



# Mental Health Policy

Approved by:     Governors

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## 1. Policy Statement

At Smithdon High School we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors. Our open culture allows students' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

## 2. Why is Mental Health and Well-being important?

The World Health Organisation (WHO) conceptualises mental health as the:

"State of well-being in which the individual realises his or her own abilities, 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 an integral and essential component of health. The WHO constitution states: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."

An important implication of this definition is that mental health is more than just the absence of mental disorders or disabilities. Mental health is fundamental to our collective and individual ability as humans to think, emote, interact with each other, earn a living and enjoy life. On this basis, the promotion, protection and restoration of mental health can be regarded as a vital concern of individuals, communities and societies throughout the world. (World Health Organization, 2022).

At Smithdon High School, we aim to promote positive mental health and well-being for our whole school community; pupils, staff, parents, and carers, and recognise how important mental health and emotional well-being is to our lives in just the same way as physical health.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom of 30 pupils, five children will be suffering from a diagnosable mental health issue (The Children's Society, 2008). By the age of fourteen, a half of all mental health problems are established in a person (Mental Health Foundation, 2022).

We recognise that children's mental health is a crucial factor in their overall well-being and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need.

All children go through ups and downs through their school career and some face significant life events and these can have an enormous impact on their quality of life, relationships and academic achievement. The Department for Education (DfE) recognises that: "...in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy". (Mental Health and Behaviour in schools, DfE, 2018).

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 pupils' well-being and can help engender a sense of belonging and community.

At Smithdon High School we hope to ensure that pupils can manage times of change and stress, be resilient, are supported to reach their potential and access help when they need it. We also have a role to ensure that pupils 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 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 any stigma
- positive mental health is promoted and valued
- bullying is not tolerated

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

This document describes the school's approach to promoting positive mental health and wellbeing.

### **3. Scope**

This policy is a guide to all staff – including non-teaching and governors – outlining Smithdon High School's approach to promoting positive mental health and emotional wellbeing.

This policy should be read in conjunction with our medical policy in cases where a pupil's mental health overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need. A list of all the linked policies are:

- SEND policy
- Safeguarding
- Medical needs policy
- Self-harm policy

### **4. Policy Aims**

- Promote positive mental health and emotional wellbeing in all staff and students.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in students.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience building techniques.

- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

## 5. Key Staff Members

This policy aims to ensure all staff take responsibility to promote the mental health of students, however key members of staff have specific roles to play:

- Senior Leadership team, including specifically:
  - Anti-bullying Lead
  - Diversity Lead
  - Designated Safeguarding Lead
  - Pastoral Staff
  - SENDCo
  - PSHE Coordinator
  - RHSE Coordinator

If a member of staff is concerned about the mental health or wellbeing of a student, in the first instance they should speak to a DSL and log their concern via CPOMS.

If there is a concern that the student is at high risk or in danger of immediate harm, the school's child protection procedures should be followed.

If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

## 6. Individual Care Plans

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Care Plan, including a risk assessment should be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals.

Suggested elements of an Individual Care Plan, Risk Assessment Plan and Safety Plan include:

- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency
- The role the school and specific staff

Examples can be seen in:

- Appendix 1: Individual Care Plan
- Appendix 2: Risk Assessment Plan
- Appendix 3: Safety Plan

## 7. Teaching About Mental Health

The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE curriculum and our peer mentoring programme.

We will follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing> Incorporating this into our curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges. **See Section 14 for Supporting Peers.**

## 8. Signposting

We will ensure that staff, pupils, and parents/carers are aware of the support and services available to them, and how they can access these services.






Within the school (noticeboards, form rooms, toilets etc.) and through our communication channels (newsletters, websites), we will share and display relevant information about local and national support services and events.



The aim of this is to ensure students understand:

- What help is available
- Who it is aimed at
- How to access it
- Why should they access it
- What is likely to happen next



## 9. Sources or Support at School and in the Local Community


Please see some of the support that we have available in school.


What is it	Who is it suitable for	How is it accessed	How is information communicated to students	Person in school and contact details
Pastoral support	Universal support for all	Self-referral or by any member of staff referring students	Form tutors	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             Year 7 and 8            Mrs Collins         </div> <div style="text-align: center;">             Year 9 and Safeguarding            Miss Bucke         </div> <div style="text-align: center;">             Year 10 and 11            Miss Green         </div> </div>
ELSA support	Pupils in need of extra social emotional mental support.	Self-referral to CLS	CLS and SENDCo	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             Miss Walden         </div> <div style="text-align: center;">             Mrs H Smith         </div> </div>

What is it	Who is it suitable for	How is it accessed	How is information communicated to students	Person in school and contact details
SEND team	Universal support	In class and in registration	SEND Information report  In class support	
Kooth	<p>Kooth.com is commissioned by the NHS, Local Authorities, charities and businesses to provide anonymous and personalised mental health support for Children and Young People.</p> <p>Kooth is designed to meet the Thrive Framework for System Change (Wolpert et al 2019). Our platform is unique in that it works with children and young people who may need advice and signposting, help, more ongoing help or immediate risk support.</p>	<a href="https://www.kooth.com/">https://www.kooth.com/</a>	<p>Form tutors</p> <p>Display's</p> <p>1-1 support</p> <p>Promotional cards</p> <p>Smithdon website</p>	



What is it	Who is it suitable for	How is it accessed	How is information communicated to students	Person in school and contact details
Chat health	<p>ChatHealth is a confidential text messaging service that enables children and young people (aged 11-19) to contact their local public health nursing (school nursing) team for confidential advice and support.</p>	<p>Text: 07480 635060</p> <p>Web: <a href="https://chat.health.nhs.uk/">https://chat.health.nhs.uk/</a></p>	<p>Posters and cards</p> <p>Form tutors</p> <p>Display's</p> <p>1-1 support</p> <p>Smithdon website</p>	
Matthew project	<p>Offers specialist support, advice and information for those using substances themselves. Also offers support for children and young people affected by someone else's substance misuse.</p> <p>Works in partnership with Norfolk Family Carers to offer positive activities to young people affected by someone else's substance use. They also provide 1:1 support for parents and carers.</p>	<p>Via DSL and pastoral team</p>	<p>Individuals and parents</p>	

What is it	Who is it suitable for	How is it accessed	How is information communicated to students	Person in school and contact details
<p><b>Benjamin Foundation</b></p>	<p>We deliver a range of services to support children, young people and families facing a wide range of challenges. This includes helping children and young people to talk about their feelings in order to build their self-confidence and resilience.</p> <p>Time for You is a dedicated service in schools offering support, advice and guidance for children and young people. It helps to strengthen their emotional and social well-being, increasing their self-esteem and helping them to recognise their 'inner wealth'.</p> <p>By helping at an early stage, Time for You aims to prevent more serious problems arising at a later stage.</p> <p>Children are referred to Time for You by their school with parental consent.</p>	<p>Via mental Health Lead</p>	<p>Individuals and parents</p>	 <p>The <b>Benjamin</b> Foundation</p> <p>Liz Henze</p>

What is it	Who is it suitable for	How is it accessed	How is information communicated to students	Person in school and contact details
CAMHS	Our Child and Adolescent Mental Health Services (CAMHS) provide care pathways for children and young people in Norfolk with moderate to severe mental health difficulties. This is for children 14 years of age and under. CAMHS provide a range of therapeutic interventions.	Via mental Health Lead	Individuals and parents.	

Specific groups or interventions run at Smithdon High school.

What is it	Who is it suitable for	How is it accessed	How is information communicated to students	Person in school and contact details
Anger management or Self regulation	Students who find it difficult to regulate their emotions.	Referral via pastoral team. Self-referral. Referral via parents.	One to one discussion with students and parents.	Rachel Bazeley-Smith <a href="mailto:SENDSCO@smithdonhigh.org.uk">SENDSCO@smithdonhigh.org.uk</a>

## Local Support

In Norfolk, there are a range of organisations and groups offering support, including the CAMHS, who specialise in children and young people's mental health wellbeing. These partners deliver accessible support to children, young people, and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation. Further details about CAMHS can be found at:

<https://www.nsfh.nhs.uk/children-and-young-people/service/child-and-adolescent-mental-health-services-camhs-norfolk-121/>

## 10. Warning Signs

Staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert our Designated Safeguarding Leads via CPOMS.

Possible warning signs, which all staff should be aware of include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness, or loss of hope
- Changes in clothing – e.g., long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

## 11. Targeted Support

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We work closely with Children & Young People's Health Services and their teams in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating. Further details about Healthy Child Programme Services 5-19 can be found at:



<https://www.jostonorfolk.nhs.uk/our-services/healthy-child-programme-services-5-19>

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Working closely with Norfolk Children's Services, CAMHS and other agencies services to follow various protocols including assessment and referral;
- Identifying and assessing in line with the Early Help Assessment Tool (EHAT), children who are showing early signs of anxiety, emotional distress, or behavioural problems;
- Discussing options for tackling these problems with the child and their parents/carers.
- Agree an Individual Care Plan as the first stage of a 'stepped care' approach;
  - Providing a range of interventions that have been proven to be effective,
  - According to the child's needs;
- Ensure young people have access to pastoral care and support, as well as specialist services, including CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur;
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality;
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

## **12. Managing Disclosures**

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive, and non-judgemental.

All disclosures should be recorded confidentially on the student's personal file via CPOMS, including:

- Date
- Name of member of staff to whom the disclosure was made
- Nature of the disclosure & main points from the conversation
- Agreed next steps

This information will be shared with the Designated safeguarding Lead and Senior Mental Health Lead.

## **13. Confidentiality**

If a member of staff feels it is necessary to pass on concerns about a student to either someone within or outside of the school, then this will be first discussed with the student. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

Ideally, consent should be gained from the student first, however, there may be instances when information must be shared, such as students up to the age of 16 who are in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures via CPOMS this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents must always be informed, but students may choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school contacts the parents/carers.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

## **14. Whole School Approach**

### **14.1 Working with Parents/Carers**

If it is deemed appropriate to inform parents, there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place – some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present – students, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed/agree are added to the pupil's CPOMS record and an Individual Care Plan is created if appropriate.

### **14.2 Supporting Parents**

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and

- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.

## 15. Supporting Peers

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

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend needs help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

## 16. Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe. A nominated member of staff will receive professional Mental Health First Aid training or equivalent.

We will host relevant information on our website for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more students.

Where the need to do so becomes evident, we will host training sessions for all staff to promote learning or understanding about specific issues related to mental health. Suggestions for individual, group or whole school CPD should be discussed with (*Rachel Bazeley-Smith, Senior Mental Health Lead*) who can also highlight sources of relevant training and support for individuals as needed.



## 17. Policy Review

This policy is available on the school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body in July 2022, November 2022 and January 2024 by Rachel Bazeley-Smith, and then March 2025 by Sarah Robinson.

Reviewed by: Mrs Sarah Robinson  
Date: March 2025  
Next Review Date: March 2026

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of the Senior Mental Health Lead.

Any personnel changes will be updated as soon as possible.



# Individual Health Care Plan

<b>Name:</b>		Photo		
<b>Date of birth</b>				
<b>Year and Form</b>				
<b>Medical Diagnosis or condition</b>				
<b>Emergency contact details</b>	Name/s	Parent/carer 1	Parent/carer 2	
	Address/s			
	Mobile 1 (Parent/carer 1)			
	Mobile 2 (Parent/carer 2)			
<b>Specialist healthcare contact details -</b>	Name			
	Address			
	Telephone contact			
	Mobile contact			
	Email contact			
<b>Signs and Symptoms -</b>		<b>Action -</b>		
<b>Signed (student)</b>				
<b>Signed (Parent/carer 1)</b>				
<b>Signed (Parent/carer 2)</b>				
<b>Completed</b>		<b>To be reviewed</b>		

Appendix 2: Risk Assessment Plan



# Smithdon High School



Child Specific Risk Assessment			
Name		Year & Form	
DOB			
Date of Assessment			
Date of review			

Harm	Opinion or Known = O/K	Conscious/ Sub-conscious = C/S	Seriousness of Harm = A  1/2/3/4	Probability of Harm = B  1/2/3/4	Severity Risk Score  A x B
Harm to Self					
Harm to Peers					
Harm to Staff					
Damage to Property					
Harm from Disruption					
Harm from Absconding					
Other Harm					

Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption
Probability	
4	The Risk of Harm is persistent and constant
3	The 'Risk of Harm' is more likely than not to occur again
2	The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

*Risks which score 6 or more (probability x seriousness) should have strategies identified*

**Individual student concerns and measures put in place:**

Areas discussed/concerns	Controls agreed	Action by whom	Action by when	Action notes
Moving around school	•			
Breaktime	•			
Lunchtime	•			
Classroom	•			

**Signature Page:**

Student name and signature:		Date:	
SLT name and signature:		Date:	
Assessment date:		Review date:	

## Appendix 3: Safety Plan



If you need urgent  
help.

Call First Response  
0808 196 3494

Open 24/7

In an emergency call  
999

Work hard, be kind and smile

## My Safety Plan

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Review date: \_\_\_\_\_

Professional contacts:

If I don't feel safe or if I need immediate  
medical help, I will contact \_\_\_\_\_

Work hard, be kind and smile



What are my triggers?

What are the warning signs?

What do others notice about me?

What ways do I have of coping?

Work hard, be kind and smile



Things I will do to make myself safer:

Things I will do to lift my mood or calm me down:

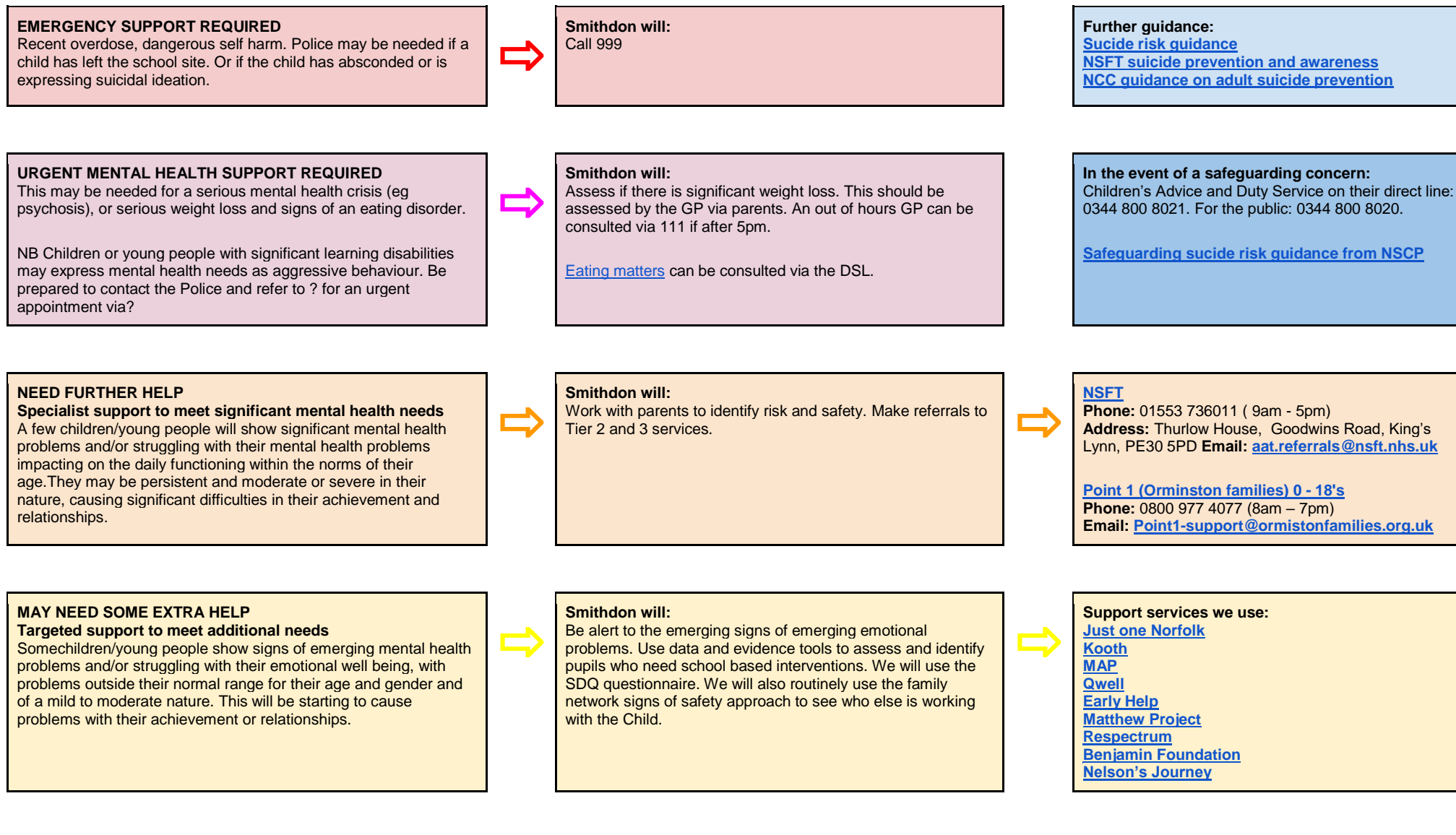
Things to distract me:

People I will talk to or help me if I am feeling distressed:

Work hard, be kind and smile



## Appendix 4: Smithdon Emotion and Wellbeing Pathway



**COPING WITH THE NEW NORMAL**

**Universal level of support**

Most children/young people thrive and cope with the 'normal' difficulties and challenges of life and of growing up. They usually cop with these through their own resilience, with the support of family and friends and of their school.



**Smithdon will:**

Promote an emotionally healthy whole school environment.  
Following the [8 areas of good practice in the practice checklist](#) with the schools emotional wellbeing toolkit.

Signpost to further sources of support via [our school website](#).



**Further guidance support:**

[Online parenting guides](#)  
[Parenting groups](#)  
[Matthew Project](#)

## Appendix 5: Sources of support for staff

### What is mental health?

Your mental health affects how you...

**FEEL** **THINK** **ACT**

Your state of wellbeing affects how you

- cope with stress
- relate to others
- make choices
- engage with your family, community, workplace and friends

### Support your mental health

Boost your wellbeing	Have a good night's sleep	Keep active
<p>Little things can make a big difference to your wellbeing</p> <ul style="list-style-type: none"> <li>spend time with people who make you feel good</li> <li>express your feelings through journaling</li> </ul>	<p>Lack of sleep can increase risk of depression and anxiety</p> <ul style="list-style-type: none"> <li>aim for 7-9 hours of sleep per night</li> <li>avoid looking at screens one hour before bed</li> </ul>	<p>Exercise can help relieve stress, improve memory and boost your mood</p> <ul style="list-style-type: none"> <li>use break time to get some fresh air and walk around</li> <li>join in PE lessons!</li> </ul>

**Need someone to talk to?**  
 call Education Support Partnership's free, national helpline for teaching staff  
**08000 562 561**

**Worried about a child?**  
 Call NSPCC's expert helpline  
**0808 800 5000**

In uncertain times, you're not alone.

**Call us. We'll listen.**  
**08000 562561**

“ Ask for help. See it as a strength. The Education Support counsellors are not judgemental and you can tell them anything. It really helped me. ”  
 Elizabeth, teaching assistant

[educationsupport.org.uk/helpline](http://educationsupport.org.uk/helpline)

Free and confidential emotional support for teachers and education staff.

### Qwell

#### How to sign up to Qwell.

Qwell is a FREE, anonymous, confidential and safe online emotional wellbeing service, offering professional support, information, discussion boards and more for adults.

Access 365 days a year to counsellors who are available from:  
**12 noon-10pm Monday- Friday**  
**6pm-10pm Saturday and Sunday**

Log on through **mobile, laptop and tablet.**

Now that you are in you can click on the icons at the top of the page to choose from the articles, topic page, forums, or choose to talk to a counsellor by clicking the speech marks.

To talk to a counsellor click on: **"Chat now button"**.  
 To write a message to the team, click on: **"message the team"**

[www.qwell.io](http://www.qwell.io)

- Click on the **"Join Qwell"** button located in the centre of the home page of the Qwell website
- Choose from the drop down boxes, the **area** and **location** you live in
- Select the **year** and **month** you were born
- Click on the **gender** that best describes you and then the **ethnicity** and **background** that most closely matches you
- Create an **anonymous username** (not your real name) and **secure password**
- Choose from the drop down box to explain where you found out about Qwell
- Select **Next step** to complete your registration

### HELP & SUPPORT

**Sane** 0300 304 7000 [sane.org.uk](http://sane.org.uk)

**Text 'SHOUR' to 85258**  
 24/7 text support in the UK

**BLACK MINDS MATTER resources**  
[blackmindsmatter.org.uk](http://blackmindsmatter.org.uk)  
 connecting Black individuals & families with free mental health services

**Call SAMARITANS 116 123**  
 for free any day 24/7 [samaritans.org](http://samaritans.org)

**HEADSPACE & CALM APPS**  
 to help reduce stress and anxiety  
[www.headspace.com](http://www.headspace.com)  
[www.calm.com](http://www.calm.com)

**youNG MINDS**  
 call the parents helpline Monday to Friday 9.30am - 4pm  
**0808 802 5544**

**mind**  
 call 0300 123 3393 text: 86463  
 Pure Mind Infoline, PO Box 75225, London, E15 9F5  
[www.mind.org.uk](http://www.mind.org.uk)

**CALM**  
 Dedicated to preventing male suicide.  
[thecalmsite.net](http://thecalmsite.net)

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## Appendix 6: Sources of support for students

**HELP & SUPPORT**

- SANE**: 0300 304 7000, sane.org.uk, 24/7 text support in the UK
- Text SHOUT to 85258**: 24/7 text support in the UK
- Call SAMARITANS 116 123**: for free any day 24/7, samaritans.org
- BLACK MINDS MATTER resources**: blackmindsmatteruk.com, connecting Black individuals & families with free mental health services
- HEADSPACE & CALM APPS**: to help reduce stress and anxiety, www.headspace.com, www.calm.com
- CALM**: Dedicated to preventing male suicide, Call: 0800 58 58 58, thecalmzone.net
- mind**: call: 0300 123 3393 text: 86463, Post: Mind Infoline, PO Box 75225, London, E15 9FS, www.mind.org.uk
- youNG MINDS**: Call the parents helpline Monday to Friday 9.30am - 4pm, 0800 802 5544

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Anna Freud National Centre for Children and Families

**shout**

**In crisis? Need support?**

**Text AFC to 85258**

24 hours a day, 7 days a week

**Text the free, anonymous crisis textline**

All texts are answered by trained volunteers, with support from experienced clinical specialists

**How are you feeling today?**

happy, anxious, sad, angry, excited, calm

**6 things you can do to help you feel good**

- Talk to someone you trust about how you're feeling
- Go outside and get some fresh air
- Listen to your favourite music
- Keep active - run around or play games
- Eat lots of healthy food
- Have a good night's sleep

**Need someone to talk to?**

Call Childline for free 0800 1111

24 hours a day, 7 days a week

In an emergency, text SHOUT 85258

**Free, safe and anonymous online counselling and support**

"I don't think I could've spoken to someone face-to-face."

- Chat to our friendly counsellors
- Read articles written by young people
- Join live moderated forums

**kooth**

www.kooth.com

**Having a mental health crisis?**

**Text YM to 85258**

**YOUNGMINDS** Crisis Messenger

powered by **shout 85258**

**Worried about how you're feeling?**

Check out: [youngminds.org.uk/find-help](https://youngminds.org.uk/find-help)

**YOUNGMINDS**

## Appendix 7: Sources of support for parents

**Qwell**  
How to sign up to Qwell.

Qwell is a FREE, anonymous, confidential and safe online emotional wellbeing service, offering professional support, information, discussion boards and more for adults.

Access 365 days a year to counsellors who are available from:  
**12 noon-10pm** Monday-Friday  
**6pm-10pm** Saturday and Sunday

Log on through **mobile, laptop** and **tablet**.

Now that you are in you can click on the icons at the top of the page to choose from the articles, topic page, forums, or choose to talk to a counsellor by clicking the speech marks.

To talk to a counsellor click on **"Chat now button"**.  
To write a message to the team, click on **"message the team"**

[www.qwell.io](http://www.qwell.io)

**HELP & SUPPORT**

- SANE** 0300 304 7000 [sane.org.uk](http://sane.org.uk)
- Text 'SHOUT' to 85258** 24/7 text support in the UK
- BLACK MINDS MATTER resources** [blackmindsmatteruk.com](http://blackmindsmatteruk.com) connecting Black individuals & families with free mental health services
- HEADSPACE & CALM APPS** to help reduce stress and anxiety [www.headspace.com](http://www.headspace.com) [www.calm.com](http://www.calm.com)
- YOUNG MINDS** call: 0300 123 3393 text: 86463 Post-Mind Infoline, PO Box 75225, London, E15 9PS [www.mind.org.uk](http://www.mind.org.uk)
- SAMARITANS** 116 123 for free any day 24/7 [samaritans.org](http://samaritans.org)
- CALM** Dedicated to preventing male suicide. Call: 0800 58 58 58 [thecalmzone.net](http://thecalmzone.net)
- mind** call: 0300 123 3393 text: 86463 Post-Mind Infoline, PO Box 75225, London, E15 9PS [www.mind.org.uk](http://www.mind.org.uk)

Call the parents helpline Monday to Friday 9.30am - 4pm 0800 802 5544

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# wellbeing

Helping you live your life

We offer a range of free and confidential support to help you make changes to improve your wellbeing and to help you cope with stress, anxiety or depression

- Free for people aged 16 and over in Norfolk and Waveney
- Get support via your GP, health or social care professional or contact us directly

Call **0300 123 1503**  
[www.wellbeingandw.co.uk](http://www.wellbeingandw.co.uk)

WellbeingNandW  
 @WellbeingNandW



Norfolk and Suffolk NHS Foundation Trust relate the relationship people mind West Norfolk, Great Yarmouth and Waveney, Norwich & Central Norfolk

Wellbeing is commissioned by Great Yarmouth and Waveney, North Norfolk, Norwich, South Norfolk and West Norfolk Clinical Commissioning Groups.

**Norfolk and Suffolk**  
NHS Foundation Trust



## First Response

Call: 0808 196 3494  
(Freephone)

A 24/7 service for people of all ages in Norfolk and Suffolk requiring mental health care, advice and support.