



PROMOTING POSITIVE MENTAL HEALTH POLICY

Reviewed: March 2018

Next Review Date: March 2020

Related Documents:

Safeguarding & Child Protection Policy, Supporting Pupils with Medical Conditions, Anti-Bullying & Cyber Bullying, Behaviour & Discipline, PSHE & SMSC and SEND & Inclusion Policy

1. Policy Statement

We aim to promote positive mental health and wellbeing for our whole school community; pupils, 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. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events. In 2017, about 1 in 10 children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on quality of life, relationships and academic achievement. In many cases it is life-limiting. This policy describes the way in which we meet the needs of children who experience barriers to their learning.

2. Why mental health and wellbeing is important

The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy". Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

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

3. Aims

- To be a school where all children are valued
- To support children to be resilient and mentally healthy
- To allow children to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience
- To offer positive role models and relationships which are crucial in promoting pupils wellbeing and can help engender a sense of belonging and community
- To help children to be able to manage times of change and stress
- To support children to reach their full potential and access help and support when they need it
- To teach children about what they can do to maintain positive mental health
- To develop protective factors which build resilience to mental health problems and be a school where:
 - All pupils are valued
 - Pupils have a sense of belonging and feel safe
 - Pupils feel able to talk openly with trusted adults about their problems without feeling and stigma
 - Positive mental health is promoted and valued
 - Bullying is not tolerated

4. Purpose of the policy

This policy sets out:

- *How we promote positive mental health.*
- *How we prevent mental health problems.*
- *How we identify and support 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.*

5. What is Mental Health and Wellbeing?

“a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community”. (World Health Organisation, 2010).

Mental health is how we feel, how we think and how we behave. Mental Health Promotion for children and young people is everybody's business.

It is about:

- being able to form and maintain relationships with others
- being adaptable to change and other people's expectations
- being able to have fun
- being open to learning
- being able to develop a sense of right and wrong
- being able to develop the resilience to manage ordinary setbacks.

We recognise that all children and young people need the foundation of positive mental health to benefit fully from all of the opportunities available to them.

All children and young people need to:

- be able to **Connect** with others by participating in groups and teams
- know they are **Capable** and able to achieve
- know they **Count** in their world and can contribute to their community
- know they have **Courage** and can manage risks appropriately.

Everyone experiences life challenges that can make us vulnerable. At times, anyone may need additional support to maintain or develop good mental health.

- 1 in 10 children & young people aged 1 – 15 years have a clinically recognisable mental disorder in any one year.
- 1 in 4 adults will experience mental health difficulties; at least half of these difficulties can be traced back to childhood.

6. A whole school approach to promoting positive mental health

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

This encompasses 7 aspects:

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

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues.

7. Roles and responsibilities within the school

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience problems; such a physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy (see appendix 1 on risk and protective factors).

Our Inclusion Lead for Social, Emotional & Mental Health Needs

- Leads on and works with other staff to coordinate whole school activities to promote positive mental health
- Provides advice and support to staff and organises training and updates
- Keeps staff up to date with information about what support is available
- Liaises with the PSHE Coordinator on teaching about mental health
- Is the first point of contact and communicates with mental health services
- Leads on and makes referrals to services

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

Sources of relevant support include:

- Our own Senior Leadership Team
- Our own Inclusion Team
- Our Safeguarding/Child Protection Lead
- Our Phase Leaders
- School support staff employed to manage mental health needs of particular children
- Our SENDCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision.
- Our School Nurse
- The Educational Psychologist
- CAHMS Team

8. Supporting children' positive mental health

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

Pupil-led activities

- Campaigns and assemblies to raise awareness of mental health.
- Peer mediation and Peer mentoring – children working together to solve problems and planned sessions where identified adults mentor a designated child
- Buddy System – Year 6 children buddy a younger Reception child.

Transition programmes

- Transition Programme to secondary schools which includes all Year 6 children having a staff mentor to support a smooth transition to secondary school
- The children also take part in events at our feeder secondary school in the summer term

Class activities

- Weekly celebration assembly where children can be praised for certain duties, tasks or things they have done and have them celebrated
- Termly Gold Book Assembly where children can be praised for achievements from the last term. Music students also get the chance to perform what they have been learning
- Worry boxes – Each class has a box where children can anonymously share worries or concerns in class

Whole school

- Wellbeing week – whole school focus on doing things which make us feel good
- Displays and information around the school about positive mental health and where to go for help and support
- Staff mental health leaflet

Small group activities

- Nurture groups
- Resilience Training
- Talkabout – a small group intervention to improve children's communication skills around turn taking, dealing with issues, resolving conflict

Teaching about mental health and emotional wellbeing

Through PSHE and SMSC we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

9. What our pupils learn

Key Stage 1

- To recognise, name and describe feelings including good and not so good feelings
- Simple strategies for managing feelings
- How their behaviour affects other people
- About empathy and understanding other people's feelings
- To cooperate and problem solve
- To motivate themselves and persevere
- How to calm down
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- Who to go to if they are worried
- About different types of teasing and bullying, that these are wrong and unacceptable
- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

Key Stage 2

- What positively and negatively affects their mental and emotional health (including the media)
- Positive and healthy coping strategies
- About good and not so good feelings
- To describe the range and intensity of their feelings to others
- To recognise and respond appropriately to a wide range of feelings in others
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- About resilience
- How to motivate themselves and bounce back if they fail at something
- How to empathise and be supportive of others
- About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language), how to respond and ask for help
- About the importance of talking to someone and how to get help

10. Supporting positive mental health throughout the school community

The mental health of children and young people, adults in school, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences.

All children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

We recognise these needs and rights and are committed to raising awareness, increasing understanding and ensuring that all schools can and do make a difference by providing a place where all children and young people feel safe, secure and able to achieve and experience success and well-being.

All schools should offer a learning environment that promotes and enhances positive mental health. A consistent approach means that the school environment and school ethos all promote the mental health of the whole school community.

Healthy relationships underpin positive mental health and have a significant impact.

A mentally healthy environment has:

- a clear and agreed ethos and culture that accords value and respect to all
- a commitment to being responsive to children and young people's needs
- clearly defined mental health links in school policies
- clear guidelines for internal and external referrals
- strong links with external agencies to provide access to support and information
- a named lead for mental health promotion with the expectation that there is support and involvement and an ethos that 'mental health is everyone's business'.

A mentally healthy environment is a place where children and young people:

- have opportunities to participate in activities that encourage belonging

- have opportunities to participate in decision-making
- have opportunities to celebrate academic and non-academic achievements
- have their unique talents and abilities identified and developed
- have opportunities to develop a sense of worth through taking responsibility for themselves and others
- have opportunities to reflect
- have access to appropriate support that meets their needs
- have a right to be in an environment that is safe, clean, attractive and well cared for
- are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times.

A mentally healthy environment is a place where staff:

- have their individual needs recognised and responded to in a holistic way
- have a range of strategies that support their mental health, e.g. a named person to speak to, signposting
- have recognition of their work-life balance
- have the mental health and well-being of the whole staff reviewed regularly
- feel valued and have opportunities to contribute to decision-making processes
- celebrate and recognise success
- are able to carry out roles and responsibilities effectively
- are provided with opportunities for CPD both personally and professionally
- have their unique talents and skills recognised and opportunities are provided for development
- have time to reflect
- can access proactive strategies and systems to support them at times of emotional needs in both the short term and the long term.

A mentally healthy environment is a place where parents/carers:

- are recognised for their significant contribution to children and young people's mental health
- are welcomed, included and work in partnership with schools and agencies
- are provided with opportunities where they can ask for help when needed
- are signposted to appropriate agencies for support
- are clear about their roles and expectations of their responsibilities in working in partnership with schools
- opinions are sought and valued and responded to
- strengths and difficulties are recognised, acknowledged and challenged appropriately.

A mentally healthy environment is a place where the whole school community:

- is involved in promoting positive mental health
- is valued for the role it plays in promoting positive mental health
- contributes towards the ethos of the school.

A healthy learning environment provides opportunities that promote positive mental health, through the standard curriculum and extended provision, e.g. play, nurture groups, differentiated learning activities, individual timetables, parents/carers groups, challenging stereotypes, etc.

The implementation of the policy for promoting positive mental health in schools:

- will give schools a cohesive and co-ordinated approach to mental health
- should underpin all policies and practices currently used in schools
- will raise awareness as to how the whole school community can look after their own mental health and that of others
- will help to de-stigmatise mental health
- will support people and provide opportunities that enable everyone to reach their potential
- will strengthen relationships and provide opportunities for different ways of working
- will provide foundations for life-long learning
- will promote and strengthen resilience throughout the whole school community and empower everyone to face life's challenges.

11. Identifying, referring and supporting children with mental health needs

Our approach is to:

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

11.1. Early Identification

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to enable support to be put into place as soon as possible. We do this in different ways including:

- Termly Inclusion meetings with the SENDCo/Mental Health Lead, class teacher and support staff to discuss any concerns around children in each class
- Analysing behaviour, exclusions, attendance and sanctions.
- Inclusion meetings feed into half termly vulnerable children meetings with the Head Teacher, Deputy Head Teacher, SENDCo and Class Teacher
- Regular termly analysis of behaviour, exclusions, attendance and sanctions
- Gathering information from a previous school at transfer or transition
- Parental meetings in EYFS
- Staff report concerns about individual children to the relevant lead persons.
- Worry boxes in each class for children to raise concerns which are checked by the Class Teachers (these are anonymous but give an indication of needs in a particular class regularly).
- Pupil Progress Review meetings termly
- Enabling pupils to raise concerns through any member of staff in school
- Enabling parents and carers to raise concerns through the school nurse, class teacher, Headteacher or Mental Health lead

All staff have had training on the protective and risk factors (see Appendix 1), types of mental health needs (see Appendix 2) and signs that might mean a pupil is experiencing mental health problems. Any member of staff concerned about a pupil will take this seriously and talk to the SENDCO/Mental Health Lead or the Headteacher.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE.
- Wearing long sleeves in hot weather.
- Drugs or alcohol misuse.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

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

11.2. Disclosures by children and confidentiality

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.

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

11.3. Assessment, Interventions and Support

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

Need The level of need is based on discussions at the regular Inclusion meetings/panel with key members of staff and involves parents and children	Evidence-based Intervention and Support - the kinds of intervention and support provided will be decided in consultation with key members of staff, parents and children. <i>For example</i>	Monitoring
Highest need	CAMHS-assessment, 1:1 or family support or treatment, consultation with school staff and other agencies Other External agency support Other interventions e.g. art therapy. If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the SEND policy and SEN School Information Report	All children needing targeted individualised support will have an Individual Care Plan drawn up setting out: <ul style="list-style-type: none"> • The needs of the children • How the pupil will be supported • Actions to provide that support • Any special requirements
Some need	Access to in school nurture group, family support worker, school nurse, art therapy, educational psychologist, 1:1 intervention, small group intervention, skills for life/wellbeing programmes, circle of friends.	Children and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through a pre and post SDQ and if needed a different kind of support can be provided. The Care Plan is overseen by the Mental Health Lead.
Low need	General support E.g. School Nurse drop in, class teacher/TA,	

Children are informed that the Inclusion Lead for Social, Emotional & Mental Health Needs is available when a pupil is dissatisfied with the level of care and support

11.4. Support for friends

We recognise that when a pupil is experiencing mental health problems it can be challenging for their friends, who often want to help them but are not sure the best thing to do and can also be emotionally affected. In the case of eating disorders and self-harm, it is possible that friends may learn unhealthy coping strategies from each other, and we will consider on a case by case basis what support might be appropriate including one to one and group support.

We will involve the pupil who is suffering and their parents and consider what is helpful for friends to know and what they should not be told, how they can best support, things they should avoid doing/saying which may inadvertently cause upset and warning signs that their friend needs help.

We will also make information available about where and how to access information and support for themselves and healthy ways of coping with the difficult emotions they may be feeling.

11.5. Support for children after inpatient treatment

We recognise that some children will need ongoing support and the Inclusion Lead for Social, Emotional & Mental Health Needs will meet with children on a regular basis. We are careful not to “label” children with diagnoses without prior and sensitive consultation with family/carers and other relevant professionals.

We have a duty of care to support children and will seek advice from medical staff and mental health professionals on the best way to support children. We will carry out a risk assessment and produce an Individual Care Plan to support children to re-integrate successfully back to school.

When a child leaves an inpatient provision and is transitioning back to school, we discuss what needs to happen so the transition will be smooth and positive.

12. Working with specialist services to get swift access to the right specialist support and treatment

In some case a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders. We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the children's Individual Care Plan.

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

Main Specialist Service Referral process	Main Specialist Service Referral process
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school, GP or self-referral
Educational Psychologist	Accessed through the Mental Health Lead or SENDCO

12.1. SEND and mental health

Persistent mental health problems may lead to children having significantly greater difficulty in learning than the majority of those of the same age. In some cases the child may benefit from being identified as having a special educational need (SEN).

13. Involving parents and carers

Promoting mental health

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting their children with mental health needs. It is very helpful if parents and carers can share information with the school so that we can better support their child. We make every effort to support parents and carers to access services where appropriate.

On first entry to the school, our parent's meeting includes a discussion on the importance of positive mental health for learning. We ask parents to inform us of any mental health needs their child has and any issues that they think might have an impact on their child's mental health and wellbeing, based on a list of risk factors pertaining to the child or family (see appendix 1). It is very helpful if parents and carers can share information with the school so that we can better support their child from the outset. All information will be treated in confidence.

To support parents and carers:

- We organise a range of activities such as workshops on protective and risk factors
- We provide information and websites on mental health issues and local wellbeing and parenting programmes, which can be accessed on the School website. The information includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support for themselves.
- We include the mental health topics that are taught in the PSHE curriculum section, on the School website
- When children start school, all parents and carers are given our mental health and resilience leaflet that includes information on how parents can support their child's mental health and where to go for help and support.

Supporting parents and carers with children with mental health needs

We are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive. We also aim to reassure by explaining that mental health problems are common, that the school has experience of working with similar issues and that help and advice are available.

When a concern has been raised, the School will:

- Contact parents and carers and meet with them (In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified.)
- 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 Individual Care 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 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. 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.

14. Involving children

We seek pupil's views about our approach, curriculum and in promoting whole school mental health activities.

We always seek feedback from children who have had support to help improve that support and the services they received.

15. Supporting and training staff

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in pupils and know what to do and where to get help. Those staff with a specific responsibility have where possible access to supervision from mental health professionals.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing, such as mindfulness and physical activities.

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

The policy is monitored at an annual review meeting led by the Mental Health Lead and involves staff with a responsibility for mental health, including specialist services supporting the school and governors.

16.1. Measuring impact

This policy offers opportunities to measure the impact in a variety of ways, e.g. school's ethos, staff well-being, feedback from the whole school community, number of external referrals, improved relationships, children and young people.

The promotion of positive mental health for children and young people is everybody's business.

Appendix 1: Protective and Risk factors (adapted from Mental Health and Behaviour DfE March 2016)

	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 	
In the School	<ul style="list-style-type: none"> - Bullying - Discrimination - Breakdown in or lack of positive friendships - Negative peer influences - Peer pressure - Poor pupil to teacher relationships 	<ul style="list-style-type: none"> - Clear policies on behaviour and bullying - 'Open door' policy for children to raise problems - 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: Specific mental health needs most commonly seen in school-aged children

For information see Annex C Main Types of Mental Health Needs. Mental Health and Behaviour in School DfE March 2016. <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Annex C includes definitions, signs and symptoms and suggested interventions for

- Anxiety (including panic attacks, phobias and Obsessive Compulsive Disorder OCD)
- Depression
- Eating Disorders
- Substance Misuse
- Self Harm

Appendix 3: Where to get information and support

For support on specific mental health needs

Anxiety UK www.anxietyuk.org.uk

OCD UK www.ocduk.org

Depression Alliance www.depressoinalliance.org

Eating Disorders www.b-eat.co.uk and www.inourhands.com

National Self-Harm Network www.nshn.co.uk and www.selfharm.co.uk

Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

For general information and support

www.youngminds.org.uk champions young people's mental health and wellbeing

www.mind.org.uk advice and support on mental health problems

www.minded.org.uk (e-learning)

www.time-to-change.org.uk tackles the stigma of mental health

www.rethink.org challenges attitudes towards mental health