

Clover Hill Primary School



Mental Health and Emotional Wellbeing Policy



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1. Policy statement

At Clover Hill Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, 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.

- The national prevalence of children and young people who have a diagnosable mental health condition is 9.6%.
- The Mental Health of Children and Young People Survey 2020 showed that 1 in 6 5-16 year olds were identified as having a probable mental health disorder. This is an increase from 2017 when it was 1 in 9
- 92% of young people will experience a significant bereavement before the age of 16 years (Child Bereavement UK).

Mental Health difficulties can have an enormous impact on children and young people's quality of life, relationships and academic achievement. In many cases it is life-limiting. 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 aim 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. Our aim is to help develop the protective factors which build resilience to mental health difficulties and to be a school where:

- All children are valued.
- Children have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

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

COVID and the lock downs have had and continue to have a huge impact on many children and young people's mental health, as well as on their families and on staff. Some will have experienced anxiety, stress, loss and bereavement and trauma that continue to have a lasting impact on their mental health and wellbeing

2. Scope

This policy is intended to:

- Provide guidance to school staff on our school's approach to promoting positive mental health and wellbeing across all communities in the school
- Inform pupils and parents about the support that they can expect from the school in respect of supporting mental health and wellbeing
- Signpost parents to support available in the community from organisations external to school

Read this policy in conjunction with:

- SEND policy
- Behaviour policy
- Anti-bullying policy
- Safeguarding policy

3. Policy aims

- Promote positive mental health and wellbeing across the whole school
- Create a culture of wellbeing and inclusion

- Foster a positive atmosphere in school, where pupils feel able to discuss and reflect on their own experiences with mental health openly
- Celebrate all of the ways pupils achieve at our school, both inside and outside the classroom
- Allow pupils to participate in forming our approach to mental health by promoting pupil voice
- Give pupils the opportunity to develop their self-esteem by taking responsibility for themselves and others
- Spread awareness of the varieties of ways mental health issues can manifest
- Support staff to identify and respond to early warning signs of mental health issues
- Provide support to staff working with pupils with mental health issues
- Provide support and access to resources to pupils experiencing mental ill health alongside their peers, their families and the staff who work with them

4. Legal basis

This policy was written with regard to:

- [The Equality Act 2010](#)
- [The Data Protection Act 2018](#)
- Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)

5. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across the school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the Designated Safeguarding Leads/SEND & Inclusion Lead/SMHL.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

- Headteachers
- SEND & Inclusion Lead
- Designated Safeguarding Leads
- Senior Mental Health Leads

6. Warning signs

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

- Changes in mood or energy level
- Changes in eating or sleeping patterns
- Changes in attitude in lessons or academic attainment
- Changes in level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

7. Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow the school's safeguarding policy and pass on all concerns to the Designated Safeguarding Lead.

All disclosures are recorded and stored in the pupil's folder on CPOMS.

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record

- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

8. Confidentiality

Staff should not promise a pupil that they will keep a disclosure secret, instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing
- The support put in place for the pupil will be dependent on the member of staff being at school
- Other staff members can share ideas on how to best support the pupil in question

Staff should always share disclosures with at least one appropriate colleague. This will usually be a DSL. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first. Parents will be informed unless there is a child protection concern. In this case the Safeguarding Policy will be followed.

9. Supporting pupils

9.1 Baseline support for all pupils

As part of the school's commitment to promoting positive mental health and wellbeing for all pupils, the school offers support to all pupils by:

- Raising awareness of mental health during assemblies, PSHCRE and mental health awareness week and through the work of our Happy Bees group
- Signposting all pupils to sources of online support on the school website
- Having open discussions about mental health during lessons
- Providing pupils with avenues to provide feedback on any elements of the school that is negatively impacting their mental health
- Monitoring of all pupils' mental health, for whom there are concerns, through assessments e.g. a strengths and difficulties questionnaire
- Appointing a SMHL and ensuring training has been undertaken and information disseminated to staff.
 - Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
 - Worry boxes
 - Circle time
 - Re-regulation areas outside of the classroom for children to de-compress and manage their emotions when they are feeling overwhelmed
- Access to High Quality Teaching and the invisible support it includes.

9.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, the class teacher will work with the SENDCo/Mental Health Lead to take a graduated and case-by-case approach to making an assessment and providing tailored support, further to the provision of the baseline support as detailed in section 10.1. The school will offer support in cycles of:

- Assessing what the pupil's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

9.3 Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes the following provision, which is subject to staffing and demand levels:

- A place in our Zones of Regulation group
- A place in our Drawing and Talking group
- A place in Lego Club
- Time in The Den
- A role of responsibility in school: Librarian, Health and Safety Monitor
- A place in our social interaction group
- A place in our BU therapy group
- A place in our lunchtime club ran by SMHL (this has a flexible focus to meet the needs of the children at the time)

In addition to this, Clover Hill also has access to mental health support from mental health projects as they become available. These have included BU (from Children NE), Kalma Life Healthy Mind sessions, RISE and the Gateshead Schools Health and Wellbeing Service. When available, there are targeted at children whom we feel would gain the most benefit.

9.4 One Page Profiles

Where concerns arise, children can be further supported by some adaptations to High Quality Teaching (HQT) e.g. moving seat, individual task slicers, work stations, access to small intervention groups etc. Where this is the case, children are given a One Page Profile which details their individual needs and the ways in which HQT supports them. Having this support in place and documented means that all staff involved in the education and care of the child, plus any visiting teachers, will be aware of the adaptations and reasons behind them and it also means that the child is monitored carefully so that further support can be put in place if concerns or needs grow. This system is also used for children with a diagnosis (for example, of ASC) but for whom HQT meets their additional needs and is shared with parents throughout the year.

9.5 Making external referrals

We are aware that, despite all the measures listed in this policy, there are occasions in which a child requires additional support beyond that which is available in a mainstream school. In these situations, parents are signposted to the following support from external agencies:

Support and advice could be obtained from the following:

- The Emotional Wellbeing Team (0191 2834560)
- GP or pediatrician
- CAMHS
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Local counselling services

10. Supporting and collaborating with parents and carers

At Clover Hill, we recognise that it is often parents and families who are often the first ones to notice when a child might be struggling and sometimes the only ones to experience the effects of mental health difficulties of their children.

We will work with parents and carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent forums)

- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home
- Keep in close contact with parents/carers to provide information and, in many cases, reassurance regarding their child's wellbeing within the school day

11. Supporting peers

Watching a friend experience poor mental health can be extremely challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Regular assemblies about mental health and wellbeing to promote understanding
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support
- A priority within our PSHCRE curriculum

12. Signposting

Sources of support will be displayed around the school and linked to on the school website, so pupils and parents are aware of how they can get help.

The SEND & Inclusion Lead/SMHL will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

13. Whole school approach to promoting mental health awareness

13.1 Mental health is taught in PSHCRE

We will follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#).

Pupils will be taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

For more information, see our PSHCRE curriculum.

13.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma
- Encouraging pupils to disclose when they think their mental health is deteriorating

14. Training

All staff attend training so they:

- Have a good understanding of what pupils' mental health needs are
- Understand how High Quality Teaching supports mental health and wellbeing
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a pupil in need of help

15. Support for staff

We recognise that supporting a pupil experiencing poor mental health can be distressing for staff. To combat this we will:

- Treat mental health concerns seriously
- Offer staff supervision sessions
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment

17. Monitoring arrangements

This policy will be reviewed annually by the MH&EW Action Team. At every review, the policy will be approved by the Board of Governors.



How does High Quality Teaching @ Clover Hill Specifically Support Children's Mental Health and Wellbeing?



Children often have to deal with many challenges which can include how they learn at school. We, as teachers, need to know how to support them so that they can achieve their full potential whilst maintaining good mental health and wellbeing. It's worth noting that no two children are the same, displaying their own strengths and needs, and each child will require varying levels of support. However, research tells us that a growing number of children are suffering from anxiety. Depending on the child, this can either be manifested in the classroom environment or 'masked' during the school day to be released at home through the 'coke-bottle' analogy so alleviating these feelings and providing support and understanding is a key focus of our High Quality Teaching.

The support features detailed below are carefully designed as 'invisible support' from which ALL children benefit. We have a great many systems in place to support children and enable them to thrive and succeed, often without them even knowing it, so it is just a question of celebrating the great work we already do!

High Quality Teaching	How this approach supports the mental health and wellbeing of our children
Well Organised Classroom	<ul style="list-style-type: none"> ✿ The organisation, layout and expectations of the classroom are shared with the children are the start of the school year and reinforced throughout. ✿ Each day starts with a predictable routine to remove uncertainty and alleviate anxiety. This could be board work displayed on the interactive whiteboard or a set task for children to do upon entering the room. Knowing what to expect from the minute they walk through the door is beneficial to all children, especially those with Anxiety. ✿ Children are greeted each morning by familiar staff and the board work frees up teaching staff to check in on individuals and hear any news or messages. ✿ Visual timetables and school meal menus are on display in every classroom so that children are able to refer to them to know what is in store for them in the day / week ahead. Again, this removes uncertainty and alleviates anxiety. ✿ Classrooms are kept free of clutter and unnecessary noise. ✿ Children with social interaction difficulties are given specific roles in group work and that role is explicitly taught to enable them to understand what is expected of them and to enable them to be successful. ✿ Tasks that require imagination or empathy are carefully scaffolded to support Autistic learners
Dual Coding	<ul style="list-style-type: none"> ✿ Teaching staff make good use of visuals for instructions so that written instructions are supported by symbols, photographs, diagrams or physical demonstrations. When children are presented with a written worksheet or task, they read it aloud to the class to give verbal support to the written information. ✿ Verbal instructions are supported by a task list which remains on the board or individual task lists for children. ✿ These techniques alleviate anxiety in their predictability and also reduce the risk of children becoming anxious if they fall behind in a task or forget an instruction: there is always a reference/aide-memoire provided
Supporting Working Memory	<ul style="list-style-type: none"> ✿ Teaching staff eliminate the need for unnecessary copying from the board as this has been shown to cause strain on children with additional needs which leads to anxiety. ✿ Listening time is broken up with short tasks to avoid children feeling overwhelmed by having to take in lots of information. ✿ Instructions are 'chunked' so that children are empowered to be successful at all times and feeling of anxiety alleviated. ✿ Children are given time to process instructions/questions and therefore all children have a greater chance of participating and being successful, again alleviating feelings of anxiety and falling behind. ✿ Children are given individual task boards/task slicers to support them in carrying out what is asked of them and preventing them forgetting instructions.

Repetition	<ul style="list-style-type: none"> ✿ Spiral learning approach ensures that key information is reviewed and revisited and so that concepts that children may find challenging are reinforced continually thereby building confidence and alleviating anxiety by children feeling successful. ✿ Instructions are repeated a number of times and children encouraged to repeat them back as a class to ensure that all children fully understand what is expected of them.
Timing Support	<ul style="list-style-type: none"> ✿ Teachers use a variety of strategies to support children to complete work successfully within the necessary timescales. This is done in line with the ages and needs of the children and may take the form of blu-tac on the classroom clock for when an activity will finish; a countdown timer on the board; stars on the board that are crossed off every 5 minutes as the time counts down; verbal reminders from the teacher. This ensures that children know what is expected of them and alleviates worry about not getting an activity finished.
Variety of Recording Methods	<ul style="list-style-type: none"> ✿ At Clover Hill, we recognise that our children have different interests and strengths and work hard to provide opportunities for children to demonstrate and showcase these in a variety of ways. For example, inviting children to share their learning using sound buttons, PowerPoints, posters, role play, art work
Clear Expectations	<ul style="list-style-type: none"> ✿ We understand the importance of sharing clear expectations with the children. Feelings of doubt and insecurity can exacerbate anxiety so we work hard to ensure that children are confident and comfortable in their routines and always know exactly what is expected of them.
Clear Vocabulary	<p>Sometimes children can have difficulties with social understanding and the processing of language so we use the following techniques to support them:</p> <ul style="list-style-type: none"> ✿ Positive Instructional Language – sometimes children focus on the active verb in a sentence so ‘Don’t run!’ could be interpreted as ‘Run!’ and so we make sure it is replaced by ‘Walk.’ ✿ We use name-led instructions to cue the child in to the request and give them the best chance of responding successfully. ✿ We ensure that new or challenging vocabulary is explicitly taught as we understand the some children become proficient in masking their lack of understanding of social language with an ‘ok’ rather than admitting to it. We alleviate this by explicitly teaching the meanings of sayings and idioms and always avoid sarcasm.
Seating Plans	<p>All classrooms have seating plans in place as we believe that they offer a great many benefits for all learning as well as relieving anxiety:</p> <ul style="list-style-type: none"> ✿ Children know exactly where they will be sitting in each lesson therefore reducing the unknown and alleviating anxiety. ✿ Children who require support for concentration or reassurance can be placed near to a member of staff so that they can check-in with them to ensure they are confident and secure in their task. ✿ Children can be seated beside good role models and children who provide a supportive complement e.g. a confident speaker beside a confident reader. ✿ Children can be seated away from distractions and in a place to promote focus and success. ✿ Seating arrangements are flexible and can always be changed in response to a need or concern and, in some lessons, children choose their own seat in response to their confidence with a task.
Reading Age	<ul style="list-style-type: none"> ✿ Teaching staff closely monitor children’s reading age so that work set is at an appropriate level for them to be successful which promotes self confidence and alleviates anxiety.
Metacognition	<ul style="list-style-type: none"> ✿ Teachers explicitly talk about thought processes and verbalise their own thinking, encouraging children to do the same. This promotes an ethos in which children understand that all brains work slightly differently and that celebrates these differences.
RELATIONSHIPS	<ul style="list-style-type: none"> ✿ Although placed at the end of this list, relationships are the most important way that we ensure that ALL children at Clover Hill are supported to succeed. Relationships come into all of the strategies and techniques detailed above and none of them could work without strong relationships between everyone in our school community. ✿ Teaching staff work hard to build strong, supportive relationships with each individual child in their class. This process starts before September when they meet the previous teacher for a thorough handover in which children’s strengths, needs and interests are shared and tips about learning styles and successes are passed up. This relationship builds over the year as staff get to know the children in their class as individuals and work hard to ensure that individual learning styles are a factor in planning and curriculum design. We strive to ensure that children feel valued, listened to and supported throughout their time with us.

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| | <ul style="list-style-type: none">✿ Teaching staff build close relationships with parents and value information from home regarding each child's development and progress. Where concerns arise, staff work closely with parents to reassure, give advice and share information.✿ Being a small school means that all staff involved in the care and education of the children are involved in discussions and information-sharing so that needs and concerns can be addressed quickly to ensure that children are able to thrive and succeed. |
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Adaptations & Masking

There is growing research to demonstrate that, despite the universal provision and support offered through HQT, some children, regardless of diagnosis, mask their needs in certain environments (usually school) causing feelings to overflow once they get home at the end of the day making home life fraught and the child difficult to manage. Due to masking, these children often demonstrate no outward need in school and can 'fly under the radar' when staff are considering the support that they give to individuals. This makes it very important for us to apply the measures detailed above to alleviate anxiety building throughout the day in all learners. Where we hear from parents that a child is finding managing their feelings difficult, we are able to put some adaptations in place to ease the transition between home and school. These are reliant on staffing levels and need to take into account the balance of needs within a class but could include some of the following:

- ✿ Adaptations to uniform to support children with sensory needs
- ✿ Ear defenders to support children who are adversely affected by noisy environments
- ✿ Individual workstations to support concentration and limit distractions
- ✿ A quiet space outside of the classroom where a child may 'decompress' at the start of the school day and be allowed a more gradual start to activities. This could include access to our sensory space 'The Den'.
- ✿ A system that allows children to communicate (non-verbally, if necessary) that they are feeling overwhelmed and feel they would benefit from some time out of the classroom to self-regulate
- ✿ A place in our Homework Hub to allow homework tasks to be completed in a school environment
- ✿ A position of responsibility within school, such as Librarian or Health and Safety Officer, to build self-esteem to provide of positive focus.
- ✿ Opportunities in the school day to share feelings with a trusted member of staff as they arise to prevent them from building up as in the 'coke-bottle effect'
- ✿ Access to Sensory Circuits throughout the school day to provide sensory feedback and give the opportunity to relieve some pent-up feelings.



Thank you for getting in touch regarding your child's mental health and wellbeing; it is very important that we are aware of issues that they, and you, may be facing so that we can work together, to do what we can, in order to alleviate concerns and prevent issues from escalating. Your first point of contact at Clover Hill is your child's teacher; they know them best in school and are in the strongest position to implement support, monitor response and, where necessary, consult with our SENDCo about further measures that can be taken.

Support in School

At Clover Hill, we are a small and very experienced team which works closely together to ensure that important information is shared and that our children are well supported. This is achieved through our model of 'High Quality Teaching' which provides invisible support to children throughout their school day to help feelings of anxiety from developing. The methodology of High Quality Teaching is delivered in all classes at Clover Hill and helps to ensure that children's mental health and wellbeing is supported and promoted. However, in some cases, children can—from time to time—require more support than is available from this universal provision and you notifying us of this can help us to put further measures in place. Your child's class teacher can work with you to establish the most appropriate support for your child but this could include some of the following:

A position of responsibility in school to build self-esteem and provide a positive focus for thoughts and attention.

Individual workstations to support concentration and limit distractions

Opportunities in the school day to share feelings with a trusted member of staff as they arise to prevent them from building up as in the 'coke-bottle effect'

A quiet space outside of the classroom to 'decompress' at the start of the school day and be allowed a more gradual start to activities

A system that allows children to communicate (non-verbally, if necessary) that they are feeling overwhelmed and feel they would benefit from some time out of the classroom to self-regulate

External Support

In cases where the measures above have been implemented and concerns remain, there are two ways in which further support can be sought:

Children experience difficulties with their mental health in school	Children experience difficulties with their mental health at home
<p>In consultation with parents and the SENDCo, children will be added to our Special Needs Register and given targeted support through a cycle of Assess, Plan, Do, Review.</p> <p>If further support is deemed necessary, a referral may be made for specialist advice from Gateshead Authority or the Children and Young People's Service.</p>	<p>In some cases, we can give a child a One Page Profile which details the ways in which High Quality Teaching supports them and any adaptations that are in place.</p> <p>Parents are encouraged to keep school informed of mental health difficulties through their Class Teacher and pursue support from external services:</p> <ul style="list-style-type: none">• GP• Emotional Wellbeing Team (0191 2834560)• Children and Young People's Service tel:0191246 6913 <p>The Local Authority have compiled useful contacts which could serve as a starting point for parents seeking help; this can be found on the following page.</p> <p>Also, a number of websites, offering further support, have been recommended to us by Gateshead's Inclusion Team. These are on the back page of this booklet.</p>

Service	Description	How to get in touch
Signpost NENC	A collection of mental health and well-being resources in the Northeast and North Cumbria	www.signpostnenc.co.uk
Community Counselling Cooperative	Counselling service for adults and children living in Tyne and Wear	Simon 0754 9698050 Rhonda 0754 9698049 http://communitycounsellingcooperative.co.uk/ Email communitycounsellingcoop@gmail.com
Every Mind Matters	Information and advice online. Links to other services	www.nhs.uk/every-mind-matters
Mood Zone	NHS based information and how to access support	https://www.nhs.uk/mental-health/
Emotional Wellbeing Team	A team of health professionals who work with children and young people aged between 4 and 18 years old experiencing difficulties, which may include: <ul style="list-style-type: none"> • Behavioural difficulties including low mood, anxiety and depression • Bereavement and loss • Bullying • Eating distress • Relationship difficulties 	0191 2834560 https://www.gatesheadtalkingtherapies.nhs.uk/gateshead-emotional-wellbeing-team/

New Parent and Carer Support Line



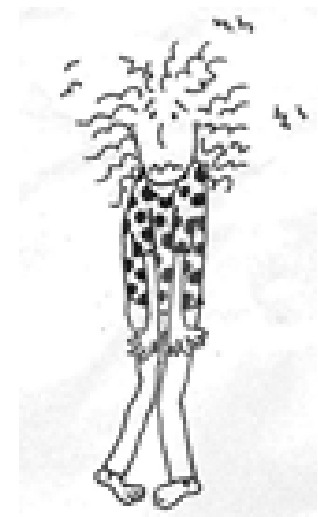
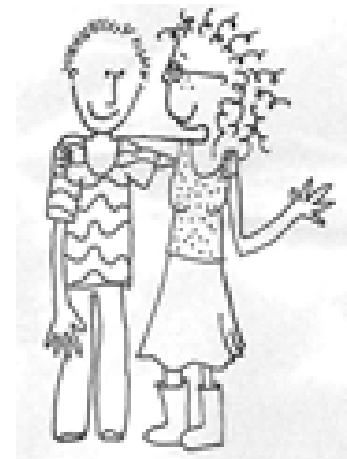
NECS knows that sometimes parents and carers may be concerned about the emotional wellbeing of their children. Since our launch in 2006, we've experienced a steady increase in children accessing, and benefiting from, counselling. This has been even more so over the last 2 years as we move through the impacts of the COVID-19 pandemic.

Research shows that 50% of all adult mental health problems start before the age of 14 and 75% start before the age of 21. Improving the emotional wellbeing of our children is a key part of supporting the wellbeing of our entire population.

It's hard for a parent or carer to see their child struggling. Sometimes, it's difficult to know what to say or do, or where to get support from if it's needed.

NECS works with children who experience a range of issues that impact their emotional wellbeing and their day-to-day lives. This means we have experience of knowing what this creates for parents and carers and how we can support them too.

Because of this we've developed a confidential parent and carer support line to provide a listening ear for those who feel they would like some help and guidance.



If you feel you'd like to speak to one of our qualified counsellors, call us on 0333 358 3040 from 1st April 2022.

We're taking calls from Monday to Friday between 10am – 2pm.

You're also welcome to leave a message outside of these hours to request a call-back during our opening times.

It's important to note this service is not a crisis line. If you are in crisis, call 111 or 999.

Mental Health & Emotional Wellbeing

Support for children and young people in Gateshead

Local Support

Children & Young People's Service

www.cntw.nhs.uk

Single Point of Access for mental health support | 0303 123 1147

NGSPAadmin@cntw.nhs.uk

Growing Healthy Gateshead

[www.facebook.com/
GrowingHealthyGateshead](https://www.facebook.com/GrowingHealthyGateshead)

Support from (0-5) Health Visiting and

(5-19) School Nursing services

0300 003 1918

Children's Social Care

www.gatesheadsafeguarding.org.uk

Get advice from a duty social worker

0191 433 2653 (Mon-Fri, 08:30-17:00)

0191 477 0844 (Evenings/Weekends)

Early Help Service

www.gateshead.gov.uk/earlyhelp

For details of local parenting programmes and support | 0191 433 3319/5019

(Mon-Fri, 9am – 5pm)

SEN Local Offer

www.gateshead-localoffer.org

Online portal providing advice and support for parents of/children and young people with SEND.

MIND – Tyneside & Northumberland

www.tynesidemind.org.uk

Includes Mood Tracker App, directory of services and Support Line 0191 477 4545

Consider talking to a GP. They will know what help is available locally and can help you decide the support that is best for you.

Find your local GP –

www.nhs.uk/service-search/find-a-gp

Schools and colleges can also connect/ refer to a wide range of local support services.



National Support

KOOTH | www.Kooth.com

Free, safe and anonymous online portal for young people aged 11-24.

NHS Every Mind Matters

www.nhs.uk/every-mind-matters

Advice on self-care and where to get extra support.

Young Minds | www.youngminds.org.uk

Information and advice on symptoms and feelings, medication and self-care.

**Anna Freud Centre
for Children and Families**

www.annafreud.org

Help with self-care, managing social media, jargon-buster and more.

The Mix | www.themix.org.uk

Essential support for under 25s. Helpline, apps, resources, text chat and useful links – 0808 808 4994.

Beat | www.beateatingdisorders.org.uk

Support with eating disorders – webchat and helpline (under 18) 0808 801 0711

MeeToo | www.meetoo.help

Teen (11+) support – download App from Google Play or App Store.

Calm Harm | www.calmharm.co.uk

Support on self-harm – download App from Google Play or App Store

Crisis Support

Samaritans | 116123 | Free 24-7 Helpline

SHOUT | Text YM to 85258 (Under 19) | Free 24-7 text service

Childline | 0800 1111 | Free, 24-7 Helpline

Papyrus Hope Line UK | 0800 068 4141 | 9am - Midnight








CALM Helpline | 0800 585858 | 5pm – Midnight



Always call 999 in a medical emergency – for serious or life-threatening illness/injury.






Recommended Digital Resources for Young People

Apps


<p>SAM Self help for anxiety management Phone app</p> 	<p style="text-align: center;">For all ages.</p> <p>Designed to help people manage and record their anxiety. Users can record their anxiety levels and identify different triggers. The app includes 25 self-help options to help users cope with the physical and mental symptoms of anxiety.</p>
<p>Virtual Hope Phone app iTunes and Google Play</p> 	<p>The Virtual Hope Box (VHB) is designed as an accessory for treatment. Contains simple tools to help patients with coping, relaxation, distraction and positive thinking.</p> <p>Users can choose from different activities – distract me, inspire me, relax me and coping tools.</p>
<p>Smiling Minds Phone app iTunes and Google Play</p> 	<p style="text-align: center;">For all ages (from 7 years+)</p> <p>Guided meditations, bite size options, categorised in age groups. Helps with thoughts and feelings and to self check on mood.</p>
<p>Calm Harm Phone app iTunes and Google Play</p> 	<p>For young people who have already started the process of gaining an understanding of their self harm issues</p> <p>Provides tasks to resist or manage the urge to self harm. Four categories of tasks – distract, comfort, express, release.</p>
<p>Stay Alive Phone app</p> 	<p>This app is a pocket suicide prevention resource, packed full of useful information to help young people stay safe. It can be used if someone is having thoughts of suicide or if they are concerned about someone else who may be considering suicide.</p> <p>In addition to the resources, the app includes a safety plan, customisable reasons for living, and a life box where photos that are important to the user can be stored.</p> <p style="text-align: center;">More specific to Brighton and Hove for services</p>
<p>WorryTime Phone app iTunes and Google Play</p> 	<p style="text-align: center;">Ages 12+</p> <p>The theory behind app is that you can't control the thoughts that pop into your head but you can control what you do with them. This app allows users to control everyday stress and anxiety by acting as a place to store your daily worries.</p>
<p>Mindfulness Daily Phone app iTunes and Google Play</p> 	<p>For relaxation, stress management, support for depression and anxiety. *great feedback from a young person who used it for anxiety and panic attacks</p>
<p>WellMind</p>	<p style="text-align: center;">For All ages</p>

<p>Phone app iTunes & Google Play</p> 	<p>Designed to help cope with stress, anxiety and depression. Includes advice, tips and tools to improve mental health and boost well-being.</p>
<p>Breathe2Relax</p> <p>Phone app iTunes & Google Play</p> 	<p>Breathe2Relax is a hands-on diaphragmatic breathing exercise tool.</p>

Websites

<p>ReachOut Australia</p> 	<p>Not a UK website but a great resource</p>
<p>Young Minds</p> 	<p>A great resource covering most mental health issues</p>
<p>Self harm UK</p> 	<p>Dedicated to young people who self harm. For young people at the beginning for their recovery journey.</p>

YouTube Channels

<p>WatchWellCast</p> 	<p>YouTube videos. An excellent resource. Short videos developed in a way that are accessible to young people</p>
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