



## **Beths Grammar School**

### **Emotional Wellbeing and Mental Health Policy**

#### **1. OVERVIEW**

- 1.1 At Beths, we are committed to promoting positive emotional wellbeing and mental health to the whole school community, which includes students, their families and members of staff. Our open culture allows students', staff and parents' 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.
- 1.2 This policy is a guide to all staff (and governors) and outlines Beths' approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies.
- 1.3 Emotional Wellbeing and Mental Health relates to a person's psychological functioning, life-satisfaction and ability to develop and maintain mutually benefiting relationships. Emotional wellbeing includes the ability to maintain a healthy sense of autonomy, self-acceptance, resilience, personal growth, self-esteem and purpose in life. Staying mentally healthy is more than treating or preventing mental illness.

#### **2. POLICY AIMS**

- To promote positive emotional wellbeing and mental health in the whole school community.
- To increase understanding and awareness of common mental health issues.
- To enable staff to identify and respond to early warning signs of mental ill health in students, themselves and colleagues.
- To enable staff to understand how and when to access support when working with young people with mental health issues.
- To provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support.
- To raise awareness amongst all staff (including SLT) that they may have mental health issues themselves, and understand they are supported in relation to looking after their wellbeing.
- To embed a culture whereby all staff and students are aware of the signs/symptoms of poor emotional wellbeing and mental health and know whom to share this information with.

### **3. KEY STAFF MEMBERS**

3.1 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:

- Mr O'Regan (Deputy Head & Head of Wellbeing)
- Ms King (Designated Safeguarding Lead)
- Ms Searby (Deputy Safeguarding Officer)
- Mr Ward (IEN and PSHE Coordinator)
- Staff, student and parent Wellbeing Champions (see website and notice boards)
- Ms Richardson (Medical staff)
- Ms Brett-Smith (School Counsellor)

3.2 If a member of staff is concerned about the mental health or wellbeing of a student, in the first instance they should refer to the relevant flow chart, which shows how staff can help students (See Appendix 1a)

3.3 If there is a concern the student may be at risk of immediate serious harm the school's usual safeguarding procedures should be followed (see Beths' Safeguarding and Child Protection Policy).

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

### **4. TEACHING ABOUT MENTAL HEALTH FOR STUDENTS**

4.1 The skills, knowledge and understanding that our students need to keep themselves, and others, healthy (both physically and mentally) and safe are included as part of our PSHE curriculum.

4.2 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.

4.3 Additionally, each year ad hoc form time presentations, assemblies, events and PSHE lessons will take place to promote the emotional wellbeing and mental health support in Beths and/or national events.

4.4 Each academic year one week will be allocated as Wellbeing Week and the focus during this time will be to highlight the importance of maintaining good emotional wellbeing and mental health. Whole school involvement, assemblies, form time activities and lunchtime events will all be designed to inform, educate and reduce the stigma surrounding emotional wellbeing and mental health

## **5. WARNING SIGNS**

Staff may become aware of warning signs in either themselves, their colleagues or students which indicate poor emotional wellbeing or mental health. These warning signs should always be taken seriously and staff observing any of these warning signs should ensure the correct process is followed (see Appendices 1a & 1b). Please note if there is any concern that a student may be at risk of immediate serious harm please refer to the Safeguarding and Child Protection Policy.

Possible warning signs, which all staff are 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

Please also refer to Emotional Wellbeing and Mental Health: Risk and Protective Factors (see Appendix 2).

## **6. SIGNPOSTING**

We will ensure that staff, students and parents/carers are aware of the support and services available to them on- and off-site, and how they can access these services (see Appendix 1, 3 and school website).

Within the school (noticeboards, common areas, toilets etc.) and through our communication channels (blogs, website, school policies), 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

## **7. SOURCES OF SUPPORT AT SCHOOL AND IN THE LOCAL COMMUNITY**

### **7.1 Internal Support:**

### **Form Tutors/Head of Year**

In the first instance, students will be encouraged to talk to their Form Tutor or Head of Year. It is hoped that it will be less daunting for students to talk to a member of staff with whom they have a relationship. Form Tutors/Head of Years will be able to deal with most pastoral issues but if not further support is available as per below.

### **Connect Club**

This is a lunchtime club (Wednesdays in C4) where any student can come along to play games and make new friends. The emphasis in this club is friendship and peer support. Wellbeing Champions and the School Counsellors will also be available for any student to talk to during this time.

### **Individual Educational Needs (IEN)**

This department offers a comprehensive service for all Bets' students who, for whatever reason, need extra support. The support given to each student is tailored to suit their needs. The reason for this extra support maybe social, emotional, physical, behavioural or special educational needs (diagnosed or otherwise).

This department also refer to outside agencies if any SEN diagnosis is required and/or extra exam time is needed.

### **Counselling**

Counselling is the opportunity for students or staff to speak with a professional trained to listen, support and work therapeutically with clients. Students and staff can drop in to see Ms Brett-Smith any break or lunch time, to book a counselling session. Please see the Bets' Counselling Policy for more details.

### **Wellbeing Champions**

Wellbeing Champions are students and staff who have volunteered to support others' emotional wellbeing and mental health. They can be identified by their yellow "Wellbeing Champion" badge. At any time, a student or staff member can speak with a Wellbeing Champion, who are all trained to have helping conversations and able to signpost onto further support.

### **First Aid Room**

Any student (with a teacher's permission during lesson time) can report to the First Aid Room if they feel unwell during school hours. Usual first aid procedures will be followed.

## **7.2 Local/National Support:**

See Appendix 3.

## **8. TARGETTED SUPPORT**

8.1 Bets will assess each students' wellbeing every year during Wellbeing Week by asking them to complete a Wellbeing Questionnaire (see Appendix 4). Parents will be given the opportunity to opt out if they do not wish their child's wellbeing to be assessed. The data obtained will enable appropriate interventions to be offered to individuals and will provide an overall picture of emotional wellbeing in the school. Results will also feed into emotional wellbeing and mental health initiatives and plans.

8.2 We recognise some children and young people are at greater risk of experiencing poorer emotional wellbeing and mental health. For example, those who have special needs, are

looked after, young carers, previously accessed CAMHS, live with parents/carers who have a mental illness, misuse substances or have experienced domestic violence. For more information please see the Emotional Wellbeing and Mental Health: Risk and Protective Factors (Appendix 2).

8.3 Identified key staff (see Section 3.1) work across the school to support the emotional wellbeing and mental health needs of all students and are equipped to work at community, family and individual levels via appropriate signposting. Their skills cover identifying issues, determining potential risks and providing early intervention to prevent issues escalating.

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

- Being aware of those students most at risk and/or already showing signs of social, emotional and behavioural problems and providing specific help for those students;
- Working closely with local services as relevant and necessary, CAMHS, Bexley Carers, GP's and other agencies to follow various protocols including assessment and referral;
- Identifying and assessing students who are showing early signs of anxiety, emotional distress, or behavioural problems (through annual wellbeing assessments) and providing specific help for those students;
- Discussing options for tackling identified problems with the student and their parents/carers, as relevant;
- Providing a range of interventions that have been proven to be effective, according to the student's need;
- Ensuring students have access to pastoral care and support, as well as specialist services, so that emotional, social and behavioural problems can be dealt with as soon as possible;
- Providing students 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; and
- Providing students with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it (e.g. Connect Club or Games Club)

## **9. INVOLVING PARENTS/CARERS**

### **9.1 Working with parents/carers**

When involving parents/carers we will consider:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place – some parents are uncomfortable on 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/carers, 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 parent/carer to reflect and come to terms with the situation.

Signposting parents/carers to other sources of information and support can be helpful in these instances (see Appendices 1d, 2 & 3 and school website). At the end of the meeting, lines of communication should be kept open so that parents/carers can ask any further

questions and progress can be reviewed. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed/agreed are added to the student's record.

## **9.2 Supporting parents/carers**

We recognise that family plays a key role in influencing children and young people's emotional wellbeing and mental health; 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 emotional wellbeing and mental health information (e.g. school website and ad hoc school events)
- Highlighting sources of information and support about common mental health issues through our communications channels (blog, website, etc.), (see Appendix 3);

## **10. SUPPORTING STAFF**

10.1 Beths recognises that its staff are its most important resource and acknowledge their responsibility towards staff wellbeing. As such, Beths provides on-site emotional support (see Appendix 1b). However, staff have the primary responsibility for their own health and wellbeing. This involves being proactive in taking care of oneself and informing the school regarding any negative aspects about their work that could be affecting their emotional wellbeing or mental health.

10.2 In supporting staff to help themselves and students, staff can attend Twilight Sessions about Mental Health Awareness and Skills. These workshops will help staff identify mental health warning signs, enabling them to seek support for themselves, students or colleagues, and assist colleagues in their knowledge of how to react/speak to someone experiencing emotional distress.

10.3 Beths will:

- Annually assess each staff member's wellbeing via a questionnaire
- Keep staff up to date regarding self-care and wellbeing issues via a staff wellbeing noticeboard (located in the staffroom)
- Encourage staff to use either the Employee Wellbeing Support Scheme on 0808 168 2143 or [www.carefirst-lifestyle.co.uk](http://www.carefirst-lifestyle.co.uk) (user name: Bexsch19 and password: employee) for confidential off-site counselling. Alternatively, allow staff to utilise the on-site School Counsellors for assessment and signposting onto other relevant support
- Ensure a positive school ethos where everyone is valued and accepted
- Encourage staff to take an active role in maintaining their own good emotional wellbeing and mental health
- Encourage staff to talk to a Wellbeing Champion if they are concerned about their own or a colleague's emotional wellbeing or mental health
- Maintain contact with staff when they are absent from work for a long time and provide support on their return to work
- Provide relevant CPD activities

## **11. SUPPORTING PEERS**

When someone is suffering from mental health issues, it can be a difficult time for those around them who may want to support but do not know how. We will consider on a case by case basis if additional support from friends/line manager is needed. The student/member of staff who is suffering will need to give consent for friends/line manager to know about their issue, and if this is given, more information and advice will be provided to the friends/line manager:

As a guide, the following might be discussed:

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

Additionally, we will want to highlight:

- Where and how to access support for themselves (see Appendix 1b and 1c)
- Safe sources of further information about their friend's/colleague's condition (see Appendix 3)
- Healthy ways of coping with the difficult emotions they may be feeling

## **12. POLICY REVIEW**

In-between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Denise Brett-Smith (School Counsellor)

Any personnel changes will be implemented immediately.

Reviewed : Autumn 2021  
Next Scheduled Review date : Autumn 2022

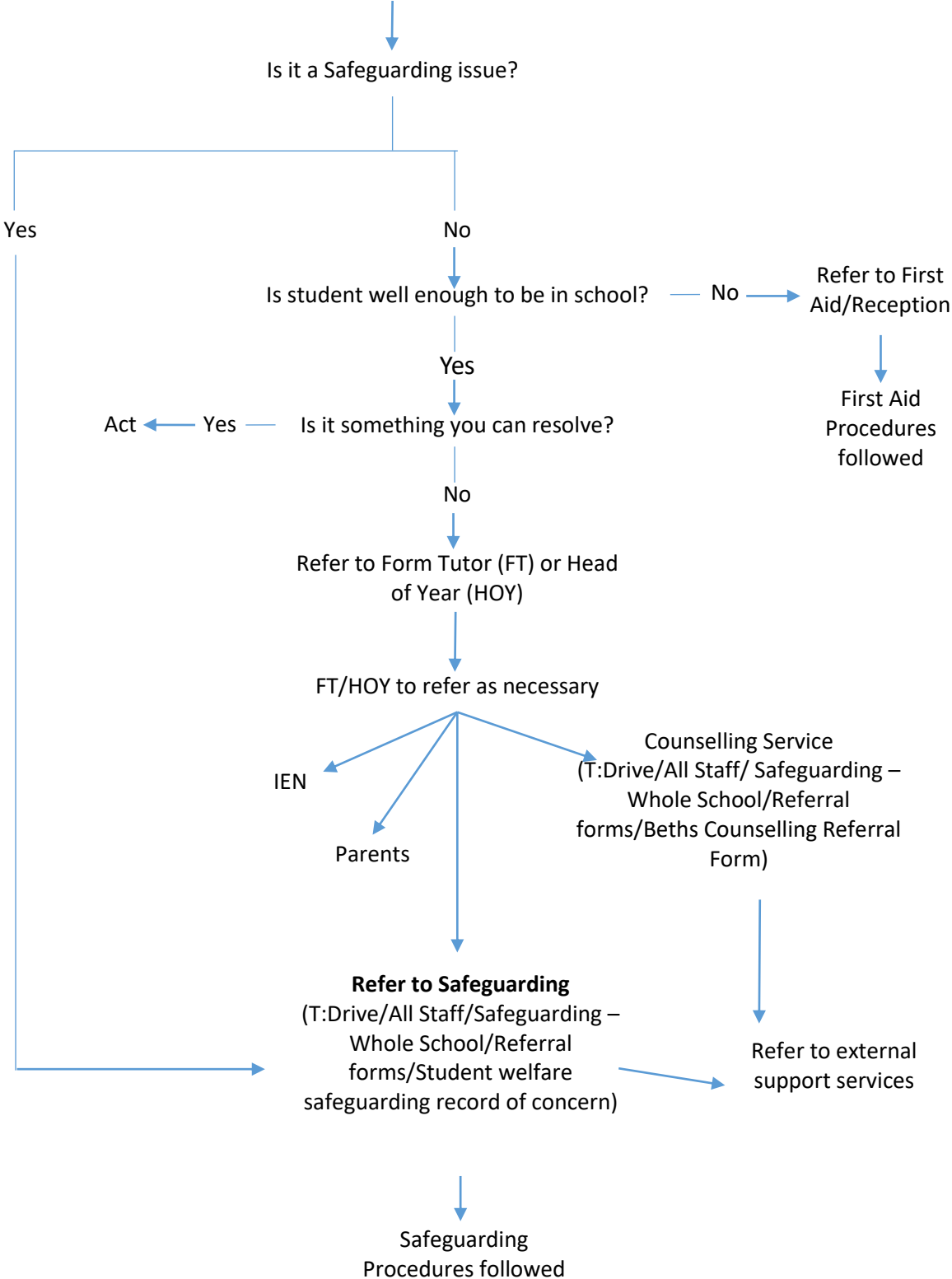
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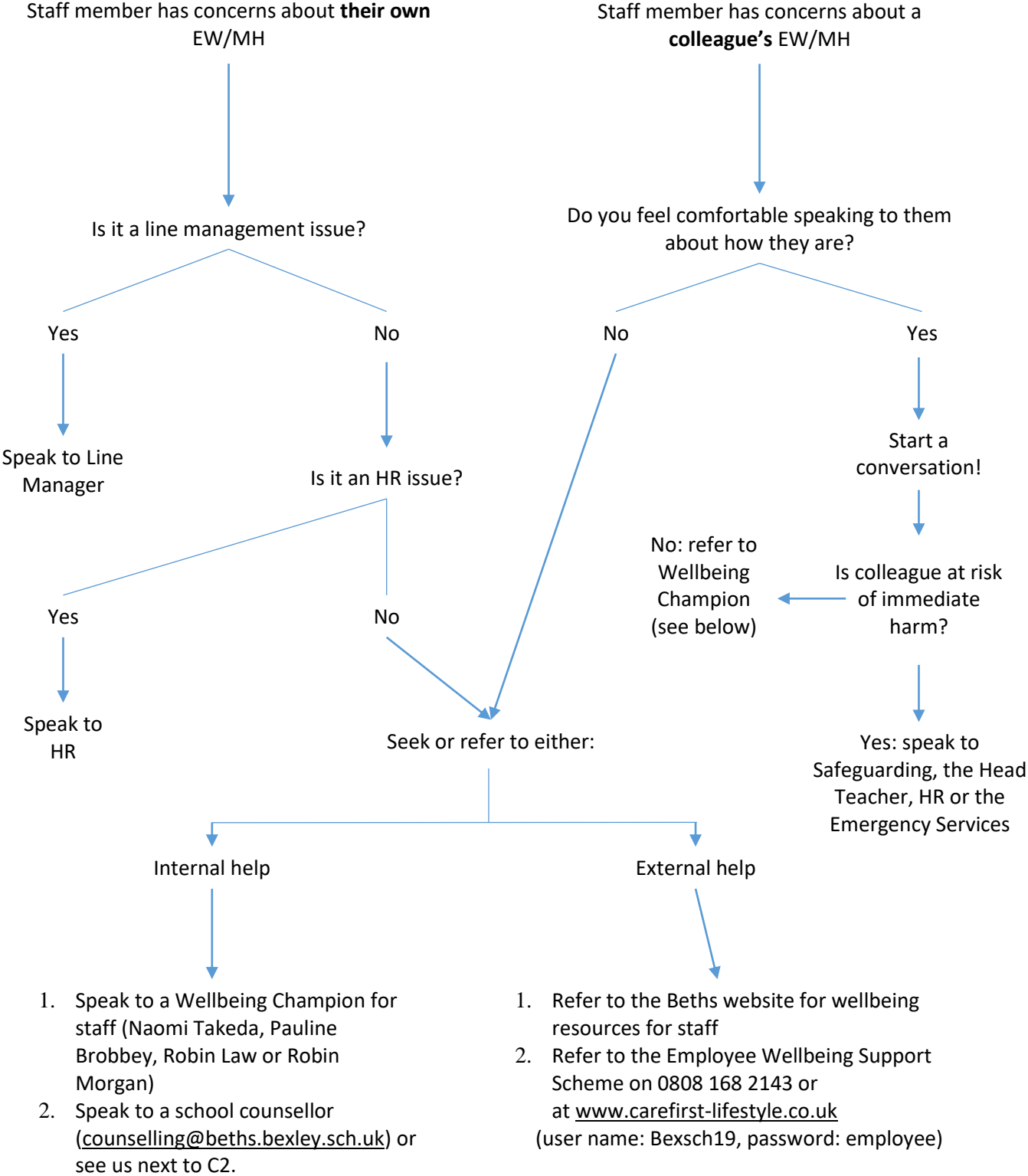
**APPENDIX 1a: FLOW CHART TO SHOW HOW STAFF HELP STUDENTS**

- Student approaches member of staff, or
- Member of staff has concerns about a student’s physical/mental health (see warning signs, Section 7)

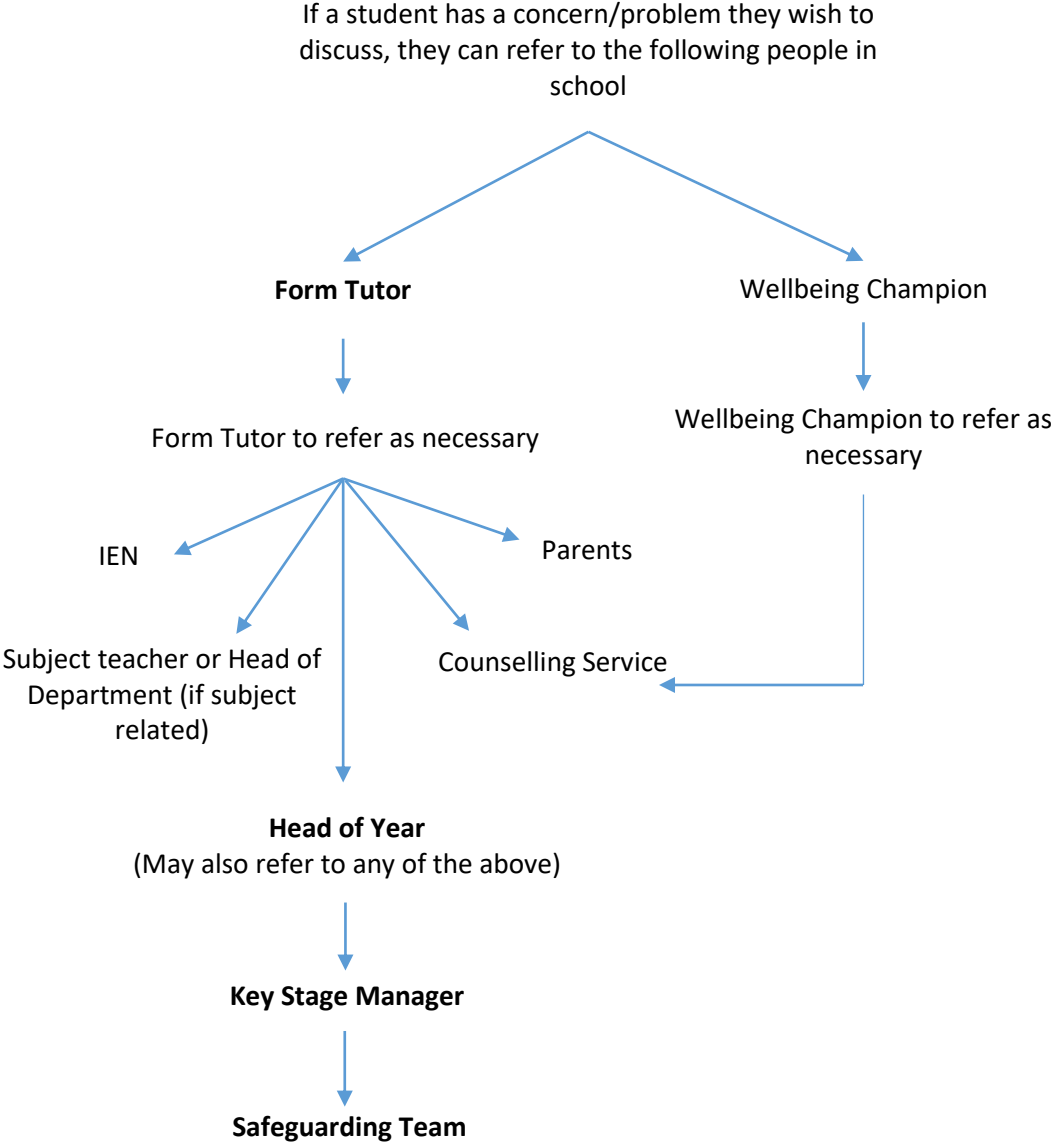


**Please note:** If in doubt, please inform the Safeguarding Team.

**APPENDIX 1b: FLOW CHART TO SHOW HOW STAFF GET SUPPORT**

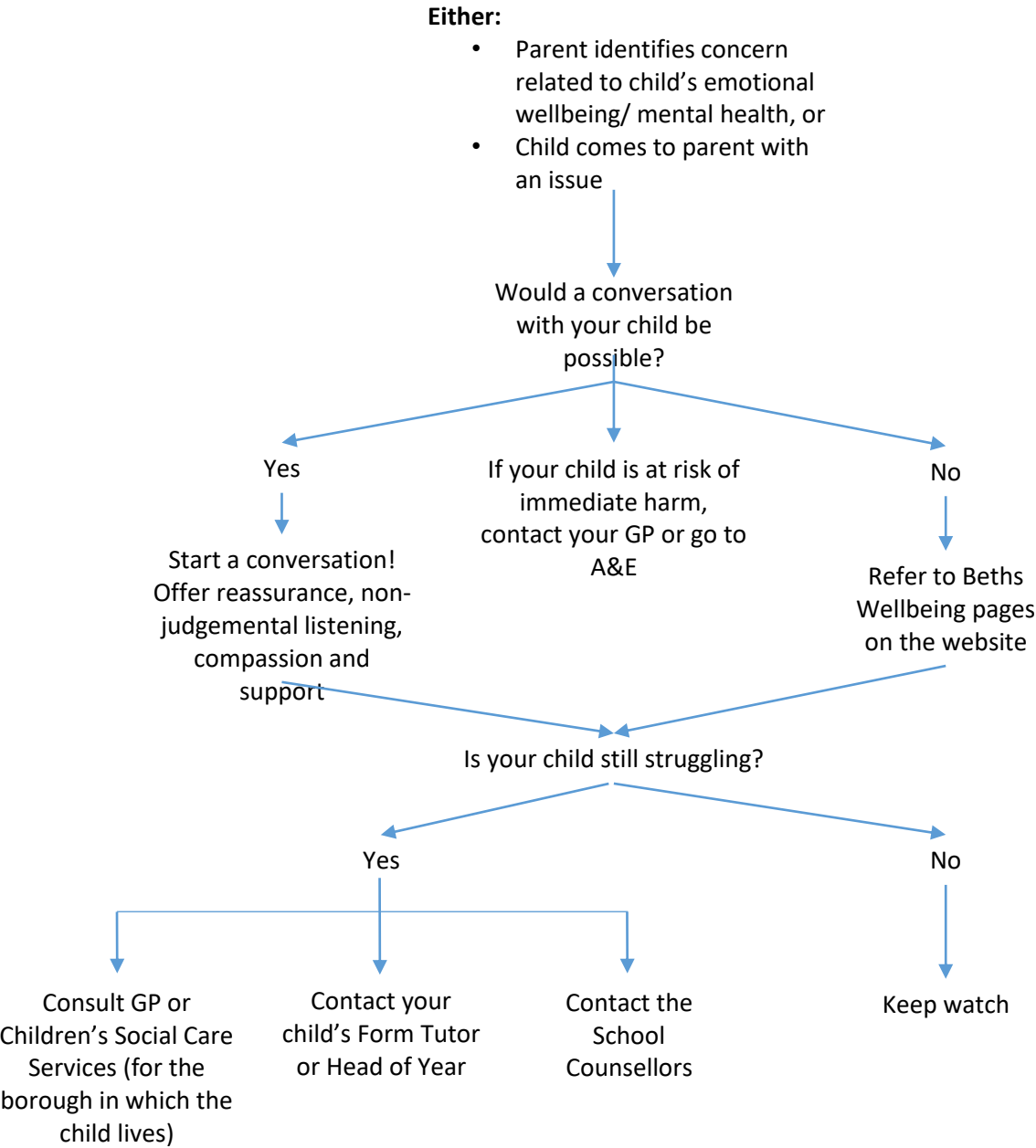


**APPENDIX 1c: FLOW CHART TO SHOW HOW STUDENTS GET SUPPORT**



**NB** – Students should discuss concerns with their form tutor in the first instance, however if they do not feel comfortable with this they can speak to any of the adults on the flow chart above, or one of the student Wellbeing Champions. Every adult at Beths is here to support students with concerns.

**APPENDIX 1d: FLOW CHART TO SHOW HOW PARENTS HELP STUDENTS**



**Please note:** In order for Beths to fully support your child’s education, we are keen to be informed about any wellbeing support provided to them outside of school.

## APPENDIX 2: EMOTIONAL WELLBEING AND MENTAL HEALTH: RISK AND PROTECTIVE FACTORS

### Emotional Wellbeing and Mental Health: Risk and Protective Factors

Risk Factors	Domains	Protective Factors
<ul style="list-style-type: none"> <li>• Individual educational needs</li> <li>• Long term physical illness</li> <li>• Early puberty</li> <li>• Being bullied</li> <li>• Any abuse or trauma</li> <li>• Difficult temperament: inflexibility, low positive mood, withdrawal, poor concentration</li> <li>• Low self-esteem, perceived incompetence</li> <li>• Anxiety or low mood</li> <li>• Insecure attachment</li> <li>• Poor social skills: communication and problem-solving skills</li> <li>• Extreme need for approval and social support</li> <li>• Shyness</li> <li>• Emotional problems</li> <li>• Rebelliousness</li> <li>• Substance misuse</li> <li>• Antisocial behaviour</li> <li>• Head injury</li> <li>• Confused about gender or sexuality</li> </ul>	<p>Individual</p>	<ul style="list-style-type: none"> <li>• Positive physical development</li> <li>• Academic achievement/intellectual development</li> <li>• High self-esteem</li> <li>• Emotional self-regulation</li> <li>• Good coping skills and problem-solving skills</li> <li>• Engagement and connections in two or more of the following contexts: school, with peers, in athletics, employment, religion, culture</li> </ul>
<ul style="list-style-type: none"> <li>• Parental depression</li> <li>• Parent-child conflict</li> <li>• Poor parenting</li> <li>• Any trauma</li> <li>• Exposure to domestic violence</li> <li>• Negative family environment</li> <li>• Any abuse or neglect</li> <li>• Single-parent family</li> <li>• Divorce/separation</li> <li>• Marital conflict</li> <li>• Family conflict</li> </ul>	<p>Family</p>	<ul style="list-style-type: none"> <li>• Family provides structure, limits, rules, monitoring, and predictability</li> <li>• Supportive relationships with family members</li> <li>• Clear expectations for behaviour and values</li> </ul>

<ul style="list-style-type: none"> <li>• Parent(s) with anxiety</li> <li>• Parental drug/alcohol use</li> <li>• Parental unemployment</li> <li>• Substance misuse among parents</li> <li>• Lack of adult supervision</li> <li>• Poor attachment with parents</li> <li>• Family dysfunction</li> <li>• Family member with any mental health issues</li> <li>• Death/long-term illness of family member</li> <li>• Immigration difficulties</li> <li>• Arriving here from a war zone</li> <li>• Acting as a carer for a relative</li> </ul>		
<ul style="list-style-type: none"> <li>• Peer rejection</li> <li>• Stressful events</li> <li>• Poor academic achievement</li> <li>• Poverty</li> <li>• Community-level stressful or traumatic events</li> <li>• School-level stressful or traumatic events</li> <li>• Community violence</li> <li>• School violence</li> <li>• Poverty</li> <li>• Traumatic event</li> <li>• School failure</li> <li>• Low commitment to school</li> <li>• Aggression toward peers</li> <li>• Associating with drug-using peers</li> <li>• Societal/community norms favour alcohol and drug use</li> <li>• Urban setting</li> <li>• Poverty</li> <li>• Associating with deviant peers</li> <li>• Loss of close relationship or friends</li> <li>• Experiencing discrimination re race, sexuality or religion</li> </ul>	<p>School, Neighbourhood, and Community</p>	<ul style="list-style-type: none"> <li>• Presence of mentors and support for development of skills and interests</li> <li>• Opportunities for engagement within school and community</li> <li>• Positive norms</li> <li>• Clear expectations for behaviour</li> <li>• Physical and psychological safety</li> </ul>

## APPENDIX 3: LIST OF EXTERNAL EMOTIONAL WELLBEING AND MENTAL HEALTH SUPPORT

### Young People's Mental Health Services:

#### **Kooth**

Free, safe and anonymous online support for young people.

[www.kooth.com](http://www.kooth.com)

#### **The Mix** (Support for under-25's)

[www.themix.org.uk](http://www.themix.org.uk)

Helpline: 0808 808 4994

Crisis text line: Text THE MIX to 85258

#### **Headscape**

Information and feelings check-in website, designed for young people, by young people.

Bexley: [www.headscapebexley.co.uk](http://www.headscapebexley.co.uk)

Greenwich: [www.heascapegreenwich.co.uk](http://www.heascapegreenwich.co.uk)

#### **Charlie Waller Memorial Trust**

Encouraging the importance of people understanding and being able to talk openly about depression. Helping young people know how to maintain wellbeing, and where the most appropriate treatment is available to everyone who needs it. Resources and information.

[www.cwmt.org.uk](http://www.cwmt.org.uk)

#### **PAPYRUS** (Prevention of young suicide)

[www.papyrus-uk.org](http://www.papyrus-uk.org)

Text advice: 07786 209697

HOPELineUK: 0800 068 4141

Email advice: [pat@papyrus-uk.org](mailto:pat@papyrus-uk.org)

#### **Students Against Depression**

[www.studentsagainstdepression.org](http://www.studentsagainstdepression.org)

Self-help Resources Guide: <https://www.studentsagainstdepression.org/self-help/>

#### **Childline**

A free, confidential 24-hour telephone counselling service for any child and young person up till their 19<sup>th</sup> birthday. Online Message Boards, Toolbox and 1-2-1 counsellor chat.

[www.childline.org.uk](http://www.childline.org.uk)

Call: 0800 1111

#### **No Panic**

Youth helpline, resources and self-help support for anxiety disorders. A six-week youth mentoring scheme over the phone is available.

[www.nopanic.org.uk](http://www.nopanic.org.uk)

Youth Helpline: 0330 606 1174 (13 to 20 year olds)

Email support: [info@nopanic.org.uk](mailto:info@nopanic.org.uk)

#### **Young Minds**

Provides advice for children, young people and parents around mental health to improve emotional wellbeing.

[www.youngminds.org.uk](http://www.youngminds.org.uk)

Email: [ymentquiries@youngminds.org.uk](mailto:ymentquiries@youngminds.org.uk)

Urgent help: Text YM to 85258

#### **STEM4**

Stemming teenage mental illness, supporting teenage mental health.

Free app for anxiety: Clear Fear

[www.stem4.org.uk/](http://www.stem4.org.uk/)

#### **Bullying UK (Family Lives)**

Supports children and parents which have had to deal with bullying. Confidential helplines and parenting advice videos, forums and parenting courses.

[www.familylives.org.uk](http://www.familylives.org.uk)

[www.bullying.co.uk](http://www.bullying.co.uk)

Helpline: 0808 800 2222

Email: [askus@familylives.org.uk](mailto:askus@familylives.org.uk)

#### **Kidscape**

Help with bullying: helping families and children feel less alone, more hopeful and stronger.

Parent advice line: 020 7823 5430

Email: [info@kidscape.org.uk](mailto:info@kidscape.org.uk)

#### **Royal College of Psychiatrists**

Information, suggested reading and websites in the young people's section.

[www.rcpsych.ac.uk/mental-health/parents-and-young-people](http://www.rcpsych.ac.uk/mental-health/parents-and-young-people)

#### **HeadMeds**

From Young Minds – to assist young people in making choices about medicines.

[www.headmeds.org.uk](http://www.headmeds.org.uk)

#### **Brook Advisory Service**

UK's leading provider of sexual health services and advice for young people under 25.

[www.brook.org.uk](http://www.brook.org.uk)

Online support: [www.brook.org.uk/our-services/ask-brook-a-question-24-7](http://www.brook.org.uk/our-services/ask-brook-a-question-24-7)

#### **The Student Room**

The UK's largest, online student community, with online study/revision help and forums for GCSE, A-level and university. There is information on exam results, clearing, applying to university and advice on relationships, health and mental health.

[www.thestudentroom.co.uk](http://www.thestudentroom.co.uk)

#### **Youth Access**

Working with the Youth Information, Advice and Counselling Services (YIACS) model, Youth Access provides free, high quality advice and counselling to young people aged 11-25 on a range of issues. Includes a 'Find your local service' section on the website.

[www.youthaccess.org.uk](http://www.youthaccess.org.uk)

#### **16+ Mental Health Services:**

##### **NHS Go**

A confidential health advice and information service for 16-25 year olds.

[www.nhsgo.uk](http://www.nhsgo.uk)

##### **Big White Wall**

16+ online mental health and wellbeing service offering self-help programmes, creative outlets and a community that cares



[www.bigwhitewall.com](http://www.bigwhitewall.com)

Call: 020 3405 6196

#### **Local Services:**

##### **Bexley Child and Adolescent Mental Health Service (CAMHS)**

CAMHS provide an assessment and treatment service for children and young people (aged 0-18) where there are significant concerns about their behaviour or emotional wellbeing. Children are referred by their GP, health visitor, school, social worker, voluntary worker or any other professional working with them.

[http://oxleas.nhs.uk/site-media/cms-downloads/CAMHS\\_Bexley\\_parent\\_April\\_2011.pdf](http://oxleas.nhs.uk/site-media/cms-downloads/CAMHS_Bexley_parent_April_2011.pdf)

##### **Bexley Anti-Bullying Project**

[antibullyingproject@bexley.gov.uk](mailto:antibullyingproject@bexley.gov.uk)

Call: 07799 072 090 / 07974 184 796

##### **IMAGO Bexley Young Carers Service**

Imago Young Carers delivers a support service to anyone aged 8-18 living in Bexley who is taking on caring responsibilities for a family member with a long-term illness, disability, mental health or substance misuse issue.

<https://www.imago.community/Children-and-Young-People/Bexley-Young-Carers>

Call: 0300 111 1110

##### **Bexley Moorings Project**

The Bexley Moorings Project supports vulnerable young people aged 8-17 in the London Borough of Bexley. Support includes one-to-one befriending, focused group work and Cognitive Behavioural Therapy (CBT) for young people. Online referral form.

Email: [info@bexleymoorings.co.uk](mailto:info@bexleymoorings.co.uk)

##### **Mind in Bexley Crisis Café**

Mental health crisis support for over-18's, drop-in café.

[www.mindinbexley.org.uk/crisis-cafe/](http://www.mindinbexley.org.uk/crisis-cafe/)

##### **South London Counselling Services (SLCS)**

A voluntary charitable company providing impartial and confidential services in guidance and free therapeutic counselling services for children, young people and adults.

[www.slcservices.org](http://www.slcservices.org)

Call: 020 8852 3400

##### **Bexley Sexual Health Service**

A one-stop website providing all Bexley residents with comprehensive information and advice on sexual health.

[www.bexleysexualhealth.org](http://www.bexleysexualhealth.org)

#### **General Mental Health – information and advice:**

##### **Mind**

[www.mind.org.uk](http://www.mind.org.uk)

Mind Infoline: 0300 123 3393

Text: 86463

Email: [info@mind.org.uk](mailto:info@mind.org.uk)

### **Time to Change**

Tackles the stigma of mental health, also works with schools and employers to end mental health discrimination

[www.time-to-change.org.uk](http://www.time-to-change.org.uk)

### **Live it Well**

[www.liveitwell.org.uk](http://www.liveitwell.org.uk)

24-hour Mental Health Helpline: 0800 107 0160

### **Rethink Mental Illness**

Helpline: 0300 5000 927

Email: [advice@rethink.org](mailto:advice@rethink.org)

Advice pages: [www.rethink.org/advice](http://www.rethink.org/advice)

### **Samaritans**

A free, confidential telephone counselling service aimed at providing emotional support to help anyone in emotional distress or struggling to cope.

[www.samaritans.org.uk](http://www.samaritans.org.uk)

Free helpline: 116 123

Text: 07725 90 90 90

Email: [jo@samaritans.org](mailto:jo@samaritans.org)

### **Specific Mental Health conditions – information and advice:**

#### **Eating Disorders**

##### **Beat**

Charity supporting anyone affected by eating disorders, anorexia, bulimia or any other difficulties with food, weight and shape.

[www.b-eat.co.uk](http://www.b-eat.co.uk)

Youthline: 0345 6347650

#### **Self-harm**

##### **Self-Harm UK**

National self-harm network dedicated to self-harm recovery and support.

[www.selfharm.co.uk](http://www.selfharm.co.uk)

Email: [info@selfharm.co.uk](mailto:info@selfharm.co.uk)

##### **TESS / Self-Injury Support**

Support for women and girls; resources and training for all.

[www.selfinjurysupport.org.uk](http://www.selfinjurysupport.org.uk)

Helpline: 0808 800 8088

Text: 0780 047 2908

#### **Anxiety and Depression**

##### **Anxiety UK**

Dealing with all different forms of anxiety and what leads to it, a support network offering advice for overcoming anxiety.

[www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)

Infoline: 03444 775 774

Text service: 07537 416 905

Email: [support@anxietyuk.org.uk](mailto:support@anxietyuk.org.uk)

### **Depression UK**

A national self-help organisation helping people cope with their depression.

[www.depressionuk.org](http://www.depressionuk.org)

Email: [info@depressionuk.org](mailto:info@depressionuk.org)

### **OCD**

#### **OCD UK**

Guiding anyone who is affected by Obsessive Compulsive Disorder.

[www.ocduk.org](http://www.ocduk.org)

Support line: 03332 127 890

### **Learning Disabilities**

#### **Respond**

Helping to lessen the effect of trauma and abuse on people with learning disabilities, through providing psychotherapy for people with learning disabilities and advice and support for staff and families.

[www.respond.org.uk](http://www.respond.org.uk)

#### **The Judith Trust**

Closing the gap for all those with learning difficulties and mental ill-health.

[www.thejudithtrust.org.uk](http://www.thejudithtrust.org.uk)

Call: 020 7266 1073

Email: [info@thejudithtrust.org.uk](mailto:info@thejudithtrust.org.uk)

### **ADHD**

#### **ADDISS**

ADHD Information Services

[www.addiss.co.uk](http://www.addiss.co.uk)

Call: 020 8952 2800

### **Bereavement**

#### **Winston's Wish**

Support for bereaved children to make sense of death and rebuild their lives.

[www.winstonswish.org](http://www.winstonswish.org)

Helpline: 08088 020 021

#### **Grief Encounter**

Supporting bereaved children and young people. Online chat option.

<https://www.griefencounter.org.uk/>

Helpline: Grieffalk 0808 802 0111

Email: [grieffalk@griefencounter.org.uk](mailto:grieffalk@griefencounter.org.uk)

### **Addiction**

#### **Nacoa**

The National Association for Children of Alcoholics – providing information, advice and support for everyone affected by a parent's drinking.

[www.nacoa.org.uk](http://www.nacoa.org.uk)

Helpline: 0800 358 3456

Email: [helpline@Nacoa.org.uk](mailto:helpline@Nacoa.org.uk)

### **FRANK**

A national drug education service which offers confidential information and advice for anyone concerned about drug or solvent misuse.

[www.talktofrank.com](http://www.talktofrank.com)

Call: 0300 123 6600

Text: 2111

### **Rape and Sexual Abuse:**

**RASASC** (Rape & sexual abuse)

[www.rasasc.org.uk](http://www.rasasc.org.uk)

Helpline: 0808 802 9999

**Family Matters** (Rape & sexual abuse)

[www.familymattersuk.org](http://www.familymattersuk.org)

Helpline: 01474 537392

### **Equality and Diversity:**

#### **Metro**

Embracing difference. The provision of health, community and youth services across London and the South East.

[www.metrocharity.org.uk](http://www.metrocharity.org.uk)

#### **Stonewall**

Campaigning for the equality of lesbian, gay, bi and trans people across Britain.

[www.stonewall.org.uk](http://www.stonewall.org.uk)

Freephone: 0800 050 20 20

#### **It Gets Better Project**

To inspire hope for young people facing harassment. A place where young people who are lesbian, gay, bi or trans can see clips of other people's coming out stories.

[www.itgetsbetter.org](http://www.itgetsbetter.org)

### **Help for Parents:**

#### **Young Minds**

Specific page for parents, offering a helpline for parents, a parents lounge, parents survival guide and an A-Z guide to support for parents.

[www.youngminds.org.uk/find-help/for-parents](http://www.youngminds.org.uk/find-help/for-parents)

YM Parents Helpline: 0808 802 5544

#### **PSG Supporting Parents**

Parent support groups, helpline and advice for when parenting becomes challenging.

[www.psg.org.uk](http://www.psg.org.uk)

Helpline: 07908 101 767

**Bullying UK (Family Lives)**

Supports children and parents which have had to deal with bullying. Confidential helplines and parenting advice videos, forums and parenting courses.

[www.bullying.co.uk](http://www.bullying.co.uk)

Helpline: 0808 800 2222

Email: [askus@familylives.org.uk](mailto:askus@familylives.org.uk)

**Kidscape**

Help with bullying: helping families and children feel less alone, more hopeful and stronger.

Parent advice line: 020 7823 5430

Email: [info@kidscape.org.uk](mailto:info@kidscape.org.uk)

**Dad Info**

Supporting Dads through all aspects of family life – articles and podcasts, webchat and forum.

[www.dad.info](http://www.dad.info)

**Charlie Waller Memorial Trust**

Encouraging the importance of people understanding and being able to talk openly about depression. Helping young people know how to maintain wellbeing, and where the most appropriate treatment is available to everyone who needs it. Resources and information.

[www.cwmt.org.uk](http://www.cwmt.org.uk)

**St. Michaels Associates**

For Black and Minority Ethnic (BME) families: working with parents of young people at risk of educational failure and social exclusion, those with learning, behavioural and emotional difficulties.

[www.stmichaelassociates.org.uk](http://www.stmichaelassociates.org.uk)

Call: 020 7708 3939

Email: [info@stmichaelassociates.org.uk](mailto:info@stmichaelassociates.org.uk)

**Bexley Social Care**

Call: 0203 303 7777

**Families Outside**

Voicing the needs of families affected by imprisonment. Free and confidential helpline.

[www.familiesoutside.org.uk](http://www.familiesoutside.org.uk)

Helpline: 0800 254 0088

**MindEd**

A free educational resource via e-learning on children and young people's mental health for all adults.

[www.minded.org.uk](http://www.minded.org.uk)

**APPENDIX 4: STUDENT WELLBEING QUESTIONNAIRE**

**WHO (Five) Well-Being Index (1998 version)**

Please indicate for each of the five statements which is closest to how you have been feeling over the last two weeks. Notice that higher numbers mean better well-being.

Example: If you have felt cheerful and in good spirits more than half of the time during the last two weeks, put a tick in the box with the number 3 in the upper right corner.

	<i>Over the last two weeks</i>	All of the time	Most of the time	More than half of the time	Less than half of the time	Some of the time	At no time
<b>1</b>	<b>I have felt cheerful and in good spirits</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
<b>2</b>	<b>I have felt calm and relaxed</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
<b>3</b>	<b>I have felt active and vigorous</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
<b>4</b>	<b>I woke up feeling fresh and rested</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
<b>5</b>	<b>My daily life has been filled with things that interest me</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0

## The Warwick–Edinburgh Mental Well-being Scale (WEMWBS)

Below are some statements about feelings and thoughts.

Please tick the box that best describes your experience of each over the last 2 weeks

STATEMENTS	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been feeling interested in other people	1	2	3	4	5
I've had energy to spare	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling good about myself	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been feeling confident	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5
I've been feeling loved	1	2	3	4	5
I've been interested in new things	1	2	3	4	5
I've been feeling cheerful	1	2	3	4	5

Warwick–Edinburgh Mental Well-being Scale (WEMWBS)

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