Marwood School Mental Health Policy and Strategy

Supported by De*von's Early Help 4* Mental Health Programme and the
Schools Development Support Agency 2018

Updated September 2020

Policy Adopted by FGB on 18/11/20

Rationale

National view

"Evidence tells us that good mental health is essential for children to learn and achieve" *Heads Together 'Whole School Approach'*

As a nation we are increasingly aware of the numbers of children young people and adults who experience periods of mental ill health, and the fact that this can limit their opportunities to reach their potential and contribute to society.

National NHS and Government policies are now being formed to begin to address this situation through improvements to education.

The National Institute for Health Care Excellence is clear in its advice to schools, that developing a 'Whole School Approach' to promoting mental health has shown clear benefits in contributing to the wellbeing of students. This approach goes beyond teaching and learning and pervades all aspects of the life of the school (Promoting children and young people's emotional health and wellbeing).

Definition of Mental Health and wellbeing:

We use the World Health Organisation's definition of 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".

The Aims and Intentions of our Mental Health Strategy

We aim to:
- Remain informed, inspired and influenced by national policy guidance within the DfE (Diocese if applicable) and Public Health England.
- Ensure a whole school approach to development and delivery.
- Ensure a whole community contribution to development and delivery, including students and their families, stakeholders, partner agencies in statutory and charitable organisations and the local extended community.
- Connect with our partner schools in our Federations/MATS/local community to share good practice.
- To hold the Mental Health Strategy as a standard agenda item on Senior Leadership Team and Governor Meetings.

We will:
- Ensure that this Mental Health Strategy and it's Policies complement all other current school strategies and policies.
- Review the Mental Health Policy and Strategy annually.
- Ensure there is clear learning on our curriculum regarding emotional wellbeing and mental health across all key stages.
- Produce a summary of implemented delivery, outcome and next step developments as part of the SEND and Mental Health SIP 3 year plan.
- Ensure our Mental Health Policy and Strategy is available on our website.

Here at Marwood School we embrace our role, alongside our families, the community and with our wider partners, in contributing to the developing emotional wellbeing of our students and their learning about being healthy, from a physical and mental health perspective.

"Promoting children and young people's emotional health and wellbeing: A whole school approach" suggest using an Eight Principles Approach.

In collaboration with Virgincare Early Help 4 Mental Health team, we have chosen to use this Eight Principle approach to develop our school Mental Health Policy and evidence it in action.

However, in line with the EH4MH added value, our Eight Principles include our links with our community and national contributions to our children's developing mental health and wellbeing.

We have chosen an additional section that aims to highlight our chosen forms of **communication** and information sharing.

This policy is developed in response to our pledge in the Mental Health Strategy. It is guided by Public Health England's key documents outlined at the end of this document.

Principle 1

Leadership and Management

At the core of these Eight Principles is Leadership and Management. Their commitment and drive are key in embedding this policy at the heart of our school.

At the Marwood School Corinne Lethaby our SENCO and Mental Health Champion alongside Alun Dobson our Head Teacher and Safeguarding Lead are leading the development of our Whole School Mental Health Strategy. They have consulted with both staff, students (mental health ambassadors) and Governors. From this we have now appointed a specific role of Mental Health Champion within our Governing Team.

Below is the EH4MH's 8 Principle approach including the added value of considering community and national contributions to each principle, and with the additional **Communication** Principle.
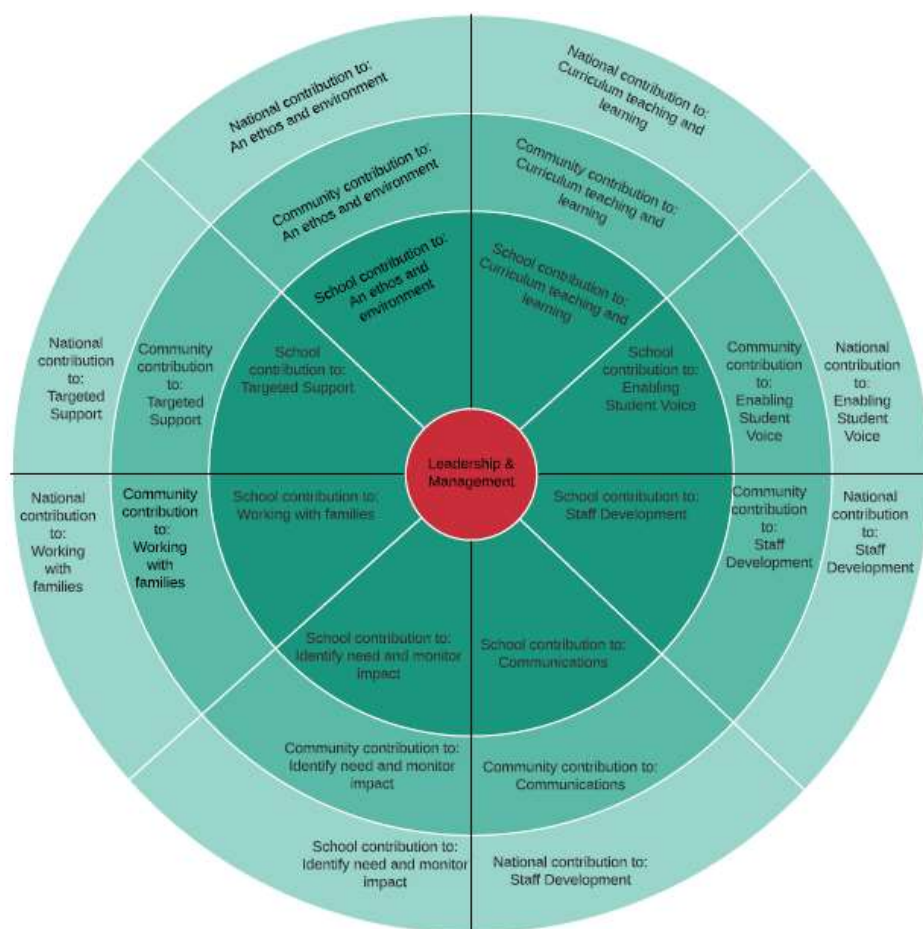
Community and National Support

Senior Management have been working closely with our partners in the specialist NHS & DCC funded **Early Help 4 Mental Health** team and the Schools Development Support Agency programme: *"Building a whole school approach to mental health."*

Mental health – useful websites and resources

https://www.time-to-change.org.uk

https://youngminds.org.uk

https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/mental-health-toolkit-for-schools

http://www.eachamazingbreath.org/services/take-five

https://mhfaengland.org/mhfa-centre/resources/take-10-together/

https://www.mindfulschools.org/resources/explore-mindful-resources/

https://www.mentallyhealthyschools.org.uk/

Principle 2

School Ethos and Environment

At Marwood School, children and young people come first, and our priority is to deliver high quality teaching and learning, within a culture of celebrating individual effort and progress. This is within an environment that celebrates diversity and promotes respect for all. We want every child to be successful, and to reach for success from the first day they join us, leaving the school with a love of learning that lasts throughout life.

We recognise that in order to embed this ethos, we need to promote an environment that focusses on the whole school's emotional wellbeing. We have considered this through both the physical environment of the school and the emotional culture that is promoted throughout the school.

Our Whole School Approach does this by:

School

Our Vision for Marwood

Our vision is to provide outstanding teaching and learning delivered by skilled and enthusiastic staff in superb premises and surrounding facilities. This will enable all pupils to reach their maximum potential and become lifelong learners who will live healthy lives, which are socially and intellectually fulfilling.

Our Ethos at Marwood

The school's guiding belief is that it will provide a foundation for life through learning and personal development in a nurturing, caring and stimulating environment where individuals feel valued; where endeavour is encouraged and fostered; where promotion of high morale and good behaviour is considered important and where children become increasingly aware of, and responsible for, their own learning. Working in partnership with parents our aim is for children to be confident, thinking people, capable of independence and caring.

Our school policies including: Behaviour, Anti-Bullying, Inclusion, Safeguarding and Accessibilty.

We create a sense of belonging by celebrating individual and team achievements, both inside and outside school events.
These are examples of how it looks within our:

School

Promotion of Mental Health, in Mental Health Week & bucket filling activities

Mental Health Ambassadors -training from EH4MH team delivered in March 2019
                                    -assembly led by school mental health ambassadors
on what is good mental health, the role of the ambassadors and their school plan

Display on Mental health and '10-a-day' in our entrance hall for parents and children to see daily to visually remind them to balance their mental health plus the modeling of the 10-a-day choices for mental health through *Normal Magic,* and enable student's learning to foster resilience and self-efficacy.

Mental Health training posters displayed in staff room: 'How are you Being? And communicating that Being?'

A whole school Thrive approach and use of the Thrive Room, that allows pupils to take some time out of learning and to meet other needs.

'Drawing 4 Talking' one-to-one support sessions with a significant adult

Calm Boxes

'Worry Box' in KS2 classrooms so children know they can share concerns and be listened to

We promote Growth Mindset language and the '10 a day for good mental health' through our Normal Magic training, and enable pupils to build resilience and self-efficacy.

We encourage outdoor learning opportunities through outdoor education days, outdoor classrooms, the daily mile and residential trips. We believe this supports confidence, self-esteem, community and team building, a sense of achievement, pride and fun, all of which impact positively on mental health.

Community

These are some examples of how it looks within our school that we are proud of;

We have forged links with our local faith community, who in turn contribute to assemblies, 'Open the Book' drama and making Christingles with every child each year.

We have also made links with local elderly members of the community and invite them into school for events such as Christmas dinner, concerts and school fairs.

Nationally

We are embracing the 'Time to Change' campaign to bring an end to the stigma and discrimination faced by people who experience mental health problems.

We share national mental health websites such as Anna Freud 'Schools in Mind'.

Principle 3

Curriculum Teaching and Learning

We know that school-based programmes of social and emotional learning have the potential to help young people acquire the skills they need to make good academic progress as well as benefit pupil health and wellbeing (*Promoting Children and Young People's Emotional health and Wellbeing*). With this in mind we have sought to enhance knowledge and skills around mental health across the curriculum as well as through targeted subjects such as PSHE.

These are examples of how it looks within our:

School

We use the Thrive approach across the whole school (www.thriveapproach.com) and run Thrive intervention groups with both KS1 and KS2 pupils.

Exercise – There is a strong link between good physical and mental health. In our PE lessons we explore this with our students. We also promote the Daily Mile in KS2. We run a number of after school sport clubs such as football, karate, tennis, netball and gymnastics.

We provide mental health education through our PSHE curriculum.

KS1 and Environment Club has it's own garden and plant tubs that they can nurture enhancing the school environment for all pupils and adults to enjoy.

Learning to keep ourselves safe in PSHE and Sex Education.

Meditation/ Mindfulness exercises are used in upper KS2 class.

We encourage a growth mindset in our classrooms and school. This has a positive impact on self-esteem and resilience.

Assemblies to promote good mental health led by Mental health Ambassadors and headteacher.

Staff deliver 'normal magic' for the classroom – water available always whilst in class, feeling part of the class/school 'family', 10-a-day posters around classroom, etc.

Display on Mental health and '10-a-day' in entrance hall for parents and children to see daily to visually remind them to balance their mental health.

'Have you filled your bucket today' books and principles shared with children in class and in assembly.

Class based reward system and praise assembly.

Community

Wherever possible we incorporate the resources of community services to enhance our curriculum's delivery of mental health promotion.

We are proud of our partnership with EH4MH, a local health service, and their support in developing our school's mental health awareness. Their training and introduction of 'Normal Magic' have been a successful part of enhancing students' understanding of how to look after their own mental health.

Nationally

We promote helpful resources for managing stress and introduced pupils and parents to initiatives such as Headspace, Calm and Breath apps and Go Noodle. Although not directly embedded in curriculum content, each class is given time to take a break and recharge their emotional batteries. This has had a very beneficial impact on student engagement in lessons; the daily mile, golden time, mindfulness, thrive approach, lunch and play breaks.

Principle 4

Student voice

Involving students in decisions that impact on them can benefit their emotional health and wellbeing by helping them to feel part of the school and wider community and to have some control over their lives (*Promoting Children and Young People's Emotional Health and Wellbeing).* We are committed to providing structures that allow students to play an active role in developing a mentally healthy school.

These are examples of how it looks within our:

School

Mental Health Ambassadors – ten year 5/6 pupils in class 4 received training in 2019. This training will be cascaded each year.

Thrive trained TAs and class teachers make a strong contribution to whole school understanding of pupil need by being an advocate for pupils.

Our young Mental Health Ambassadors promote mental health amongst pupils.

Our 'Buddy Stop' facilitate pupils finding a voice and a friend at breaktimes.

Our school encourages pupils in all clubs and activities to have a voice in how the clubs operate and pupils can promote the clubs within the school.

Pupil led class assemblies.

Within Circle time /PSHE lessons staff create an environment that encourages all pupils to share their views and experiences.

School Council meet regularly with the Head teacher each term to discuss events and possible changes to enhance school life for all.

Pupils are encourages to have a voice to share their opinions at Team Around the Family (TAF) meetings; younger pupils who would rather not come to the meeting are encouraged to complete a 'Listen To Me' sheet, supported by a TA which can be shared at the TAF meeting to ensure their voice is heard.

Schools Health & Education Unit (SHEU), EduKit and other well-being surveys give us a broad over view of children's mental health.

Community

We encourage our pupils and their families to participate in other focussed or general groups relevant to their needs, such as: FiG or other local Bereavement organisation group, 'Wave' project, Devon Young Carers, North Devon Autism Forum, CAMHS, Georgie's Youth Centre, etc. We are supported by Devon Early Help to signpost our pupils and families to any necessary support.

Nationally

We access information from Anna Freud 'Schools in Mind' (www.annafreud.org) and Young Minds (www.youngminds.org.uk) for young people's views relating to their mental health and support. This is co-ordinated and kept up to date by our Mental Health Ambassador Team (EH4MH).

Principle 5

Identifying Need and Monitoring Impact

In line with our ethos of celebrating diversity and the successes of the individual, we are keen to identify need in order to provide the appropriate supportive environment for pupils to thrive. We aim to identify children with mental health needs as early as possible to prevent them from developing.

These are examples of how it looks within our:

School

We regularly seek and encourage feedback from our families and pupils through an 'open door' policy, TAF meetings and open evening questionnaires.

All staff are given regular training on how to identify signs that a pupil may be experiencing a mental health difficulty.

We openly encourage pupils to let staff know when they have concerns, we provide a variety of ways for pupils to seek help; worry boxes in every KS2 classroom, checked daily by the teacher/TA, worry monster in KS1 classrooms. Pupils receiving support through 'Drawing 4 Talking' have a named 'significant adult' whom they can seek out as necessary during the school day.

We use THRIVE assessment across the school in each classroom to assess pupil need and their 'being'.

We are exploring a number of whole school profile surveys, such as EduKit and the SHUE (The School Health and Education Unit). These help highlight any particular trends within the school population that may need attention.

Community

As a school we work closely in partnership with our community colleagues to ensure we are actively identifying pupil mental health needs and monitoring the effectiveness of our actions and support. As part of our commitment to supporting pupils we have access to Cath Murch, our Educational Psychologist, and can make referrals to CAMHS and FiG.

Our Thrive practitioners works closely with THRIVE organisation to ensure assessment and monitoring are being used effectively.

National

Our Mental Health Champion is aware of and seeking training in 'Measuring and Monitoring Children and Young People's Mental Wellbeing: A toolkit for schools and

colleges' (Anna Freud Centre, Public Health England and Evidence Based Practice Unit) for information on appropriate tools to measure impact of interventions.

Principle 6

Working with Families

We are committed to working in partnership with parents and carers. We recognise the important role the family plays in influencing the emotional health and wellbeing of pupils in the school.

We also recognise that working in partnership may sometimes mean providing support and resources to those families that are struggling with meeting life's challenges.

These are some examples of how this looks in our:

School

Foundation class parent's lunch.

Senior citizen's Christmas dinner.

Ilfracombe Children's Centre, 'Action for Children.'

A 'School and Community' tab on our website with useful online and local resources.

A weekly school newsletter emailed to all parent/carers.

Marwood School Association (PTA) facebook page

Marwood School Community Hall facebook page

The 10-a-day for mental health display in our school entrance hall (following training in school by EH4MH)

SEND Additional Learning Needs parent notice board in our school entrance hall.

'Meet and greet' pupils and parents at the school gate – rota for the start/end of the school day shared amongst all staff.

Parent evenings and open afternoons

Evidence shows that being part of a community and feeling a sense of belonging is good for our mental health. We have a very active parent group called Marwood School Association which hosts social events for pupils and families both inside and outside of the school, and fundraises to enhance the social and emotional learning experience of all pupils at Marwood School.

Community and National

We provide information to parents and help signpost them to appropriate local and national support and advice through information on our website and display boards which is regularly updated, for example, DIAS (Devon Information, Advise and Support), as well as offering advice support for families via Devon Early Help.

'Marwood Matters' newsletter and website.

Principle 7

Staff Development, Health & Wellbeing

'Wellbeing in schools starts with the staff; they are the front line of this work…' (ncb Framework for promoting well-being and responding to mental health in schools).

At Marwood School we place the wellbeing and development of staff as a high priority, believing all school staff play a vital role in developing and supporting the emotional health and wellbeing of the students.

Principle 7 is split into two sections; the first is how staff are provided with the knowledge and understanding of students' wellbeing and the second looks at how the school supports the development of staff wellbeing.

These are examples of how it looks in our school:

Staff training

Over the last two years staff have received training in mental health delivered by EH4MH and Babcock Educational Psychology Team. This is greatly helping the school develop a much deeper understanding of mental health which is helping us break down stigma and bring about whole school culture change.

Staff wellbeing

As a staff and with our governing body, we promote and organise a range of activities (meals out at the end of term, quiz nights, theatre trips) which encourages team building through having fun together.

Until recently, we had access to a member of the EH4MH team whom we could book a consultation or supervision session with. Unfortunately this is currently unavailable.

We encourage 'time to talk' for staff, pupils and families, which encourages the importance of being able to talk about what is going well and any struggles, through an open door policy.

Using and modelling the 10 a day positive choices for mental health as a whole school approach (for staff and pupils), supported and advocated by our mental health ambassadors.

Staff can access the Devon County Council Wellbeing and Counselling service.

CAMHS Helpline: 0330 024 5321 (pre-referral SPA & Devon integrated children services)

Staff appraisals

Principle 8

Targeted Support

Marwood school recognises that many behavioural and emotional problems can be supported within the school, with advice from external professionals, and that some students may need more intensive support at times. Marwood School has a range of potential interventions to support individual's needs, as well as links with external agencies.

These are examples of how it looks within our:

School

Thrive groups.

Calm box

Mental health ambassadors

Drawing 4 Talking individual sessions

Thrive approach across the school and targeted support for individuals, including a THRIVE room for children who need a space for calming down.

Lunch time play-coordinator.

Peer buddy system for overseen by break and lunchtime staff.

Take 5 – whole school resilience building programme using mindfulness, including universal & targeted needs (www.eachamazingbreath.org).

'Just Breathe' video for children to explain about relaxation, especially useful for primary age (from www.mindfulschools.org).

We have school garden that was established with our school environment club and MSA to provide a calming safe space for staff and pupil.

Community

At Marwood School we work closely with our Community Colleagues in Health and Social Care: SPA, CAMHS, school nurse, Devon Early Help.

Social, Emotional, Mental Health, Wellbeing and Behaviour Team (previously the Behaviour Support Team) provide consultation and advice to all school staff around identified individual pupil's needs.

Principle 9

Communication

In Marwood School we identify that clear and robust systems of communication both within the school and into the school community, are key components to providing a mentally healthy school.

These are examples of how it looks within our:

School

In line with our school ethos, we are always thinking of diverse ways of promoting good communication, in enabling and encouraging students and staff to feel more comfortable to communicate feelings and seek help when they need it. We use a wide variety of approaches including; non-verbal systems such as suggestion boxes, cue cards, internet communication via emails and social media.

We communicate through staff meetings and emails, including having mental health as a standing agenda item at staff meetings so that staff are aware of what support is available within school. This includes refreshers of key themes / training topics.

At Key Stage 1 we use 'Worry Monsters', calm box and circle-time to help pupils feel more comfortable about communicating their thoughts and fears.

At Key Stage 2 we use 'Worry Boxes', 'Drawing 4 Talking' and PSHE to help pupils feel more comfortable about communicating their thoughts and fears.

Staff have received training in communication, anxiety, bereavement and normal magic from EH4MH.

We inform all parents of the school's obligations and responsibilities to safeguard children during their information session when their children start at the school.

Staff are aware of school processes for flagging up which students are particularly vulnerable and ensuring the right support is given in school and sought outside of school where relevant, this process of responsibility is reinforced in staff meetings and in staff handbooks.

Community

The school Normal magic mental health display and Additional Learning Needs information board has details of who to talk to for a range of different issues, with information relevant to pupils and parents.

The school has a pupil led school council and staff encourage pupils to become involved in this.

We communicate to our parents through our website, newsletters, emails, parent teacher evenings, information evenings & the school MSA facebook page.

All staff have accessed EH4MH training, which encourages ways to talk about mental health and how children and young people are feeling, which can be used over the breadth of young people's experiences.

We promote DIAS

National

We use resources from national organisations visually in the school, via display boards, website and newsletters.

We promote '10 -a-day' for all our pupils and families.

We promote Childline – help line and online resources (www.childline.org.uk).

We promote the NSPCC campaign Pantasauras/ Let's Talk Pants (www. www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/).

We promote the internet safety day and campaign

Heads Together - promoting the benefits for mental health of talking about difficult things (www.headstogether.org.uk).

Time to Change – movement to end mental health discrimination (www.time-to-change.org.uk).

Marwood School's Mental Health policy was guided by Public Health England's key documents:

"Transforming children and young people's mental health provision: a green paper" (2017)
https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper

"Promoting children and young people's emotional health and wellbeing: A whole school approach" (2015)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWB_draft_20_03_15.pdf

"Future in Mind" (2015)
https://www.england.nhs.uk/blog/martin-mcshane-14/

In Addition the Policy has been informed by;

National Children's Bureau "A Whole School Framework for Emotional Wellbeing and Mental Health. School Leaders Resource"
https://www.ncb.org.uk/sites/default/files/field/attachment/NCB%20School%20Well%20Being%20Framework%20Leaders%20Resources%20FINAL.pdf

Heads Together, Mentally Healthy Schools; A Whole-School Approach
https://www.mentallyhealthyschools.org.uk/whole-school-approach/

IPPR The Progressive Policy Think Tank, Craig Thorley, 2016
https://www.ippr.org/news-and-media/press-releases/further-proof-of-the-crisis-in-children-and-young-peoples-mental-health

Useful resources

Devon Integrated Children's Services (ICS): School staff and parents are encouraged to access the ICS Single Point of Access by phone (0330 024 5321) or look on the website (www.devon.integratedchildrensservices.co.uk) for any queries regarding the services, or referrals

Directory of Devon services and organisations: This is a directory of Devon services and organisations supporting children and families (www.pinpointdevon.co.uk)

Support for feelings around suicide;

Papyrus- Prevention of Young suicide - including 'how can I get help?' and a help line. (www.papyrus-uk.org)

Hector's House - Suicide support, links and advice, signposting for helplines, with a particular focus on supporting young men. (www.hectorshouse.org.uk/)

Heads Together - promoting the benefits of talking about difficult thoughts and feelings as well a lots of other Mental Health resources. (www.headstogether.org.uk)

Building Self-esteem and Confidence;

Dove Self-Esteem Project - Confident Me, a set of free, evidence-based resources for teachers and schools to run body confidence workshops, aimed at 11-14 year olds. (www.dove.com/uk/dove-self-esteem-project.html)

Human Utopia - Primary school aged courses aimed at inspiring children to be 'their own unique selves'. (www.humanutopia.com)

Self Esteem Team – Run talks in secondary schools promoting positivity and self-esteem. (www.selfesteemteam.org)

Counselling support;

Kooth- anonymous online counselling for secondary age young people, access to forums on relevant topics that are overseen by the Kooth team & advice and tips on staying mentally healthy (www.kooth.com)

Young Devon- Offering counselling support for secondary school aged children. (http://www.youngdevon.org/)

Parental support;

Young Minds – A charity promoting awareness of and information about mental health difficulties in young people, with online information and resources for young people and parents and a parent helpline. (www.youngminds.org.uk)

CAFCASS - Children and Family Court Advisory and Support Service, look after the interests of children involved in family proceedings. www.cafcass.gov.uk has information for young people and parents/ carers.

Bis-net Behaviour Support Service – Offering a range of workshops for parents and carers. (www.bis-net.org.uk)

Gingerbread – A charity for single parent families, running online forums, advice and single parent groups. (www.gingerbread.org.uk)

Depression and Anxiety Service for adults – from Devon Partnership NHS Trust, including self-referral information. (www.dpt.nhs.uk/our-services/depression-and-anxiety-das)

Family Lives- Parenting and family support including online resources, forums and helpline. (www.familylives.org.uk)

Devon Family Group Conference Plus Team (previously Family Solutions Service) (https://new.devon.gov.uk/educationandfamilies/family-support/family-group-conference-plus)

Helping families to access local services;

Home Start- A family support charity helping families with young children offering home visits, groups, and helping families to access local services. (www.home-start.org.uk)

Families facing Homelessness;

Exeter Community Initiatives- A charity in Exeter and Devon, helping people facing inequality, homelessness and coping on a low income. (http://www.eci.org.uk/)

Families facing abuse and domestic violence support and systems;

SAFE (Stop Abuse For Everyone)- Helpful information and resources. (www.safe-services.org.uk)

SPLITZ (Devon Domestic Abuse Support Services)- A service to support families with Domestic Violence. (https://www.splitz.org/devon.html)

Child Assault Prevention UK- (www.safestrongfree.org.uk) Work to understand how to reduce children's vulnerability to child abuse and build safer communities.

Operation Encompass - Police and Education early intervention safeguarding partnership which supports children and young people exposed to domestic abuse

by reporting to schools before the start of the next school day when a child or young person has been involved or exposed to a domestic abuse incident the previous evening, in confidence to the school's key adult. (www.operationencompass.org/)

Local support groups for families;

The Project- An East Devon group based early intervention support for young people, parents and carers, together working towards better mental health. (http://theprojectyp.org.uk/)

Haven Exmouth- Providing groups for young people and parallel support groups for parents/ carers, promoting positive ways to look after your mental health, run through the Open Door project. (http://www.opendoorexmouth.org.uk/our-projects/haven/)

Mental Health awareness/guidance, useful websites;

Young Minds – A charity promoting awareness of and information about mental health difficulties in young people, with online information and resources for young people and parents and a parent helpline. (www.youngminds.org.uk)

Mind – Provide advice and support to empower anyone experiencing a mental health problem, including information about mental health, guides to support services, online community and links to local Mind support. (www.mind.org.uk)

Mental Health Foundation – Information about looking after your mental health. (www.mentalhealth.org.uk)

Time to Change – Movement to end mental health discrimination. (www.time-to-change.org.uk)

Youth Mental Health First Aid Training- Helps to identify need, and when further support may be necessary. (www.mhfaengland.org)

Gender Diversity;

Stonewall & Young Stonewall – Campaigning for everyone to feel free to be who they are. (www.stonewall.org.uk / www.youngstonewall.org.uk)

LGBT Foundation – A charity providing a wide range of support services to lesbian, gay, bisexual and trans people, including a helpline and email support. (https://lgbt.foundation/)

Mermaids - Support gender diversity and trans-gender children, with support and resources for young people, parents/carers and professionals. (www.mermaidsuk.org.uk)

Proud2Be - Support LGBTQIA+ people and their families; Through campaigning, delivering training, facilitating a youth project, a volunteer programme and groups and events throughout the year. (www.proud2be.co.uk)

Respite care;

CHICKS breaks - Free residential activity weeks for vulnerable primary age children who will not access another holiday that year, building confidence and self-esteem and giving respite from potentially challenging experiences at home. (www.chicks.org.uk)

Additional support for children with special educational needs;

Cygnet & Early Bird training courses for parents/ carers with a child with a diagnosis of Autistic Spectrum Condition. Early Bird (2-5 years) and Cygnet (5-7 years). Early Bird is run in Exeter, Cygnet is run regularly at venues across Devon. Parents need to contact the centre where their child received a diagnosis for information on how to book onto courses.

Devon Information Advice and Support for SEND (DIAS) – Impartial advice for parents around processes to support children with special educational needs, and children's rights. (www.devonias.org.uk)

Using Autism Standards from the Autism Education Trust, supported by the Department of Education. (www.aettraininghubs.org.uk/schools/national-autism-standards/)

Drug and Alcohol support;

Together Drug and Alcohol Service (supporting those over 18 who wish to address their drug and alcohol use; support previously given by RISE), www.edp.org.uk/together-drug-alcohol-service/

YSmart; A Devon drug and alcohol service providing individual and group support for young people. (www.y-smart.org.uk/)

Specialist support for boys/men;

Boys to Men Project- Aims to reduce the numbers of young men who become perpetrators of domestic abuse, with research and free resources on. (www.boystomenpoject.com)

Support and resources for schools;

Emotional Logic –Free session from Babcock for primary and secondary schools, focusing on helping students manage feelings and move forward in their lives with strength and resilience. (www.emotoinallogiccentre.org.uk)

We Eat Elephants (for Primary Schools) – Programme run in schools focussing on helping young children understand what they are feeling and helping them to deal with current issues they may be facing. (http://www.weeatelephants.com/)

Thrive approach- Run across the whole school, which helps us understand the needs being signalled by our students' behaviour, and give us targeted strategies and activities to help our students' emotional learning. (www.thriveapproach.com).

NSPCC Pantasaurus Campaign- Keeping children safe and supporting them to 'help seek'. https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule

Mentally Healthy Schools Website- From the Heads Together Campaign, including lesson plans, assembly plans, whole school resources, PSHE resources & small group work. (www.mentallyhealthyschools.org.uk)

Coach Bright- Attainment raising programmes for primary and secondary schools, run by the University of Exeter, working to enable children to become independent and resilient learners (www.coachbright.org)

Mind Up- Sessions run in schools, with all ages participating – lesson programmes teaching activities including how the brain works in an interactive way, gratitude, mindfulness, perspective taking, including 'brain break' breathing exercises; for primary and up to KS3. (www.mindup.org/u-k/)

MindEd website – Free educational resource with information on children and young people's mental health for all adults (for professionals, volunteers, parents and carers), funded by the Departments of Health & Education. (www.minded.org.uk)

Living Life to the Full (LLTTF)- For Secondary aged Students, Please contact your EH4MH Practitioner for more information or email vcleh4mh@nhs.net.

Charlie Waller Memorial Trust - Delivering talks & training to young people and those who work with them about how to stay mentally well, with resources for schools, young people and parents/ carers; resources approved by Dr Pooky Knightsmith. (www.cwmt.org.uk)

Support for those with a family member in prison;

Choices Consultancy Service – Offering support for prisoners and their families, including children & young people, centred around prisons in the south west. (http://www.choiceshelpsfamilies.org.uk)

Support for children and families with eating disorders;

BEAT Eating Disorders – Information about eating disorders, including recovery information and young people's help lines and web chat. (www.beateatingdisorders.org.uk)

Young carer support;

Young Carers Organisation- Offering resources and support on the ground for children living with an adult who needs Mental or Physical support. https://youngcareers.org.uk/

Kids Time Foundation - Provide information, resources and support for children and young people who care for, or are affected by, a parent or sibling's mental illness. (http://kidstimefoundation.org/)

Ethnic minority support;

North Devon Sunrise Group – Support for ethnic minority groups. (www.northdevonsunrise.org)

Bereavement Services;

National

Winston's Wish – Supporting children bereaved of a parent or sibling, their families and the professionals who support them, including a free phone national help line, email service and resources. (www.winstonswish.org)

Survivors of Bereavement by Suicide (SOBS) – Support including; helpline, email support and local support groups, with information for survivors and professionals. (www.uksobs.org)

Hospice Care- Support offered for families where a family member is terminally poorly. (www.hospiceuk.org)

South West

Jeremiah's Journey; www.jeremiahsjourney.org.uk/ (Plymouth, and surrounding area).

Balloons; www.balloonscharity.co.uk/ (Exeter East and Mid).

Cruse Bereavement Care; https://www.cruse.org.uk/ (Devon Wide).

Force; www.forcecancercharity.co.uk (Exeter and East).

Children and Families in Grief; http://www.childrenandfamiliesingrief.co.uk/ (South Devon).

Internet Safety;

Common Sense Media – including family guides, parent concerns, especially on issues about media, including independent reviews, age ratings, with parent and educator sections. (www.commonsensemedia.org)

UK Safer Internet Centre – Advice for young people, parents/ carers, schools and governors. (www.saferinternet.org.uk)

NSPCC Online safety advice – In collaboration with O2, including advice, phone support and school resources and 'net aware', guide to social networks children and young people use. (www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/)

Childnet International – Advice for young people, parents/ carers and schools regarding internet safety. (www.childnet.com)

Internet Matters – Helping parents keep children safe online, also with information for schools. (www.internetmatters.org)

Get Safe Online – Information for parents / carers. (www.getsafeonline.org/safeguarding-children/)

Thinkuknow – The education programme of CEOPS, aimed at empowering children and young people aged 5-17 to identify the risks they may face online and know where they can go for support. It has information for parents/ carers. (www.thinkuknow.co.uk)

Anti-terrorism support;

Prevent (Part of the government's anti-terrorism strategy)- Prevent is a multi-agency approach to safeguard people at risk of radicalisation, aiming to stop people becoming terrorists or supporting terrorism. (http://www.preventforschools.org/)

Channel- Early intervention scheme across agencies, working to support people at risk of being drawn towards terrorism or violent extremism, by offering help to make positive choices about their lives. (https://www.ltai.info/what-is-channel/)

Mindfulness Resources;

Mental Health Foundation – Information about mental health, including looking after your mental health (mentalhealth.org.uk) & mindfulness site. (www.bemindful.co.uk)

Go Noodle- A website designed to help children to 'get moving' with in the classroom. (www.gonoodle.com)

'Just Breathe'- Videos for children to explain about relaxation, especially useful for primary school aged children. (www.mindfulschools.org)

Headspace- A resource full of mindfulness and relaxation sessions. (https://www.headspace.com/headspace-meditation-app)

Calm- Meditation and relaxation aid, with guided music and stories. (https://www.calm.com/)

Smiling Mind- A web and app meditation programme. (www.smilingmind.com.au)

Breathe- A website will simple self-guided mediation techniques; (https://www.stopbreathethink.com/)

Mindfulness in Schools- Project and resources with research basis for using mindfulness in schools. (www.mindfulnessinschools.org)

Mind Up! -Mindfulness sessions online with lesson programmes and teaching activities, including how the brain works in an interactive way, gratitude, mindfulness, perspective taking, including 'brain break' breathing exercises; for primary and up to KS3. (www.mindup.org/u-k/)