Hurworth all staff also adhere to the Swift Academies code of conduct. This policy is held on the school policy document web site www.swiftacademies.org.uk/policies/ and is explained to all staff during induction.

It is important to acknowledge that members of staff are vital role models within our school community. We therefore feel it necessary and right to publish a conduct policy and expect the highest standards of professionalism at all times.

Self-Injury

Rates of self-harm have increased in the UK over the past decade and are among the highest in Europe. Moreover, rates of self-harm are much higher among groups with high levels of poverty and in adolescents and younger adults. Self-harm results in about 150,000 attendances at accident and emergency departments each year and is one of the top five causes of acute medical admission.

Self-injury is a deliberate, non-suicidal behaviour that inflicts physical harm on your body and is aimed at relieving emotional distress. Self-injury is often habitual, chronic and repetitive. Self-injury may include cutting, scratching, burning, banging and bruising, overdosing (without suicidal intent), deliberate bone-breaking/spraining, eating disorders and drug / alcohol misuse.

Self-injury is a coping mechanism which may be a result of underlying problems, some of which may include:

- Low self esteem
- Perfectionism
- Mental health issues such as depression and anxiety
- The onset of more complicated mental health issues e.g. bi-polar
- Problems at home or at School
- Physical or emotional abuse
- Obvious cuts, scratches or burns that do not appear to be accidental
- Frequent 'accidents' that cause injury
- Regularly bandaged arms / wrists
- Reluctant to take part in physical exercise
- Wearing long sleeves and trousers even during hot weather
- Drug and / or alcohol misuse or risk-taking behaviour
- Negativity and lack of Self Esteem
- Out of character behaviour
- Bullying other pupils
- A sudden change in friends or withdrawal from a group

All staff working with children and young people, whether in universal, targeted or specialist services, are likely to encounter children or young people who self-harm at some point in their working lives. Self-harm is distressing for all concerned and staff at Hurworth school have clear pathway to follow when self-harm is evident in a young person.

The aim of the 'Self-Injury' section and indeed the 'Mental Health Policy' is to provide a clear set of protocols to adopt for managing any issues that may arise surrounding the syndrome of self-injury. Such protocols include:

- Recognising the warning signs that a child may be self-harming
- Broaching the subject of self-harm to a pupil you suspect of deliberately hurting themselves
- How to react positively if a pupil comes to you wishing to discuss their self-harm
- Short term individualised plans and risk assessments of action for the care and management of the pupil
- Long term individualised plans of action for the continued support, assistance and monitoring of the pupil
- Clear and continual communication with parents or carers.
- How best to assist in building confidence, self-esteem and emotional wellbeing of the pupil
- Practical and emotional support for the staff members dealing with a self-harming pupil
- Provision of clear and standard guidelines for all staff in contact with the pupil
- Training and education surrounding the issue of self-harm for all staff
- Education and awareness for all pupils through PSHCE and assembly

The Head Teacher (NPR) Role is to:

- Appoint a lead officer for safeguarding to be responsible for self-injury matters and liaise with them, this is Mel Pitchford.
- Ensure that the designated teacher receives appropriate training about self-injury. The Safeguarding and Pastoral Teams are both compliant with the up to date Safeguarding legislation and Mel Pitchford's regularly updates Safeguarding training of all staff to appropriate levels.
- Seek liaison with expert fields for training purposes. In September 2013 staff received voluntary training from CAHMS specialists with regard to self-injury. KDN (Lead Mental Health) has also completed training specific to Mental Health and Self-Injury in academic year of 2018-19.
- Ensure that self-injury policy is followed by all members of staff

The Board of Directors will:

- Decide whether self-injury education should be in the school curriculum, and how it should be addressed
- Ensure that education about self-injury neither promotes or stigmatises
- Look at provisions for people who self-injure, such as long-sleeved uniforms and PE kits, and time out of lessons when under intense stress to receive emotional support from key workers and expert staff

The Safeguarding Team will:

- Keep records of self-injury incidents and concerns via safeguarding protocols (See Safeguarding Policy)
- Liaise with local services about help available for people who self-injure (For example, Mind workshops)
- Keep up-to-date with information about self-injury and courses available to safeguarders
- Liaise with Leadership and Pastoral teams where safeguarding issues arise and where appropriate.
- Contact parent(s) at the appropriate time(s). Involve the pupil in this process. Inform the parent(s) about appropriate help and support for their child which is available. Monitor the pupil's progress following an incident
- Know when other agencies (e.g. social workers, Educational Psychologists) need to be informed
- Know when to seek help to deal with their feelings and distress.
- Liaise and work with CAHMS through regular discourse and through Team Around the School.
- Liaison with the NHS where applicable.
- Seek to be a stakeholder in future local policy - Schools can influence the health services that are commissioned locally through their local Health and Wellbeing Board – Directors of Children's Services and local Healthwatch are statutory members and we will look to liaise with them as and when necessary and possible.
- We use the following national support and information services offering assistance as well as working closely with the local CAMHS (Mulberry Centre) and HHTS (based on site of Rise Carr College) as well as local GPs.
- Look to utilise as many protective factors as is possible by working in a multi-agency approach and establishing good home/school relations where at all possible.
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All staff and teachers are expected to:

- Listen to pupils in emotional distress calmly and in a non-judgemental way.
- Report self-injury to the designated staff member(s) for self-injury. Be clear of the timescale in which this is expected. This should be reported through the CPOMS system.
- Not make promises (e.g. assuring confidentiality) which can't be kept. Reassure pupils that in order to seek health and happiness people need to know about their problems so that they can help.
- Guide pupils towards seeking health and emotional well being
- Promoting problem-solving techniques and non-harmful ways to deal with emotional distress
- Enable pupils to find places and people for help and support
- Provide accurate information about self-injury
- Widen their own knowledge about self-injury and mental health disorders
- Be aware of health and safety issues such as first-aid and clearing up if a self-injury incident take place at school

- Be aware of their legal responsibilities – when they can help, and when they cannot
- Be aware of support mechanisms that already exist in school and how to access them

Pupils will be expected to:

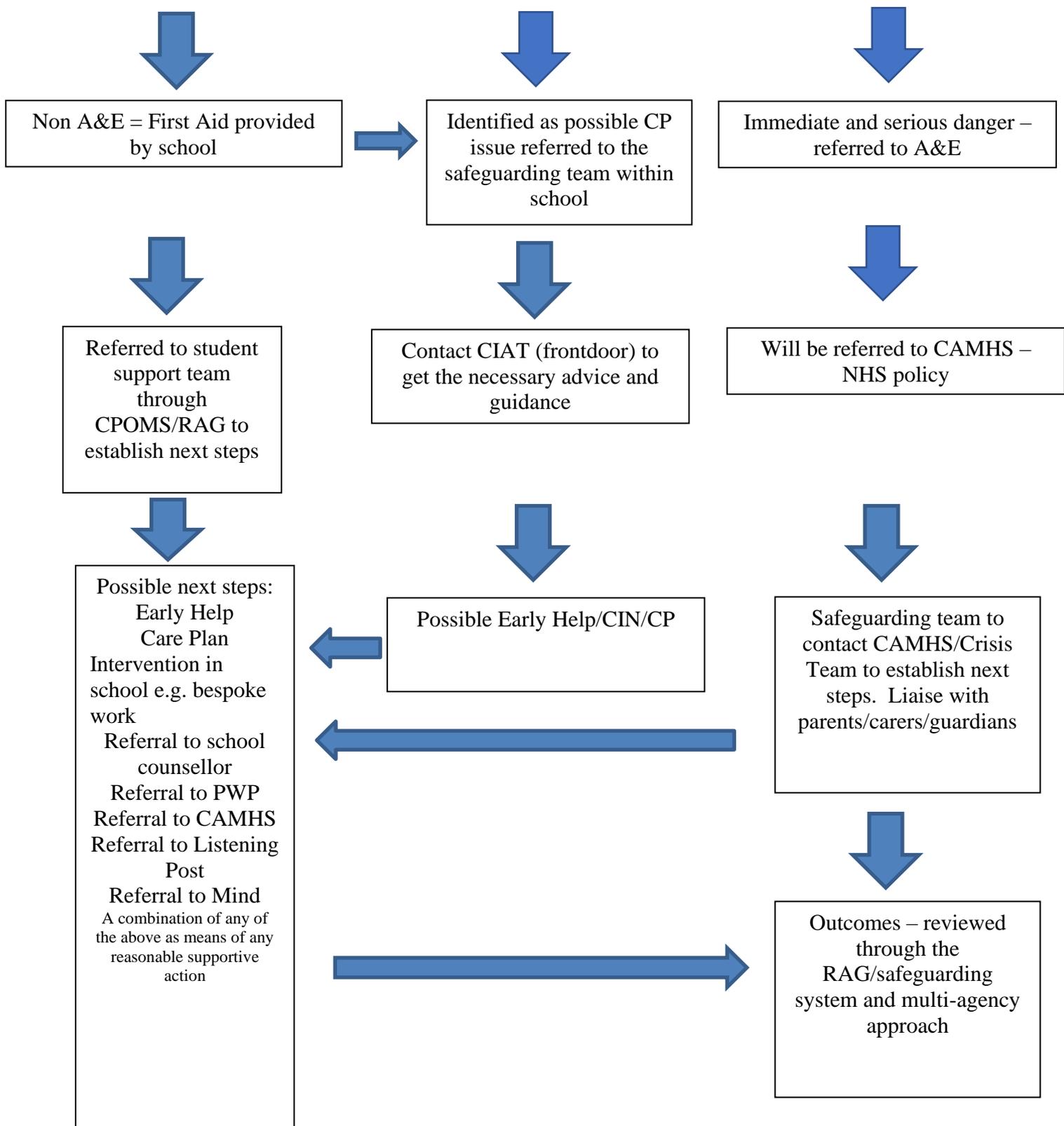
- Seek medical attention to keep open wounds/injuries clean and free from infection (these must be dressed appropriately)
- Talk to the appropriate staff member if they are in emotional distress
- Alert a teacher if they suspect a fellow pupil of being suicidal or at serious risk of harm to them-selves, and know when confidentiality must be broken
- Contribute to and work with the management strategies which are created for them with the Pastoral Team
- Be aware of and follow their set out plan and risk assessment

Parents will be encouraged to:

- Endorse the school's approach to self-injury education and student support and work in partnership with the School
- Instances of self-injury are almost always dealt with best through collaboration and a home/school strategy which dovetails. This will always be the management strategy that the Pastoral Team will strive for where possible and has been successful in many instances.
- Record events and communicate with school to ensure safety of the young person.

Flow Chart of Self-Injury Protocol

Incident of Self Harm – reported by staff/student support team
Duty of care phone call by HOY



COVID-19 Protocol

To access any information or support relating to Covid-19 please follow the link below:

<https://swiftacademies.org.uk/covid-19/>

The sources for help and support below also have specific covid-19 support.

Sources of Help and Support with Mental Health issues and Self-Injury

Accessible on our school website and from the below sources:



XenZone is a provider of online mental health services for children, young people and adults. Kooth, from XenZone, is an online counselling and emotional well-being platform for children and young people, accessible through mobile, tablet and desktop and free at the point of use. This provides young people a counselling service online, it is available Monday – Friday: 12pm – 10pm and Saturday & Sunday: 6pm – 10pm.

www.kooth.com



The Anna Freud National Centre for Children and Families

The Anna Freud National Centre for Children and Families is a children's mental health charity with over 60 years' experience of caring for young minds. Our vision is a world in which children and their families are effectively supported to build on their own strengths to achieve their goals in life.

Children, young people and families are at the heart of everything we do, and we want to involve as many young people as we can, in all aspects of our work! We know that by recognising and promoting the voice of young people, we can work together to better ensure mental health services are meeting your needs. The links will give you some support and guidance on how best to support young people with their mental health:

<https://www.annafreud.org/insights/news/2018/01/just-released-talking-mental-health-with-young-people-at-secondary-school/>

<https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/advice-for-parents-and-carers-talking-mental-health-with-young-people-at-primary-school/>



The Listening Post was established in 2017 as a distinct project of DACYM (Darlington Area Churches Youth Ministry). The Listening Post is a listening and mentoring project that seeks to help young people with low level mental health and well-being issues in order to prevent them escalating into something more long-lasting.

Since its establishment last year, the Listening Post now provides sessions in five Darlington secondary schools (Education Village, Longfield Academy, Hummersknott Academy, Hurworth Academy and Wyvern Academy) as well as appointments at Dr Piper House following G.P. referrals.

Our focus for outcomes is the young person and an improvement in both their short-term and long-term emotional well-being.

A recent Princes Trust report stated that half of young people (48 per cent) experienced problems during their school or college years that prevented them from focusing on their studies. Of those who experienced a problem, almost half (46 per cent) did not talk to anyone about their situation. Young people are, therefore, forgoing the opportunity to talk about their problems, emotions and fears, which can develop into mental health problems lasting into adulthood. Young people get stuck – talking can help turn it around. The Listening Post is our response to these statistics, we aim to prevent mental health issues intensifying for young people.

If you are a young person, or know a young person who would like to speak with a listener please contact ListeningPost@dacym.co.uk or call **07847 933799**

YOUNGmINDS

We're leading the fight for a future where all young minds are supported and empowered, whatever the challenges. The crisis in children and young people's mental health is real and it is urgent. More children and young people than ever before are reaching out for help with their mental health. But for those who take that brave step, help is much too hard to find. Together, we are changing this. We're fighting for young people's mental health.

We value every voice

Every voice is important and needs to be listened to

We tell it as it is

We are always honest and straightforward

We're all about impact

We work together to make a life-changing difference

To gain more information or help and support visit: <https://youngminds.org.uk/find-help/>

Young Minds

020 7089 5050 (general enquiries)
0808 802 5544 (parents helpline, for any adult with concerns about the mental health of
a child or young person)
youngminds.org.uk



For young people

Young people can experience a range of mental health problems. Childhood and teenage years are a time when you are usually changing rapidly and developing all the time.

You also often have to cope with many different situations and unfamiliar challenges like exams, relationships and the other pressures of growing up.

While often it's possible to talk to parents or carers about feelings, you may find it hard to do so. You might express how you feel through being moody, getting in trouble at school or at home or by becoming angry easily. Some people also get odd aches and pains that can happen when you're not able to say what you're feeling.

If you're able to carry on your usual life and don't experience lasting unpleasant feelings, the best help is for parents, relatives or friends to be available to listen, to talk things through and to support you where they can.

More rarely, you may experience difficulties that are more severe or long lasting, or you may find yourself reacting to setbacks in a more extreme way. You may tell parents or friends that you are distressed or unable to cope, or you may try to hint that you are and hope they speak to you. This can lead to the support you want. Often though, you may find you show distress through acting differently, with more intense moods or behaviour, either at home, at school, or with friends.

Occasionally, your feelings or mood may be so extreme or upsetting that you need urgent help. If you're self-harming, running away, or saying you no longer want to go on living then you may need immediate support. If this sort of feeling continues for some time it is a particular clue that you might need to look to get help to cope with your mental health.

To find more help and support go to: <https://www.mind.org.uk/information-support/>

For parents

If you are a parent living with a mental health problem you might find our guide to parenting and mental health useful. If you are concerned about a child then see organisations listed under Useful contacts for more information.

https://www.mind.org.uk/information-support/tips-for-everyday-living/parenting-with-a-mental-health-problem/#.W_a1uST7Tcs

Our team provides information on a range of topics including:

- types of mental health problems
- where to get help
- medication and alternative treatments
- Advocacy.

We will look for details of help and support in your own area.

Contact us

Our lines are open 9am to 6pm, Monday to Friday (except for bank holidays).

0300

123

3393

info@mind.org.uk

Text: 86463



We're here for you, whatever's on your mind. We'll support you. Guide you. Help you make decisions that are right for you. Our tips and techniques, ideas and inspirations, can help you feel more in control. You can access them in your own time, at your own pace! We have many useful ways to provide help and support including free 24 hour helpline, online 1:1 counselling support, information and advice board and toolbox kits.

Childline

0800

1111

childline.org.uk

Free 24-hour helpline for children and young people in the UK.



Somewhere to turn when someone dies

Somewhere to turn when a bereavement happens. Telephone Number: 01325 288633, www.crusenortheast.org.uk



St Teresa's
Hospice
Giving to life

Pre and post bereavement support as well as counselling for people with lifelong/limiting conditions and their carers. Telephone: 01325 254321, email: enquires@darlingtonhospice.org.uk For more information about the services offered www.darlingtonhospice.org.uk



Essential support for under 25s themix.org.uk

Online guide to life for 16-25 year olds. Straight-talking emotional support is available 24 hours a day. Chat about any issue on our [moderated discussion boards](#) and [live chat room](#).

NSPCC

Mental illness and suicidal thoughts can affect anyone, of any age, of any background, at any time. Like with physical illnesses, people don't choose to have a mental health problem. And they need the appropriate care to get better. Mental illness and suicidal thoughts are common issues for young people. It can be difficult to know if a child is

suffering as they often keep it to themselves. But we're here to help you spot the signs and know how to support them.

Signs and symptoms of mental health issues

All children are different but some of the common signs of mental health problems in children include:

- becoming withdrawn from friends and family
- persistent low mood and unhappiness
- tearfulness and irritability
- worries that stop them from carrying out day to day tasks
- sudden outbursts of anger directed at themselves or others
- loss of interest in activities that they used to enjoy
- problems eating or sleeping.

NSPCC

helpline (adults): 0800 800 5000
helpline (children and young people): 0800 1111
help@nspcc.org.uk
nspcc.org.uk



Helpline: 0800 068 41 41
papyrus-uk.org

Charity for the prevention of young suicide, offering confidential support and awareness training.



Confidential helpline

[Call our free and confidential helpline for support](#)

Family Lives offers a confidential and free* helpline service for families in England and Wales (previously known as Parentline). Please call us on **0808 800 2222** for emotional support, information, advice and guidance on any aspect of parenting and family life. Our helpline service is open 9am – 9pm, Monday to Friday and 10am – 3pm Saturday and Sunday. For callers from Scotland, Children 1st run Parentline Scotland and you may wish to contact them on 08000 28 22 33 Monday to Friday from 9am - 9pm.

Email support

Our lines do get very busy, if you are unable to get through, you may want to email us for support, advice and information. Please email us at askus@familylives.org.uk. We aim to respond within 24 hours, Monday to Friday.

familylives.org.uk - Support to anyone parenting a child.



DARLINGTON SAMARITANS

We offer a safe place for you to talk any time you like, in your own way – about whatever’s getting to you.

If something's troubling you, get in touch:

Telephone our branch:

01325 465465 (local call charges apply) 01325 488679 (Recruitment Line Answer Phone)

National telephone:

116 123 (this number is free to call)

Email Samaritans:

jo@samaritans.org

(UK)

Visit our branch:

Samaritans Darlington 13 Woodland Road Darlington County Durham DL3 7BJ

Usual hours open to receive callers at the door:

Monday		6.00pm			to			9.00pm
Tuesday,	Thursday:	9am	to	3pm	and	6pm	to	9pm
Wednesday:		6pm			to			9pm
Friday:		6pm			to			9pm
Saturday:	12		noon		to			9pm
Sunday:		4pm			to			9pm

Please phone and check before traveling



Championing advice and counselling

Youth Access

020

8772

9900

youthaccess.org.uk

Information on youth counselling.