



Mental Health & Well-being Policy

Contents

	Page
Contents	2
Foreword	3
Policy Statement	3
Policy Purpose	3
Definition of Mental Health and Well-being	3
Lead members of staff (roles and responsibilities)	4
Returning to college after Coronavirus	4
Supporting and Training Staff	6
A whole college approach to promoting positive mental health	7
Individual care plans	9
Educating about Mental Health and Well-being	9
Signposting	10
Identifying needs and warning signs	10
Managing disclosures and confidentiality	13
Working with parents/carers	13
Working with friends	14
Working with agencies and partners	15
Monitoring and Evaluation	15
Appendix 1: Risk and protective factors	16
Appendix 2: Agencies and referrals	17

***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 Organisation)***

Foreword

This policy has been updated by the Head of Safeguarding and Student Discipline working in collaboration with members of the College's Senior Leadership Team.

Policy Statement

At St Mary's College we aim to promote positive mental health and well-being for our whole College community (students; 16-19 and HE, staff, parents and carers). Together we recognise how important mental health and emotional well-being is to our lives in just the same way, and equally as much as, our physical health.

We recognise that young people's mental health is a crucial factor in their overall well-being and can affect their learning and achievement. All young people go through ups and downs during their College journey and some face significant life events. In studies, it has been found that in any average classroom, three students will be 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 students affected both directly and indirectly by mental health issues.

St Mary's is committed to raising awareness of mental health issues and challenging stereotypes by educating students, staff and parents and carers. This is embedded in our curriculum subjects and tutorial/ pastoral programme, highlighted at staff INSET days and features in parental discussions.

Policy Purpose

The Policy aims to:

- Describe the College's approach to mental health issues
- Promote positive mental health in all staff and students
- Increase understanding and awareness of mental health issues so as to facilitate early identification and intervention
- Alert staff to warning signs and risk factors
- Provide support and guidance to all staff dealing with students who suffer mental health issues
- Provide support to students suffering from mental health issues, their peers and parents/carers.

Links to other Policies

This policy has links to our other policies on Safeguarding, Anti-Bullying, and Equality. It is relevant to our disciplinary procedures and student code of conduct and is important because behaviour and attendance concerns can be often be related to an unmet mental health issue.

Lead Members of Staff (Roles and Responsibilities)

We believe that all staff have a responsibility to promote the positive mental health of students and to understand about protective and risk factors for those with mental health issues (see Appendix 1 for risk and protective factors).

We accept that some students will require additional help, and all staff should have the skills to identify early warning signs of mental health issues and understand the referral process to enable early intervention and support.

Sources of relevant support include:

Named Mental Health Lead & Mental Health First Aider (Youth and Adult)

- Head of Safeguarding and Student Discipline – Ifrana Lakhi

Named Safeguarding Team

- Head of Safeguarding and Student Discipline – Ifrana Lakhi
- Principal (Interim) /Designated Safeguarding Lead – Elissa Best
- Safeguarding Officers:
 - Safeguarding and Disciplinary Officer – TBC
 - Senior HR Operations Manager -Laura Cain
 - Tutorial Coordinator/Progress Tutor - Amedeo D'Ippolito
 - HE Coordinator - Pam Lightbown

Named Mental Health First Aider (staff)

- Senior HR and Operations Manager -Laura Cain (Adult)

Named Governor for Mental health

- Safeguarding Governor -Mike Wright

We recognise that many behaviours and emotional problems can be supported within the College environment, or with advice from external professionals. Some students will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to young people and families with mental health issues – see Appendix 2.

Returning to College after the Coronavirus pandemic restrictions (source: Mental Health Foundation)

As a College we understand that there are students who have faced an array of complex and traumatic experiences during the lockdown periods.

To follow is a full range of challenges that students have faced and that we, as a College, and helped them effectively deal with as they return. It was and is, imperative that we deal with such challenges with a great deal of patience, flexibility and support.

- Loss and Bereavement
- Challenging experiences at home
- Inequalities
- Uncertainty

- Transitions
- Friendships and bullying
- Safer at home

Loss and Bereavement

Some of our students have had relatives or friends who have died during the pandemic due to coronavirus or other illnesses. Still more will have been aware of a relative or friend being seriously unwell or hospitalised. For other young people, there will have been other types of loss, for example, parents who had been furloughed or lost their job, a home and/or College move, or they may have experienced long-term isolation from important figures in their life such as Grandparents.

Regardless of the type of loss, many will be experiencing this with a sense of grief. The way that young people respond to those feeling of loss and grief will differ widely, some may seem sad or withdrawn, and others may appear anxious and angry.

Challenging Experiences at home

Many young people entered lockdown already facing challenging home environments. These challenging circumstances will have been amplified by families being quarantined at home together. Others will have faced these challenging experiences for the first time. These might include, but are not limited to:

- Domestic violence
- Abuse or Neglect
- Family Conflict
- Financial concerns, e.g. loss of employment for parents and carers
- Concerns about relatives who are key workers and continuing to work
- Caring responsibilities for family members
- Hunger and lack of nutrition
- Insecure housing, e.g. those living in residential care, hostels and refuges.

Inequalities

Given the nature of the coronavirus pandemic, it's important to remember that these concerns could arise in relation to any young person, not just those previously identified as vulnerable, and that many young people will have had a range of challenging experiences. The vast range of experiences that young people have had during the pandemic is a challenge in itself. Inequalities experienced during the weeks of college closure will be felt for the foreseeable future, as gaps in attainment, physical and emotional health will have widened. Planning to provide extra academic, as well as pastoral support will be needed.

Uncertainty

The sudden unprecedented changes that the lockdowns imposed on everyone are likely to have left many young people feeling uncertain. As regulations have been relaxed gradually, students may have felt unclear about what they were allowed to do, and with whom. There may be a lack of confidence amongst young people in the adults in their lives. As they have seen adults struggle to agree about to manage the crisis, their sense that they can rely on adults to keep them safe has been diminished.

There may also be a great deal of uncertainty for parents. Many families will be navigating a lot of different systems and guidelines as they return to school, college and work. The impact of further outbreaks on parents' income and student attendance at college will be a source of worry for many families.

Friendships and bullying

Over a lengthy period of social distancing, friendships many have become strained or deteriorated. Many young people will have communicated with friends over social media, while others will have had little contact with peers. As peer groups are an important source of support for young people, this may mean that many will have lacked a vital source of support in managing the stresses of the lockdown periods.

The nature of the crisis itself –around a contagious illness –is a potent opportunity for bullying to arise. Social distancing and handwashing measures are likely to be necessary for some time and could provide fuel for bullying around potential “contagion.” It is important to be aware of the rise in incidences of racism around coronavirus. Students from Asian backgrounds may well have received racism and bullying around the perceived origin of the virus in China.

Supporting and Training Staff

Supporting and promoting the mental health and well-being of staff is an essential component of a healthy College. We promote opportunities to maintain a healthy work life balance and well-being by operating an ‘open door policy’, flexible hours, return to work support –e.g. phased returns, staff well-being days, coaching and mentoring support and referral to Occupational Health and Cognitive Behavioural Therapy.

We believe that all staff share the responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some students will require additional help and all staff should have the skills to look out for any early warning signs of mental health issues to ensure that students receive early intervention and the support they need.

Any member of staff who has concerns about the mental health or well-being of a student should speak to a member of the Safeguarding Team as soon as possible – see page 5 for a list of Safeguarding Team members.

Should there be fear that a student is in danger of immediate harm then the normal safeguarding procedures should be followed with an immediate referral to the Head of Safeguarding and Student Discipline/Safeguarding and Disciplinary Officer or any other member of the Safeguarding Team (see page 5 for a list of Safeguarding Team members). If the student presents a medical emergency then the normal procedure for medical emergencies should be followed.

As a minimum, all staff will receive annual training with regards to mental health issues as part of their safeguarding training.

Any member of staff who has concerns about the mental health or well-being of another member of staff should speak to the Senior HR Operations Manager as soon as possible.

How staff can look after their own mental health (source: Mental Health Foundation COVID-19)

- **Plan in time for things that help you** – think about what helps lift your mood and gets you through stress. Plan extra time for you to do that. Whether it is exercise, or time with friends and family.
- **Keep up with the basics** – try and keep the basics going as much as you can, eating as well as you can, getting enough sleep and watching your caffeine and alcohol intake. Give yourself small rewards.
- **Share how you're feeling with people you trust** -if you can, identify a group of people you can be open and honest with about your feelings. Partners, friends, family or close colleagues will want to help. Mixing the group up means you can ask different people for different things.
- **Share how you're feeling with your manager** – if you can, have a conversation with your manager or senior team leader about your worries as it might help them to understand and be part of your support team.
- **Keeping things in perspective** – remember this is a period of adjustment for everyone. You are not a superhero. You are one single professional in an unprecedented period of change. The rules will change, and the College will learn to adapt, but you can only control you and the circumstances in your classroom or in your workload today.
- **Find small moments to yourself** – Try to keep in touch with how you feel and what if anything is a particular issue for you. Try and find a distraction technique to get through difficult times. It might be a podcast in the car, or just five minutes of peace at lunch or break to do some meditation or have some fresh air.
- **Note things you're grateful for** – keep a note of things you're grateful for and things you've learned each day. You do your job for a reason, and the reasons why teaching and working with young people are so appealing may be even more important now, even though challenges are tough.

A whole College approach to promoting positive mental health

Promoting good mental health and well-being at College relies on every member of staff playing their part. Every interaction between a young person and staff member has a part to play and could support a struggling young person to move forward.

Mental health problems affect about 1 in 10 children and young people. They include depression, anxiety, conduct disorder, and are often a direct response to what is happening in their lives.

Alarmingly, however 70% of children and young people who experience a mental health problem have not had appropriate interventions at a sufficiently early age.

As a young person spends so much of their time in College, teachers and support staff are in a prime position to help build strong mental health and well-being, as well as spot if something is wrong.

We take a whole College approach to promoting positive mental health that aims to help students become more resilient, be happy and successful and prevent problems before they arise.

This encompasses 7 aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience that everyone understands, such as mindfulness
2. Helping students to develop social relationships, support each other and seek help when they need to
3. Helping students to be resilient learners
4. Teaching students social and emotional skills and an awareness of mental health
5. Early identification of students who have mental health needs and planning support to meet their needs, including working with specialist services
6. Effectively working with parents and carers
7. Supporting and training staff to develop their skills and resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues.

Below are 10 useful tips and pieces of advice for supporting mental health and well-being

- **Read up on social and emotional skills and risks and protective factors**, understand how to build the emotional foundations that young people need to thrive, be mentally healthy and learn successfully. This includes resilience and self-confidence, being able to handle difficult situations and manage their own feelings.
www.mentallyhealthyschools.org.uk/getting-started/social-and-emotional-skills
www.mentallyhealthyschools.org.uk/risks-and-protective-factors
- **Let students know you're happy to talk about how they're feeling** - encourage them to talk and let them know you are there to listen. Positive relationships with a trusted adult are an important protective factor for young people in helping them thrive, remain resilient and learn effectively.
- **Help students manage their emotions** – the Colleges' Safeguarding Team can support students to manage their emotions as well as develop coping skills.
- **Get young people talking about mental health** – help young people understand mental health is something we all have and that we should be aware of it and learn skills to look after it. It is helpful for young people to know that it is normal for their mental health to fluctuate.
- **Be alert to signs that a student is in distress** – it is important to intervene if you think a young person is in distress, struggling or becoming disengaged. Start a conversation to see how they are. If you are concerned speak to the Designated Safeguarding Lead.
- **Feel confident about having a conversation with a student you're worried about** – if you feel like you need support with this, speak to the Designated Safeguarding Lead.
- **Know what to do if you're concerned about a child**- involve your Designated Safeguarding Lead who will contact the relevant services if needed.
- **Be patient and persist with young people least engaged in College** – Young people with a mental health problem are more likely to be absent from College without permission.

- **Support young people who are more likely** to be excluded – It is more common for young people with mental health needs or SEN and disabilities to be excluded from College. Look at what additional support those young people need in and out of the classroom.
- **Look after your mental health-** when we have good levels of wellbeing we feel life is in balance and that we can generally cope well. We feel motivated and engaged, we're resilient and able to deal with daily troubles effectively. It is important we are at our best to support our students.

www.mentallyhealthyschools.org.uk/resources/how-to-look-after-your-mental-health/?page=1

Individual Care Plans

It is helpful to draw up an individual care plan for students causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the student, the parents and relevant health professionals.

This can include:

- Details of a student's condition
- Special requirements and precautions
- Medication and any side effects
- What to do and who to contact in an emergency
- The role the College can play.

Educating about Mental Health and Well-being

We believe that as a College we have a key role in promoting students positive mental health. Some of the skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy will be included as part of our tutorial/pastoral curriculum.

We have developed a range of strategies and activities including:

Student –led activities	Curriculum / tutorial activities	Whole College strategy	Small group activities
<ul style="list-style-type: none"> • Wellbeing day: input from student council • Training: Student Mental health champions • Campaigns e.g. mental health week • Peer mentoring • School Council • Student Survey • Focus groups 	<ul style="list-style-type: none"> • Mindfulness sessions/relaxation techniques • Tutorial presentations –mental health and well-being, (what can effect mental health and coping strategies, tips, support networks) • Dealing with Exam stress • Peer mentoring within curriculum areas 	<ul style="list-style-type: none"> • Anti-Bullying, Online safety, Behaviour and Safeguarding Policies • Supportive classrooms • Well-being day/week • Assemblies to raise awareness- Mindsmatter, Kooth • Safeguarding mobile; a discreet and confidential mobile number to report incidents or concerns • Regular weekly support from tutor • Regular support from Safeguarding Team • Support from College nurse 	<ul style="list-style-type: none"> • Structured social groups e.g. at lunchtime • Mentoring system from year/student mentor • Activities to engage and work with vulnerable students.

		<ul style="list-style-type: none"> • College displays –positive mental health • Mental health booklets • Resilience training –NCS • Quiet rooms • Ensuring prejudice of any kind is challenged • Use of restorative approaches • Use of an inclusive toilet • Celebration events –certificates 	
--	--	--	--

Signposting

We will display relevant sources of support in communal areas such as student’s social space, tutor rooms and toilets. Opportunities to highlight sources of support will also feature within the tutorial/pastoral system as well as through delivery of the curriculum.

To maximise students engaging in support, we will ensure the points below are fully considered:

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

Identifying Needs and Warning Signs

College staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These concerns should be passed immediately to a member of the Safeguarding Team.

Possible warning signs may include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or 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

- Lateness to or absence from College
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Identifying young people with possible mental health problems

Consistent disruptive or withdrawn behaviours can be an indication of an underlying problem. As a College we are well-placed to observe students day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health concern or be at risk of developing one. This may include withdrawn pupils whose needs may otherwise go unrecognised.

Self-Harm

Self-harm encompasses a wide range of issues including eating disorders, self-injury and drug/alcohol misuse.

Self-Injury

Self-injury is a coping mechanism. An individual harms their physical self to deal with emotional pain or to break feelings of numbness by arousing sensation. Self-injury is defined as any deliberate, non-suicidal behaviour that inflicts physical harm on your body and is aimed at relieving emotional distress. Physical pain is often easier to deal with than emotional pain, because it causes 'real' feelings. Injuries can prove to an individual that their emotional pain is real and valid. Self-injurious behaviour may calm or awaken a person. Self-injury only provides temporary relief; it does not deal with the underlying issues. Self-injury can become a natural response to the stresses of day-to-day life and can escalate in frequency and severity. Self-injury can include but is not limited to, cutting, burning, banging and bruising, non-suicidal overdosing and even deliberate bone-breaking. People who self-injure usually make a great effort to hide their injuries and scars and are often uncomfortable about discussing their pain.

Risk factors include, but are not limited to:

- Low self-esteem.
- Perfectionism.
- Mental health issues such as depression and anxiety
- The onset of a more complicated mental illness such as schizophrenia, bi-polar disorder or a personality disorder.
- Problems at home or College.
- Physical, emotional or sexual abuse.

It is important to recognise that none of these risk factors may appear to be present. Sometimes it is the outwardly happy, high-achieving person with a stable background who is suffering internally and hurting themselves in order to cope. There may be no warning signs, but some of the things below might indicate that a student is suffering internally which may lead to self-injury.

- Drug and / or alcohol misuse or risk-taking behaviour.

- Negativity and lack of self-esteem.
- Out of character behaviour.
- Bullying others.
- A sudden change in friends or withdrawn from a group.
- Physical signs that self-injury may be occurring.
- Obvious cuts, scratches or burns that do not appear of an accidental nature.
- Frequent 'accidents' that cause physical injury.
- Regularly bandaged arms and/or wrists.
- Reluctance to take part in physical exercise or other activities that require a change of clothes.
- Wearing long sleeves and trousers even during hot weather.

What self-injury is not?

Like any behaviour, self-injury may be used to attract attention, but this is not usually the focus of chronic, repetitive self-injury. If self-injury is being used in order to gain attention, the College will look to find the reasons as to why someone is in such desperate need of attention. It could be there is a problem at home, or issues of bullying, and they feel that no-one is listening or hearing them. Self-injury is not about seeking attention, a way of fitting in or a response to music, films or the emo or gothic culture. Prejudices and perceptions may lead people to believe they 'know' that self-injury is linked to a certain demographic or background.

Suicidal thoughts

Whilst self-injury is non-suicidal behaviour and relied on as an attempt to cope and manage, it must be recognised that the emotional distress that leads to self-injury can also lead to suicidal thoughts and actions. It is therefore imperative that any concerns or particular incidents of self-injury are taken seriously and reported to the Head of Safeguarding and Student Discipline/Safeguarding team to allow for the underlying issues to be investigated and the necessary emotional support given, in order to minimise any greater risk. Any mention of suicidal intent should be reported immediately.

Roles and Responsibilities of all Staff

All members of staff should be familiar with the following information to support the identification of a potential self-harm/injury issue and the necessary steps to take where there are concerns:

- Avoid dismissing a student's reasons for distress as invalid.
- Encourage students to be open with you and reassure them that they can get the help they need if they are willing to talk.
- Don't make promises that can't be kept regarding confidentiality.
- Avoid asking a student to show you their scars or describe their self-injury.

- Avoid asking a student to stop self-harming – you may be removing the only coping mechanism they currently have.
- Report the matter to the Head of Safeguarding and Student Discipline as soon as you become aware of the problem and inform the student that you are doing this.

Managing Disclosures and Confidentiality

A student may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure. If a student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental. Staff should listen rather than advise.

Staff should make it clear that concerns will be shared with the Safeguarding Team and recorded in order to provide appropriate support to the student. Staff should discuss with the student:

- Who they are going to refer to
- What we are going to tell them
- Why we need to tell them

This helps to safeguard our own emotional well-being as we are no longer solely responsible for the student, it ensures continuity of care in our absence; and it provides an extra source of ideas and support.

The Safeguarding Team will inform parents should it be deemed appropriate to inform them. We will always give students the option of us informing parents for them or with them. If a student gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the Local Authority Safeguarding team must be informed immediately.

All disclosures should be passed to a member of the Safeguarding Team on the day of disclosure. A record will be taken by the Safeguarding Team which should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps (To be discussed with Safeguarding Team)

This information should be shared with the Safeguarding Team who will store the record appropriately and offer support and advice about the next steps.

Working with Parents/Carers

Where it is deemed appropriate to inform parents/carers, we need to be sensitive in our approach. Before disclosing to parents/carers 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/carers, the student, and other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents/carers to learn of their son or daughter's issues and many may respond with anger, fear or upset during the first conversation. We are accepting of this (within reason) and give the parent/carer time to reflect.

We will highlight further sources of information and give them information to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you are sharing. Sharing sources of further support aimed specifically at parents/carers can also be helpful too, e.g. parent/carer helplines and forums.

Parents/carers are often very welcoming of support and information from the College about supporting their children's emotional and mental health. In order to support parents/carers we will:

- Contact parents/carers and meet with them
- Highlight sources of information and support about common mental health issues on our College website and signpost further support available
- Ensure that all parents/carers are aware of who to talk to, and how to go about this, if they have concerns about their own son/daughter or a friend of their son/daughter
- Make our mental health policy easily accessible to parents/carers
- Share ideas about how parents/carers can support positive mental health in their discussions with us
- Agree a mental health Individual Care Plan including next steps
- Discuss how parents/carers can support their son/daughter
- Keep parents/carers up to date and fully informed of decisions about the support and interventions provided.

Working with Friends

When a student is suffering with mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep these friends safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations with the student who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support those in need
- Things friends should avoid doing or saying which may inadvertently cause upset – termed as possible 'triggers'
- Warning signs that their friend may need help (e.g. signs of relapse).

Additionally, we will want to highlight with friends:

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

Working with other Agencies and Partners

In some cases a student's mental health issues may require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders. College referrals will be made by the Head of Safeguarding and Student Discipline/ Safeguarding and Disciplinary Officer or the Safeguarding Team, following consultation and consent from the student and where agreed, parent/carer.

A list of agencies can be found in Appendix 2 – Agencies and referrals.

Monitoring and Evaluation

The mental health and well-being policy is available on the College website. Mental health professionals and external agencies will also be signposted to the website to familiarise themselves with the policy.

The policy will be subject to review each year by the College's Senior Leadership Team and is subject to approval by the Governors of the College.

Appendix 1: Risk and protective factors that are believed to be associated with mental health outcomes (DfE November 2018)

	Risk factors	Protective factors
In the young person	<ul style="list-style-type: none"> • Genetic influences • Low IQ and learning disabilities • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem 	<ul style="list-style-type: none"> • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the family	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse, or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord
In the College	<ul style="list-style-type: none"> • Bullying including online (cyber) • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Peer on peer abuse • Poor student to teacher/college staff relationships 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • Staff code of conduct • 'Open door' policy for students to raise problems • A whole-College approach to promoting good mental health • Good student to teacher/college staff relationships • Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships • Effective Safeguarding and Child Protection policies. • An effective early help process • Understand their role in and be part of effective multi-agency working • Appropriate procedures to ensure staff are confident to raise concerns about policies and processes, and know they will be dealt with fairly and effectively
In the community	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events (e.g. COVID) • Discrimination • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation • Other significant life events 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

Appendix 2: Agencies and referrals

	Contact Numbers	Information	Websites
Anxiety	<p>Anxiety UK Text service: 07537 416 905 Information Line: 03444 775 774</p>	<p>We work to relieve and support those living with anxiety-based depression by providing information, support and understanding via an extensive range of services, including 1:1 therapy.</p>	<p>www.anxietyuk.org.uk</p>
	<p>Mind UK Text service: 86463 Information Line: 03301233393 (9am-6pm Monday to Friday) Text service: 84999 Bluelight Information Line: 03003035999</p> <p>Lancashire Mind @Everybody Centre – Thursday 3-5pm -Drop in sessions</p>	<p>Mind provides confidential mental health information services.</p> <p>With support and understanding, Mind enables people to make informed choices. The Infoline gives information on types of mental health problems, where to get help, drug treatments, alternative therapies and advocacy. Mind works in partnership with around 140 local Minds providing local mental health services.</p>	<p>www.mind.org.uk</p>
Depression	<p>Mental Health Foundation</p>	<p>The mental health Foundation provide information about mental health and help you to look after you mental health</p> <p>Find out your good mental health score https://www.mentalhealth.org.uk/your-mental-health/good-mental-health-survey</p>	<p>www.mentalhealth.org.uk</p>
	<p>Time to Change</p>	<p>Time to Change is a growing social movement working to change the way we all think and act about mental health problems. We've already reached millions of people and begun to improve attitudes and behaviour.</p>	<p>www.time-to-change.org.uk</p>
Eating Disorders	<p>B-eat</p> <p>Phone 0345 634 7650 (4pm – 10pm 365 days a year) Helpline:08088010677 Youthline:08088010711 Studentline:08088010811</p>	<p>The UK's eating disorder charity. They have online support groups and a helpline for anyone under 18.</p> <p>Webchats and online support groups</p>	<p>www.beateatingdisorders.org.uk</p>
OCD	<p>OCD UK</p>	<p>The national OCD Charity, run by and for people with lived experience of OCD</p>	<p>www.ocduk.org</p>

Drugs and alcohol	Frank 0800 7766 00 (24 hours, won't show up on your phone bill)	Confidential information and advice about drugs and substance abuse, whether it's for you or someone else.	www.talktofrank.com
	Go2 Young People's 01254 495052 Fax: 01254 898884	Local referral for drugs and alcohol support	inspirebwd.referrals@cgl.org.uk
Self harm	<u>Young minds</u> <u>Call the Parents Helpline: 0808 802 5544</u> (Monday to Friday 9.30am – 4pm, free for mobiles and landlines)	Information for parents and young people about mental health and wellbeing.	www.youngminds.org.uk
	Lifesigns –ONLINE SUPPORT	We provide fantastic information about <u>self-injury</u> and while we never tell anyone to 'stop', we do support people as and when they choose to make changes in their lives.	www.lifesigns.org.uk
LGBT	Stonewall Call their information service on 08000 50 20 20	The UK charity for gay, lesbian, bisexual and transgender people and their allies. They offer information, advice and where to get local support.	www.stonewall.org.uk
	<u>Lancashire LGBT</u> The helpline number is 01772 900260 and is staffed on Mondays Tuesdays and Wednesdays from 10.00 a.m. till 4.00 p.m.	Lancashire LGBT offers information and support via email and via a telephone helpline service for anyone requiring information or support on any lesbian, gay, bisexual and trans issues.	www.lancslgbt.org.uk
Domestic Violence	<u>Changing lives</u> Blackburn, Darwen and District without Abuse – The Wish Centre 01254 260465 www.bddwa.org <u>Email:info@bddwa.org.uk</u>	The WISH centre is often the first point of contact for people in Blackburn with Darwen who are experiencing domestic abuse. Fully qualified and specialist staff are available to discuss choices and options in a non-judgemental way, providing emotional and practical support including- <ul style="list-style-type: none">• information on and access to safe refuge accommodation• access to outreach community service• access to IDVA, ISVA, YPVA service• Support for victims of Forced Marriage, Honour Based Abuse & Female Genital Mutilation• access to counselling• access to specialist courses for men and women• access to children's therapeutic programmes• appointments at the free legal surgery• signposting and information about	www.changing-lives.org.uk

		other local agencies	
Prevention of Young Suicide	<p>Papyrus Telephone: 0800 068 4141 Text: 0778 6209697 Email: pat@papyrus-uk.org</p>	PAPYRUS exists to give young people hope and to prevent young suicide.	www.papyrus-uk.org
Bereavement	<p>Cruse <u>Helpline:</u> 01772 433645 Manned sessions take place Tuesday and Wednesday mornings from 10am–12noon and Friday Evenings 6pm–8pm</p>	For those who need additional specialist help, Cruse offers FREE confidential support for adults, and this can be by telephone, or face-to-face.	www.cruselancashire.org.uk
	<p>Support line <u>Helpline:</u> 01708 765200 <u>Email:</u> info@supportline.org.uk</p>	We offer confidential emotional support to children, young adults and adults by telephone, email and post. We work with callers to develop healthy, positive coping strategies, an inner feeling of strength and increased self-esteem to encourage healing, recovery and moving forward with life.	www.supportline.org.uk
General information and Support (mental health)	<p><u>Samaritans</u> <u>Telephone:</u> 116 123 – (it's FREE -24 hours a day)</p>	Provides confidential, non-judgemental emotional support for people experiencing feelings of distress or despair, including those that could lead to suicide.	www.samaritans.org
	<p>Rethink mental illness advice Line Telephone: 0300 5000 927 (9.30am - 4pm Monday to Friday)</p>	Provides expert advice and information to people with mental health problems and those who care for them, as well as giving help to health professionals, employers and staff.	www.rethink.org/about-us/our-mental-health-advice
	<p>Kooth</p>	Free, safe and anonymous online counselling and support	www.kooth.com
	<p><u>Saneline</u> <u>Telephone:</u> 0300 304 7000 (4:30pm-10:30pm)</p>	Saneline is a national mental health helpline providing information and support to people with mental health problems and those who support them.	www.sane.org.uk

	<p>The Mix</p> <p><u>Telephone:</u></p> <p>0808 808 4994</p> <p>(11am-11pm, free to call)</p> <p><u>Crisis Support:</u> Text 'THEMIX' to 85258.</p> <p><u>Everybody centre</u></p>	<p>The Mix provides judgement-free information and support to young people aged 13-25 on a range of issues including mental health problems. Young people can access the The Mix's support via phone, email, webchat, peer to peer and counselling services.</p>	<p>www.themix.org.uk</p>
	<p>Childline</p> <p><u>Telephone:</u> 08001111</p>	<p>ChildLine is a private and confidential service for children and young people up to the age of nineteen. You can contact a ChildLine counsellor for free about anything - no problem is too big or too small.</p>	<p>www.childline.org.uk</p>
	<p><u>Young minds</u></p> <p><u>Call the Parents Helpline: 0808 802 5544</u> (Monday to Friday 9.30am – 4pm, free for mobiles and landlines</p>	<p>Information for parents and young people about mental health and wellbeing.</p>	<p>www.youngminds.org.uk</p>
	<p>Big White wall</p>	<p>The 'Big White Wall' is available to over 16s in Blackburn with Darwen, delivered by the NHS and Blackburn with Darwen Council</p> <p>If you're experiencing a tough time at home or work or struggling with mental health issues, you can now access free online professional and peer support.</p> <p>It provides safe, anonymous and free online support 24/7 with a supportive community, information and self-help resources and trained counsellors online at all times.</p>	<p>www.bigwhitewall.com</p>
	<p>Headmeds</p>	<p>To give young people straightforward and <u>reliable information about mental health medication</u> from a trustworthy source.</p>	<p>www.headmeds.org.uk</p>
	<p>Youth access</p>	<p>Youth Access is the advice and counselling network</p>	<p>www.youthaccess.org.uk</p>

	BACP	British Association for counselling and psychotherapy	www.bacp.co.uk www.itsgoodtotalk.org.uk
	The Calm Zone	Support for young men who are down or in a crisis. Helpline 0800585858	www.thecalmzone.net
	Centreplace	Counselling, live chat on-line or telephone	http://www.centreplace.org.uk/talkzone.htm
	Virus Anxiety	Resources, exercises and meditations for anxiety and mental health issues in the current climate.	www.virusanxiety.com
	BBC - Coronavirus How to protect your mental health	Coronavirus How to protect your mental health	https://www.bbc.co.uk/news/health-51873799?xtor=ES-211-%5b30618_PANUK_NLT_11_ENG_ACT_0-3Months_MarkKermode%5d-20200317-%5bbbcnews_coronavirus2020howtoprotectyourmentalhealth_factualhealth
Young People in Care and Care Leavers	Coram Voice	Advocacy, information and support for looked after children and young people. Helpline: 08088005792	https://coramvoice.org/