



THE EDWARD RICHARDSON PRIMARY SCHOOL

MENTAL HEALTH AND EMOTIONAL WELLBEING POLICY

Date of last review	Spring 2024
Term next due for update	Spring 2026
Member of staff responsible for this update	Headteacher
Requirement	Statutory

Policy Statement

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

Emotional wellbeing and mental health is dynamic and can fluctuate from day to day. It is important to recognise what affects one person’s mental health won’t necessarily affect others in the same way. There are many different types of support available to help manage difficult periods and build future resilience.

At our school, we aim to promote positive mental health for every member of our staff and for all our pupils. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive emotional wellbeing and mental health, we aim to prevent problems escalating by recognising early indicators and responding appropriately and promptly to meet individual needs. One in ten young people have a mental health problem (Lincolnshire Health and Wellbeing Strategy, 2018); that's equivalent to three young people in every classroom across the UK suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures, we can promote a safe and stable environment for pupils affected both directly and indirectly by mental ill health.

Scope

This document describes the school’s approach to promoting positive mental health and wellbeing in our school community. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with the following policies:

- Child Protection and Safeguarding
- Special Educational Needs and Disabilities
- Supporting pupils with medical conditions
- Relationships and Sex Education

This policy aims to:

- Promote positive mental health in all staff and pupils
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to pupils experiencing mental ill health, and where appropriate, their families

Pupils’ Mental Wellbeing

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Mental Health Lead in the first instance. If there is a fear that the pupil is in danger of immediate harm, then the normal child protection procedures should be followed with an immediate referral to the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads. If the pupil presents a medical emergency, then the normal procedures for medical emergencies should be followed, including administering first aid staff and contacting the emergency services if necessary.

Early Identification

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways, including:

- Monitoring of behaviour and awareness of changes in behaviour
- Monitoring of pupils' work
- Discussions with pupils
- Discussions with parents
- Discussions between staff members
- Parent Consultations
- Pupil Progress Meetings
- Pupil questionnaires
- Open door policy for parents/carers
- Worry box
- PSHE lessons/circle times/check-ins
- Continued monitoring of provision/support (e.g. ELSA drop-in sessions)

Warning Signs

School staff may become aware of warning signs which indicate a pupil 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 communicate their concerns with the pupil's class teacher and/or Mrs Butler. Mrs Butler holds a range of qualifications, including the Mental Health First Aid Award for youths, and has knowledge of a more comprehensive range of signs relating to mental ill-health.

Possible warning signs include (but are not limited to):

- Changes in behaviour, e.g. eating or sleeping habits, disruptive behaviour or withdrawal
- Changes in relationships
- Changes in academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Evidence of lack of self-worth/low self-esteem
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school/refusal to attend
- Repeated physiological symptoms, e.g. nausea, with no evident cause

Managing disclosures

A pupil may choose to disclose concerns about themselves or a friend to any member of staff; all staff have been trained on how to manage disclosures, and this will always be done in a calm, supportive and non-judgemental way. Staff should listen rather than advise, and our first thoughts are for the pupil's emotional and physical safety. All disclosures should be recorded in writing. Those associated with general emotional difficulties will be stored in the pupil's confidential file. In the event that the disclosure raises a safeguarding concern, the record will be kept in the safeguarding file. All written records will include:

- Date of disclosure
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

This information will be shared with at least one of the staff members named above, as is deemed most appropriate, and support and advice will be offered.

Confidentiality

Staff can never promise a pupil that the information they give will be kept confidential. They should reassure the pupil that information will only be shared if this is necessary to provide the best support, or when they feel the pupil would be at risk if the information was withheld. We will never share information about a pupil without first telling them. The pupil should be kept informed of:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

When a disclosure is made, wherever possible, two members of staff will be present during the discussion with the pupil. This helps to ensure that details are recorded accurately and protects staff against possible allegations, as well as safeguarding their own emotional wellbeing. Not being solely responsible for the pupil ensures continuity of care in the case of absence, and provides an extra source of ideas and support.

Initial Support

Any pupil who presents with emotional needs will in the first instance be supported by the class teacher and Learning Support Assistant (LSA). Further support from the ELSA may be organised; this may be a standalone session, a sequence of sessions over a fixed period, or ongoing, as per the individual's needs. Support in this form may be on an individual basis or as part of a small group. Progress will be measured and pupils 'discharged' when their emotional health and sense of wellbeing have returned. In line with Mental Health First Aid training, the ELSA is also available to respond to crises as and when they occur. For minor upsets, class LSAs will provide support.

Further Support – ELSA Support Plans

For pupils who have received initial support, but for whom concerns are ongoing, or for those with a formal mental health diagnosis, it may be helpful to draw up an ELSA support plan. This process will be completed collaboratively involving the pupil, parents/carers and staff. This will include:

- Details of a pupil's difficulties/observed behaviours
- Any special requirements and precautions/safeguarding considerations
- Any medication and its side effects
- What to do and who to contact in an emergency
- Details of in-school support

Where a referral for external support (e.g. Healthy Minds, CAMHS, counselling services) is appropriate, this will be led and managed by Mrs Hensman, SENCO and Mental Health Lead.

Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves physically and mentally healthy and safe are included as part of our developmental PSHE curriculum. We use the PSHE Association, which provide detailed planning and resources on all aspects of Personal, Social, Health and Emotional Development grouped into three broad areas: Health and Wellbeing, Relationships and Living in the Wider World.

The specific content of lessons will be determined by the specific needs of each cohort. We teach mental health and emotional wellbeing issues in a safe and sensitive manner, with the emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

As well as in lessons, developing good emotional health and resilience is also a regular theme in assemblies, and in every day interactions between pupils and staff.

Signposting

Where external support is deemed necessary, the school will work with parents/carers to identify what is most appropriate. Appendix 2 provides details of some of the most relevant organisations.

We will display relevant sources of support in communal areas and will regularly highlight these to pupils within relevant parts of the curriculum.

Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Who should be present? Consider parents, the pupil and other members of staff.
- What are the aims of the meeting?

We should always highlight further sources of information as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too, e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow-up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next steps and always keep a brief record of the meeting on the child's confidential record.

Working with All Parents

In order to support parents, we will:

- Highlight sources of information and support about common mental health issues
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their child
- Ensure our Mental Health Policy is available on the school website and in paper form by request
- Share ideas about how parents can support positive mental health in their children

Supporting Peers

When a pupil expresses concern about a peer, appropriate support will be put into place for them as well as the pupil with mental health difficulties. As needed, support for groups, whole classes or the whole school will be initiated based on the specific circumstances. In the event of a major incident, staff should consult the Critical Incident Plan and follow procedures outlined in this.

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 pupils safe. Key staff have also been trained in support mental health specifically, and are a source of support for all staff members.

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 pupils.

A child-friendly version of this policy is available to pupils (see Appendix 1)

Staff Mental Wellbeing

School life can be challenging, and it is not uncommon for staff to suffer from work-related stress. The governors have an overarching responsibility to monitor and ensure the wellbeing of all staff, including the headteacher. The whole school community is committed to reducing risks to staff wellbeing and also recognise that mental ill-health can also be the result of difficulties staff are experiencing outside of school. In recent years, the proportion of the population experiencing a mental health issue has increased; the school aims to

reduce the risk of work-related mental health issues as well as supporting staff experiencing such issues. Mental health issues can take a number of forms – these are documented in more detail in Appendix 3.

The section of the policy is informed by the following documents:

- The Health and Safety Executive Management Standards – Health and Safety Executive
- The Teacher Well-being Research Report – Ofsted (July 2019)

The Health and Safety Executive Management Standards cover six key areas of work design that, if not properly managed, are associated with poor health, lower productivity and increased accident and sickness absence rates. The Management Standards are:

- Demands – this includes issues such as workload, work patterns and the work environment
- Control – how much say the person has in the way they do their work
- Support – this includes the encouragement, sponsorship and resources provided by the organisation, line management and colleagues
- Relationships – this includes promoting positive working to avoid conflict and dealing with unacceptable behaviour
- Role – whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles
- Change – how organisational change (large or small) is managed and communicated in the organisation

Demands

At The Edward Richardson Primary School, every member of staff is given adequate and achievable tasks which suit the agreed hours of work. Individuals have a job description which details the job demands and this is part of the recruitment procedure before agreed contracts are signed. Appointments are made to match the skills of the person with the job, and adjustments are made with the agreement of all. No member of staff will be expected to carry out duties which are beyond their capabilities, unless these are agreed as a development strategy.

The main causes of heavy workload are:

- the volume of administrative tasks
- the volume of marking
- lesson planning
- time spent on assessment
- frequently changing government policies and regulations
- staff being given extra responsibilities outside their area of expertise

Through regular and ongoing consultation with staff, Senior Leaders continuously strive to find ways to reduce demands placed on staff, in particular, workload, to ensure that staff can enjoy a healthy work-life balance. Some of the strategies employed by the school are:

- Protecting teachers' PPA (planning, preparation and assessment) time – currently 10% of their total teaching hours;
- Keeping administration tasks to a minimum, reviewing paper exercises, reducing expectations and only completing tasks that have an impact on practice and performance;
- A feedback and marking policy focused on verbal feedback at the time of teaching, with minimal expectations of written marking – staff are not expected to take books home to mark;
- An expectation that planning leads to high quality teaching in the classroom and is to ensure pupils make progress. Teachers are not expected to present their planning for scrutiny or plan in a specific format;
- Assessment is key for pupil progress. The majority of assessment practices take place in the classroom at the time of teaching, and feedback is given to pupils accordingly. However, unnecessary detail is not expected;
- The school's approach to changing government policies involves all staff working together to agree necessary change and to decide how this will be implemented in order that it is manageable for all staff;
- Subject Leadership time is made available to all teaching staff for the purposes of monitoring and evaluation;
- Staff meetings are restricted to one hour per week;

- After-school clubs are restricted to six-weekly courses each term, rather than every week of the school year;
- Dedicated time is given to staff at busier times of the year, for example when writing end-of-year reports, or preparing for Pupil Progress Meetings or planning intervention.

Role

At The Edward Richardson Primary School, every member of staff has a defined role. Initiative is actively encouraged, and as a school we welcome staff to be free thinkers and extend practice beyond the expected. They are given freedom and ownership in their daily practice, and encouraged to have a flexible approach which enables them to respond to unplanned events. All staff are encouraged to extend their skills and knowledge through Continuing Professional Development (CPD) opportunities, and skills and successes are celebrated.

As a school we are sensitive to the relationship between home and work life. We make every effort to ensure that employees are given opportunities to be involved in important family events, including those involving activities at their children's own schools.

Support

Leaders in school contribute positively to staff well-being by being supportive, approachable and respectful. We have an active support structure within the staff which has no formal basis but is generated from mutual respect and care. However, when more formal support is needed, a member of the SLT is always available to support staff and attempt to rectify situations. In the event that a member of staff is experiencing difficulties with mental health, the headteacher is available to offer advice and signpost staff to appropriate support. All staff have access to a free confidential counselling service, the details of which are clearly available in the staff room.

The school encourages staff to discuss work and provide each other with constructive feedback. All monitoring activities carried out lead to personalised feedback, which is honest and constructive – where support is needed, the format and source of this is discussed at the point of feedback.

Relationships

Pupils' behaviour, including low-level disruption in the classroom, is often a negative influence on teachers' well-being at work and will also impact on learning. Senior leaders in the school strive to provide sufficient support for managing pupils' behaviour. When necessary, leaders support staff to solve discipline problems jointly and where appropriate, with parent/carers involvement.

Change

Senior Leaders in the school seek to involve all appropriate staff in consultations at all stages of the change process. This is achieved mostly through meetings (staff meetings, Senior Leadership Team meetings, INSET and twilight training events), but also through regular email communication and everyday discussions. Staff are openly encouraged to make suggestions as to how change can be best managed to reduce stress; this is to ensure that they gain a sense of ownership and maintain control of the change process. In addition, this helps to ensure that workload is kept at a manageable level.

How is staff wellbeing promoted?

A number of strategies are employed to keep teacher workload at a manageable level (see section on 'Demands')

In addition, the school:

- Communicates regularly with staff through staff meetings, email and a weekly briefing;
- Values family commitments and is flexible to support staff to attend events;
- Conducts performance management meetings for all staff;
- Invites and values all staff members' opinions and ideas;
- Celebrates successes;
- Recognises staff birthdays;
- Holds at least two social events every year;
- Encourages all staff to make use of the staff room at lunchtime;
- Has a trained Mental Health First Aider.

Early Identification

As adults are more accustomed to 'masking' their emotions, early identification of mental health issues can be difficult. In school, our culture and ethos promotes open conversation, approachability and teamwork, and our Senior Leadership Team has an open door policy. Early identification therefore relies largely on staff being vigilant in their everyday interactions with one another. Other strategies include:

- Staff questionnaires
- Discussions in staff meetings
- One to one discussions with the Mental Health First Aider
- Staff wellbeing interviews

Support

At The Edward Richardson Primary School, we have a very compassionate team, and staff regularly support their colleagues at times of increased stress; however, it is sometimes necessary to provide additional support when staff are experiencing longer term issues with their mental health. Staff are encouraged to talk to the headteacher and Senior Leadership team as necessary.

Confidentiality

In most cases, confidentiality will be assured for staff members sharing concerns. As part of the support given, staff may be encouraged to share their experiences with family members, or be signposted to organisations that can offer more focused and specific support. However, information will not be kept confidential if it is believed that to do so may lead to harm to the person involved or another person; in most cases, this will be when the staff member has spoken or acted in such a way that implies they are feeling suicidal, have attempted suicide, or are engaging in (or likely to engage in) self-harm. In these cases, information may be shared with other professionals (e.g. the emergency services).

Signposting

It is not the responsibility of any staff member in school to provide any form of counselling, but rather to signpost colleagues to appropriate sources of information and support. The Adult Mental Health First Aid Manual provides additional information on the types of mental health issues that staff may experience, and for each of these, a range of organisations who can offer support. This manual can be found in the headteacher's office and will be used as a reference for effective signposting. Appendix 2 outlines some of the key organisations that staff can contact, or to which they may be signposted.

Appendix 1

Child-friendly version of policy



THE EDWARD RICHARDSON PRIMARY SCHOOL

Pupils' Mental Health Policy

Policy Statement

"Having good mental health means you can reach your potential, you can cope with the days that are stressful, you can work well at school and you function well in your friendship, class, family and wider community groups".

We are committed to supporting your **emotional health** and **wellbeing**. We know that everyone experiences difficult times in their lives and that makes them **vulnerable**. Anyone might need additional emotional support at different times in their life. We believe that positive mental health is everybody's business and at our school we all want everyone to be happy.

At our school we want to promote wellbeing and help prevent problems. We are doing this by supporting, understanding and accepting each other linked with support.

Pupils' Mental Wellbeing

If a member of staff is concerned about your mental health or wellbeing, we may speak to other people to try to get you the support you need. We can do this in school or we might source help from other places if we need to.

Early Identification

Our aim is to spot who may need help as early as possible, we can do this in several ways including:

- **Monitoring** how you play, work and behave at school;
- Discussions with you, your parents or carers and your teachers;
- Asking you to fill in a pupil questionnaire about how you feel right now;
- Having a '**Worry Box**' where you can leave a worry without anyone else having to know;
- PSHE lessons/circle times/check-ins;
- Giving you some special group time to talk about your feelings and worries (e.g. ELSA drop-in sessions);
- You can let us know yourself by telling someone or using the '**self-referral form** for ELSA'.

How we deal with what you share with us

If you choose to share concerns about yourself or a friend to any member of staff, we will listen to your concern. We will do this in a calm, supportive and non-judgemental way. Our concern is for you and your emotional well-being; we don't judge you or make our minds up until we have listened to you. The member of staff that you speak to will record the concerns that you have raised to ensure we support you in the best way possible.

Confidentiality

Staff can never promise you that the information you give will be kept **confidential**. It will only be shared to get you the support we feel that you may need. It's possible that there may be two adults present when you share something with us; this is to make sure that we understand correctly and helps us to get you the best support possible.

Support

If you come to us with concerns about your **emotional needs**, you will be supported by your class teacher and the Learning Support Assistant (LSA) who works in your class. Further support from the ELSA (Mrs ~~Hopkinson~~ Butler) may be offered; this might be done in a one-off session or weekly sessions, either on your own or in a group.

After this, if you still need more support, an **ELSA support plan** can be written for you. This next part will involve you, your adults and teaching staff. We will discuss what support we feel you may need. If your concern is about another person at school, we will aim to support you and that person in the best way.

Glossary of terms

- **emotional health** - how you feel about yourself and your life
- **wellbeing** - feeling happy
- **vulnerable** - when you are more likely to become unwell or unhappy
- **monitoring** - watch carefully
- **worry Box** - a private box where you can write your worry
- **self-referral form** - a form to fill in to let an adult know you have some worries
- **Confidential** – being kept as a secret/not telling anyone
- **emotional needs** - anything that is to do with how you feel

- **ELSA support plan** - a plan written for you to show how we will be supporting you

Appendix 2

Links to useful organisation for parents/carers of pupils experiencing mental health difficulties

Supporting Minds

An organisation offering counselling and talking therapies for young people and workshops for parents
<https://supportingminds.com/>

Lincolnshire Partnership NHS Foundation Trust

Signposts for children and young people and their parents/carers – self-help and county-wide resources
<https://www.lpft.nhs.uk/young-people>

Healthy Minds Lincolnshire

Provide emotional wellbeing support for children and young people up to 19 years old.
<https://www.lpft.nhs.uk/young-people/lincolnshire/young-people/i-need-more-help/healthy-minds-lincolnshire>

Family Services Directory

Pathway enabling young people to access information and advice in one place, and are aware of local services, that can help support them when experiencing emotional wellbeing, mental health or behavioural concerns.
http://search3.openobjects.com/kb5/lincs/fsd/family.page?familychannel=2_9_9

Lindum Counselling

Counselling service offer clients a safe place to explore and share their problems and issues in complete confidence, helping them to express their emotions and develop new coping skills
<https://www.lindumcounselling.co.uk/>

NW Counselling Hub

Counselling service providing a safe and supportive environment for individuals, couples and families ranging from ages four and upwards.

<https://nwcounsellinghub.co.uk/>

Mind UK

Charitable organisation providing information and support for a range of mental health problems.

<https://www.mind.org.uk/information-support/for-young-people/>

Young Minds

Organisation working to support young people to get the best possible mental health support and have the resilience to overcome life's difficulties.

<https://youngminds.org.uk/>

Kooth

An online counselling and emotional well-being platform for children and young people, accessible through mobile, tablet and desktop computer.

<https://www.kooth.com/>

Childline

Helpline for children to help and advice about a wide range of issues

Tel: 0800 1111

<https://www.childline.org.uk/info-advice/your-feelings/mental-health/>

Shout

Contact for children, young people and adults in crisis and in need of immediate free advice

Text: Shout to 85258 (UK), 24 hours a day

<https://www.giveusashout.org/>

The Action for Children website at

<https://www.actionforchildren.org.uk/support-for-parents/children-s-mental-health/how-can-you-help-with-children-and-young-peoples-mental-health/mental-health-resources-and-information/>

contains a wealth of information and contact information to support children and parents/carers with mental health.

The website contains the following links:

National helplines for adults and children:Childline

A place a child or young person can talk to someone about something they are worried about. They can do this online or over the phone. 08001111

NSPCC

This charity works against child abuse - a helpline is available for parents or other adults concerned about a child (0808 8025544).

The Samaritans

A confidential helpline which offers support and advice to those in emotional distress. - 116 123

Young Minds Parentline

Offers information and advice to anyone worried about a child or young person under the age of 25. - 0808 802 5544

Papyrus

Charity working to prevent young suicide with a helpline for those worried about themselves or someone they know (call 0800 068 4141; text 0778 620 9697).

General mental health advice and support:Big White Wall

Online counselling service for young people aged 16+.

CALM

The Campaign against Living Miserably aims to reduce suicide rates among young men in the UK.

Doc Ready

Prepares young people for their first visit to their GP to talk about their mental health.

Get Connected

Support and signposting for young people under the age of 25. Telephone, email, text and web chat support.

Kooth

Online counselling and support for children and young people.

Mind

National mental health charity providing information and advice.

Sane

Information on mental health, as well as telephone, email and text support. Includes an online forum for over-18s.

The Mix

Mental health information and support for the under-25s.

Time to Change

Personal stories from young people about why mental health matters.

The Youth Wellbeing Directory

Online resource for families and young people up to the age of 24 listing local mental health services in their area.

Lifeline Helpline

A crisis response helpline service for people who are experiencing distress or despair in Northern Ireland.

Anxiety

Anxiety UK

Live chat and email support for children and young people experiencing anxiety.

No Panic

Helpline for young people who suffer from panic attacks, OCD, phobias, and other related anxiety disorders (0330 606 1174).

Bipolar

Bipolar UK

Offers information about bipolar disorder, an online community, and a peer support line.

Bullying

Bullying UK

Advice and support for dealing with bullying.

RespectMe

Scotland's anti-bullying service working with adults involved in the lives of children and young people to give them the practical skills and confidence to deal with children who are bullied and those who bully others.

Depression

Charlie Waller Memorial Trust

Includes information for children and young people on how to recognise the signs of depression.

My CAMHS Choice

Information and support for young people who have been referred to the CAMHS system.

Students Against Depression

Information, advice and real-life stories for university students struggling with depression.

Drugs and alcohol

Addaction

Information about drug and alcohol problems.

Nacoa

Information and support for children and young people affected by a parent's alcohol use.

Eating disorders

Beat Eating Disorders

Helplines, online support and self-help groups on all types of eating disorder.

Hearing voices

Voice Collective

Resources for young people who hear, see and sense things that others don't. Support for parents is also offered.

Medication

Head Meds

Information for young people around medication, mental health and life.

OCD

OCD UK

Information and support on OCD, including online support forums.

Self-harm

Life Signs

Information and support on self-harm in children and young people.

National Self-Harm Network

A forum providing crisis support, resources and advice on dealing with self-harm.

Recover Your Life

Information and support around self-harm. Includes forums, online chat, open 24/7.

Self Harm UK

Information for parents and professionals on self-harming behaviour.

Apps/Tools for Children and Young People

Healthy Minds

Problem-solving tool aimed at students.

InHand

An app to help young people through the ups and downs of life; it suggests activities to help based on how you rank your mood.

Mindshift

Specifically for young people to help them manage their anxiety. There are lots of tools, techniques and advice.

Mood Panda

Half moodtracker, half social network. It allows children and young people to choose whether to keep their mood private or share it publicly for support from other Mood Panda users.

Mood Scope

A mood tracking tool; the basic features are free but you have to pay for more in-depth features.

Moodometer

An app as well as an online resource which helps children and young people monitor and understand their emotional wellbeing.

Personal Zen

Games that have been clinically proven to reduce stress.

Recovery Record

Self-help tool for children and young people suffering from eating disorders.

SAM (Self-Help for Anxiety Management)

Help with anxiety management which includes interactive games and tools, and an anxiety tracker.

Stop, Breathe and Think

Guide to meditation which recommends certain meditations based on how you're feeling.

Appendix 3

Summary of common adult mental health issues and useful contacts

Stress

Most people feel stressed sometimes and some people find stress helpful or even motivating. But if stress is affecting a person's life, it is then considered problematic.

Symptoms

Physical:

- headaches or dizziness
- muscle tension or pain
- stomach problems
- chest pain or a faster heartbeat
- sexual problems

Mental:

- difficulty concentrating
- struggling to make decisions
- feeling overwhelmed
- constantly worrying
- being forgetful

Behaviour changes:

- being irritable and snappy
- sleeping too much or too little

- eating too much or too little
- avoiding certain places or people
- drinking or smoking more

Support for stress

<https://www.nhs.uk/conditions/stress-anxiety-depression/understanding-stress/>

<https://www.mentalhealth.org.uk/publications/how-manage-and-reduce-stress>

<https://www.helpguide.org/articles/stress/stress-management.htm>

<https://www.supportline.org.uk/problems/stress/>

<http://www.selfhelpguides.ntw.nhs.uk/penninecare/leaflets/selfhelp/Stress.pdf>

Anxiety Disorders

Anxiety is a feeling of unease, such as worry or fear, that can be mild or severe. Everyone has feelings of anxiety at some point in their life, for example, about sitting an exam, or having a job interview.

During times like these, feeling anxious can be perfectly normal. But some people find it hard to control their worries. Their feelings of anxiety are more constant and can often affect their daily lives.

Symptoms (not an exhaustive list):

- nervousness, restlessness or being tense
- feelings of danger, panic, or dread
- rapid heart rate and/or rapid breathing, or hyperventilation
- increased or heavy sweating
- trembling or muscle twitching
- weakness and lethargy
- difficulty focusing or thinking clearly about anything other than the thing you're worried about
- insomnia
- digestive or gastrointestinal problems, such as gas, constipation, or diarrhoea
- a strong desire to avoid the things that trigger your anxiety
- obsessions about certain ideas, a sign of obsessive-compulsive disorder (OCD)
- performing certain behaviours over and over again
- anxiety surrounding a particular life event or experience that has occurred in the past, especially indicative of post-traumatic stress disorder (PTSD)

Support for anxiety

Anxiety UK

Tel: 08444 775 774

Email: support@anxietyuk.org.uk

www.anxietyuk.org.uk

No Panic

Tel: 0844 967 4848

Email: admin@nopanic.org.uk

www.nopanic.org.uk

OCD Action

Tel: 0845 390 6232

Email: support@ocdaction.org.uk

www.ocdaction.org.uk

OCD-UK

Tel: 0845 120 3778

Email: support@ocduk.org

www.ocduk.org

Triumph over Phobia

Tel: 01225 571 740

Email: info@topuk.org

www.topuk.org

Depression

Depression is more than simply feeling unhappy or fed up for a few days. Most people go through periods of feeling down,

Support for depression

Association for Postnatal Illness

Tel: 0207 386 0868

Email: info@apni.org

but depression is a feeling of persistent sadness for weeks or months, rather than just a few days. <u>Symptoms</u> <u>Psychological:</u> • continuous low mood or sadness • feeling hopeless and helpless • having low self-esteem • feeling tearful • feeling guilt-ridden • feeling irritable and intolerant of others • having no motivation or interest in things • finding it difficult to make decisions • not getting any enjoyment out of life • feeling anxious or worried • having suicidal thoughts or thoughts of harming yourself <u>Physical:</u> • moving or speaking more slowly than usual • changes in appetite or weight (usually decreased, but sometimes increased) • constipation • unexplained aches and pains • lack of energy • low sex drive (loss of libido) • changes to your menstrual cycle • disturbed sleep – for example, finding it difficult to fall asleep at night or waking up very early in the morning <u>Social:</u> • not doing well at work • avoiding contact with friends and taking part in fewer social activities • neglecting your hobbies and interests • having difficulties in your home and family life	www.apni.org Charlie Waller Memorial Trust Tel: 01635 869 754 Email: admin@cwmt.org www.cwmt.org.uk Depression UK Email: info@depressionuk.org www.depressionuk.org PANDAS Foundation Tel: 0843 2898 401 Email: info@pandasfoundation.org.uk www. andasfoundation.org.uk
Self-harm Self-harm is when somebody intentionally damages or injures their body. It's usually a way of coping with or expressing overwhelming emotional distress. Self-harm can take a number of forms; substance misuse and unhealthy eating habits are considered forms. However, the most common form of self-harm involves the infliction of injury on oneself: <u>Symptoms</u> <u>Behavioural:</u> • Wearing long trousers and/or long-sleeved shirts, even on hot days • Brushing off injuries as frequent “accidents” or as a result of being clumsy • Needing to spend a lot of time alone • Challenges with friendships and romantic relationships	Support for self-harm Harmless Email: info@harmless.org.uk www.harmless.org.uk NSHN (National Self Harm Network) www.nshn.co.uk selfharmUK www.selfharm.co.uk Self Injury Support Tel: 0808 800 8088 www.selfinjurysupport.org.uk

• Keeping sharp objects or implements of self-injury on hand • Withdrawing from once-enjoyed activities • Unpredictable, impulsive behaviours <u>Physical Symptoms:</u> • Scars • Fresh scratches or cuts • Bruises • Broken bones • Patches of missing hair <u>Emotional Symptoms:</u> • Ongoing questions about personal identity • Helplessness • Hopelessness • Worthlessness <u>Psychosocial Symptoms:</u> • Emotional numbing • Emotional instability • Mood swings • Depression • Increased anxiety, especially when unable to self-injure • Guilt • Shame • Disgust	
Eating Disorders An eating disorder involves having an unhealthy attitude to food, which can take over the sufferer's life and lead to illness. It can involve eating too much or too little, or becoming obsessed with weight and/or body shape. <u>Types of eating disorders</u> The most common eating disorders are: • anorexia nervosa – when an individual tries to keep their weight as low as possible by not eating enough food, exercising too much, or both • bulimia – when an individual sometimes loses control and eats a lot of food in a very short amount of time (binging) and is then deliberately sick, uses laxatives, restricts what they eat, or does too much exercise to avoid gaining weight • binge eating disorder (BED) – when an individual regularly loses control of their eating, eats large portions of food all at once until they feel uncomfortably full, and then feel upset or guilty • other specified feeding or eating disorder (OSFED) – when • symptoms do not exactly match those of anorexia, bulimia or binge eating disorder, but its eating habits are unhealthy	Support for eating disorders ABC (Anorexia & Bulimia Care) Tel: 0300 011 1213 Email: support@anorexiabulimiare.org.uk www.anorexiabulimiare.org.uk Beat Tel: 0345 634 1414 (over 18s) Tel: 0345 634 7650 (under 25s) Email: help@b-eat.co.uk www.b-eat.co.uk MGEDT (Men Get Eating Disorders Too) Email: sam@mengetedstoo.co.uk www.mengetedstoo.co.uk

Symptoms • dramatic weight loss • lying about how much and when food has been eaten, or how much they weigh • eating a lot of food very fast • going to the bathroom a lot after eating, often returning looking flushed • excessively or obsessively exercising • avoiding eating with others • cutting food into small pieces or eating very slowly • wearing loose or baggy clothes to hide weight loss	
Substance Misuse/addiction The two main substances that are misused are alcohol and drugs (prescription or ‘recreational’). The signs and symptoms of addiction can vary from person to person and can also depend on the type of addiction that they are suffering from. However, there are several signs and symptoms that are common to most types of addiction: <u>Psychological symptoms of addictions:</u> • Mood swings • Increased temper • Tiredness • Paranoia • Defensiveness • Agitation • Inability to focus or concentrate • Poor judgement • Memory problems • Diminished self-esteem and self-worth • Feelings of hopelessness • Exacerbation of any existing mental health conditions such as depression, anxiety or stress <u>Behavioural and social signs of addictions:</u> • Secretive or dishonest behaviour • Poor performance and/or attendance at work or school • Withdrawing from responsibility and socialising • Losing interest in activities, hobbies or events that were once important to you • Continuing to use the substance, or engage in certain behaviours, despite the negative consequences that these cause • Trying but failing to reduce or stop misusing a substance, or engaging in certain behaviours <u>Physical symptoms of addictions:</u>	Support for substance misuse/addiction Addaction Tel: 020 7251 5860 Email: info@addaction.org.uk www.addaction.org.uk Adfam – Families, drugs and alcohol Tel: 0207 553 7640 Email: admin@adfam.org.uk www.adfam.org.uk Al-Anon Family Groups Tel: 0207 403 0888 Email: enquiries@al-anonuk.org.uk www.al-anonuk.org.uk Alcoholics Anonymous Tel: 0800 9177 650 Email: help@alcoholics-anonymous.org.uk www.alcoholics-anonymous.org.uk Cocaine Anonymous Tel: 0800 612 0225 Email: wtf@cauk.org.uk www.cauk.org.uk Gamblers Anonymous www.gamblersanonymous.org.uk Talk to Frank Tel: 0300 123 6600 Email: frank@talktofrank.com www.talktofrank.com Narcotics Anonymous Tel: 0300 999 1212 Email: meetings@ukna.org www.ukna.org

• Lack of concern over physical appearance/personal hygiene • Disrupted sleep patterns, including insomnia	
Psychosis Psychosis is a mental health problem that causes people to perceive or interpret things differently from those around them. This might involve hallucinations or delusions. The 2 main symptoms of psychosis are: • hallucinations – where a person hears, sees and, in some cases, feels, smells or tastes things that do not exist outside their mind but can feel very real to the person affected by them; a common hallucination is hearing voices • delusions – where a person has strong beliefs that are not shared by others; a common delusion is someone believing there's a conspiracy to harm them The combination of hallucinations and delusional thinking can cause severe distress and a change in behaviour. Experiencing the symptoms of psychosis is often referred to as having a psychotic episode.	A Support for psychosis Action on Postpartum Psychosis Tel: 0203 3229 900 Email: app@app-network.org www.app-network.org Hearing Voice Network Tel: 0114 271 8210 Email: nhvn@hotmail.co.uk www.hearing-voices.org Voice Collective Tel: 0207 911 0822 Email: info@voicecollective.co.uk www.voicecollective.co.uk