Mental Health and Wellbeing Support

Contents

1.   Why Mental Health and Wellbeing is Important

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

- 1 in 8 children have a diagnosable mental health disorder – that's roughly 3 children in every classroom.

- 1 in 6 young people aged 16-24 has symptoms of a common mental disorder such as depression or an anxiety disorder.

- Half of all mental health problems manifest by the age of 14, with 75% by age 24.

- In 2017, suicide was the most common cause of death for both boys (16.2% of all deaths) and girls (13.3%) aged between 5 and 19.

- Nearly half of 17-19 year olds with a diagnosable mental health disorder has self-harmed or attempted suicide at some point, rising to 52.7% for young women. *(taken from Youngminds.org.uk. Dec 2019)*

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs through their school career/life and some face significant life events.

The Department for Education (DfE) recognises that: "*in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy*".

Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting pupils wellbeing and can help engender a sense of belonging and community.

Our role in school is to ensure that they are able to manage times of change and stress, be resilient, are supported to reach their potential and access help when they need it. We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and be a school where

- All pupils are valued
- Pupils have a sense of belonging and feel safe
- Pupils feel able to talk openly with trusted adults about their problems without feeling any stigma
- Positive mental health is promoted and valued
- Bullying is not tolerated

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing

The biggest asset our school has is its staff; the biggest asset they have is their health and wellbeing. This document is intended to outline the ways in which we can work together to make sure our school is a safe, caring and happy place to work, which, if we get it right, can help to enhance

individual wellbeing, through personal fulfilment and professional identity. This in turn will benefit our pupils and our community.

We spend more daylight hours in school than at home, so it is important that we can have ownership of many of the decisions that affect us and that we have agency in our working lives.

All our work should be healthy, safe and supportive and governors have a responsibility to ensure our practices contribute to staff wellbeing.

We advocate a holistic, proactive approach to managing health and rehabilitation issues at work, with everyone working together, staff, leadership team, governors, human resource, occupational health and health and safety professionals, to:

- Tackle the causes of workplace injury and ill health, including stress and anxiety
- Address the impact of health on employees' capacity to work, providing support for those with disabilities and health conditions and rehabilitation
- Promote healthier lifestyles and wellbeing to help improve the general health of the workforce

Where appropriate and possible, staff are encouraged to share their mental and/or physical needs in an open way with colleagues, to maximise support networks available. This practice also helps to de-stigmatise issues related to health conditions in the workplace.

2.   Purpose of this Document

This approach sets out:

- How we promote positive mental health
- How we prevent mental health problems
- How we identify and support pupils with mental health needs
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent mental health problems getting worse and support pupils
- Key information about some common mental health problems
- Where parents, staff and pupils can get advice and support

3.   Definition of Mental Health and Wellbeing

We use the World Health Organisation's definition of mental health and wellbeing:

"a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- feel confident in themselves
- be able to express a range of emotions appropriately

- be able to make and maintain positive relationships with others
- cope with the stresses of everyday life
- manage times of stress and be able to deal with change
- learn and achieve

4.   How this Document was Developed and who was Consulted

The development of this approach was led by our Mental Health lead and SENDCO in consultation with pupils, staff, parents and carers, the school nurse and local mental health professionals (Child and Adolescent Mental Health Service (CAMHS) and Educational Psychologists). School council gave their views on what to teach and the best ways to teach about mental health:

- Parents and carers were invited to a consultation meeting and gave their views on what they wanted their children to be taught and what support would be helpful

- staff were given opportunities to offer their views on the draft approach

In developing this approach we have taken account of:

- Children and Young People's mental health: state of the nation 2016
- Education, Education, Education, Mental health 2016 (secondary)
- Promoting children and young people's emotional health and wellbeing Public Health England 2015
- Preparing to teach about mental health PSHCRE Association 2015
- Mental Health and Behaviour in schools DfE 2014
- Supporting pupils with medical conditions DfE 2014
- Working Together to Safeguard Children
- Children Act 1989 and 2004
- Teaching online safety in schools
- Safe working practice (May 2019)

5.   Supporting Documents

This approach links to our policies on:

- Child Protection and Safeguarding
- Supporting pupils with medical conditions
- Anti-bullying
- PSHCRE
- SEND Policy
- Behaviour
- SEND Information Report

Links with the behaviour policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

6.   A Whole School Approach to Promoting Positive Mental Health

We take a whole school approach to promoting positive mental health that aims to help pupils 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
2. Helping pupils to develop social relationships, support each other and seek help when they need to
3. Helping pupils to be resilient learners
4. Teaching pupils social and emotional skills and an awareness of mental health
5. Early identification of pupils 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.

7.   Staff Roles and Responsibilities

We believe <u>that all staff have a responsibility to promote positive mental health,</u> and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors (including adverse childhood experiences) that might make some children more likely to experience problems; such a physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy (see appendix 1 on risk and protective factors).

Mental Health Leads/coordinators (Deputy Head and Safeguarding Lead, and SENDCO):

- Leads on and works with other staff to coordinate whole school activities to promote positive mental health
- Provides advice and support to staff and organises training and updates
- Keep staff up to date with information about what support is available
- Liaise with the PSHCRE Coordinator on teaching about mental health
- Is the first point of contact and communicates with mental health services
- Leads on and makes referrals to services

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to pupils with mental health needs and their families. Support includes:

- Heads of Year
- Inclusion Lead
- Safeguarding/Child Protection Lead
- Support staff to manage mental health needs of pupils
- SENDCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including pupils whose mental health problems mean they need special educational provision.
- School nurse
- School counsellor who provides 1:1 therapy for pupils who are referred and offers parent sessions
- Psychotherapist from Camden's CAMHS who provides 1:1 therapy and group work to pupils who are referred and support staff to manage mental health needs of pupils-support can be offered in school or at an external agency
- Mental Health Support workers

While we pride ourselves in ensuring that student wellbeing and mental health is at the forefront of everything we do, we also believe that the wellbeing and mental health of all of our staff is paramount this is for them to not only work to the best of their ability, but to also provide more adequate support for the students.

Mental Health Lead
All staff are mental health champions, but it is important for the staff to have a named person to maintain the importance of mental health issues and to champion their interest. At Hampstead School, this person is the designated Safeguarding Officer, this person is our champion, they are not directly responsible for mental health, but their role will include the promotion of well-being materials; acting as a signpost for other services or professionals, relaying ideas and information to senior staff that could further improve wellbeing in school; having oversight of school improvement plans to ensure that mental health promotion has a key place; help to reduce barriers to mental health in school by promoting positive language in relation to mental health. Ensuring staff include wellbeing as part of their faculty meeting agenda and place wellbeing at the heart of performance management reviews.

To support the well-being of our staff our priorities are:
- **Language** – Pro-social language. To be mindful of the language we at all times.
- **Communication** – to encourage individuals to communicate their needs and concerns.
- **Relationships** – to promote good relationships between staff through training, and recreation.
- **Kindness** – to promote the importance of treating people as we would want to be treated ourselves.
- **Tolerance** – for different ways people think and act, providing our goal of ensuring good outcomes for pupils is not affected.

- **Respect** – for how a staff member may want to manage their own mental health or health, providing this doesn't impact on the safeguarding of our pupils.
- **Equality** – to ensure all staff having an equal right to wellbeing in the workplace.
- **Trust** – to develop a supportive process in which staff can trust, for the continued wellbeing of staff.

8.   Supporting Pupils' and Staff Positive Mental Health

<u>For students</u>

We believe we have a key role in promoting pupils positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including;

Pupil-led activities

- Campaigns and assemblies to raise awareness of mental health
- Peer Anti-bullying Support (HABZ)
- An active student leadership council
- Student led assemblies

Transition programmes

- Transition Programme to secondary schools which includes all Year 6 pupils having a staff mentor to support a smooth transition to secondary school
- Transition programme from Key Stage 3 to 4
- Transition programme from Key Stage 4 and beyond
- Transition programme for in-year transitions
- 6 week transition programme to reduce anxiety around secondary transition
- Social communication transition groups for specific students
- Recovery programmes for transition back to school following covid-19 lockdown restrictions.

Class activities

- Interesting and informative PSHCRE programme, the outline of which is displayed on the school Parent webpage.
- Themes for the week to address wellbeing and personal awareness/safety interests.

Whole school

- Wellbeing week and awareness days
- Our form tutors are key to supporting the wellbeing of students, particularly in Year 7, and they stay with the same form group all the way up the school providing a consistent support to them. The HABZ team support all PSHCRE lessons in Year 7.
- Safeguarding displays and wellbeing information around the school about positive mental health and where to go for help and support both within the school and outside the school

We also take opportunities to investigate new evidence-based approaches e.g. Take Ten (anxiety reduction app). We also have an interesting selection of mental health resources on our wellbeing page on RM unify.

Teaching about mental health and emotional wellbeing

Through PSHCRE we teach the knowledge and social and emotional skills that will help pupils to be more resilient, understand about mental health and help reduce the stigma of mental health problems. We will also tackle personal safety and risk factors.

Secondary pupils learn

In Key Stage 3:

- To manage transition to secondary school
- To recognise their personal strengths and how this affects their self-confidence and self-esteem
- To recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem
- To accept helpful feedback or reject unhelpful criticism
- To understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment
- What mental health is and types of mental health problems
- Strategies for promoting and managing wellbeing
- Healthy and unhealthy coping strategies
- To be resilient and manage failure positively
- How to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement
- About the emotional aspects of relationships
- To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted
- To understand how grooming works and how to keep oneself safe
- To reduce and prevent the stigma of mental health

In Key Stage 4 and 5:

- To manage transition to KS4 and then KS4 to KS5, and beyond
- Healthy and unhealthy coping strategies and choices
- Strategies for promoting positive mental health and preventing mental health problems
- The cause and symptoms of stress and managing stress, anxiety and depression
- Strategies for managing strong emotions and feelings
- Evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others
- The impact of separation, divorce and bereavement on individuals and families

- To understand how grooming works and how to keep oneself safe
- Know where to go to get support

Our approach is to:

- Provide a safe environment to enable pupils to express themselves and be listened to
- Ensure the welfare and safety of pupils as paramount
- Identify appropriate support for pupils based on their needs
- Involve parents and carers when their child needs support
- Involve pupils in the care and support they have
- Monitor, review and evaluate the support with pupils and keep parents and carers updated

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:

- Strength and Difficulties Questionnaires (SDQ); Anxiety rating scales. Screening tools for wellbeing.
- Analysing behaviour, exclusions, attendance and sanctions
- Staff report concerns about individual pupils to the Safeguarding lead or HoY
- Fortnightly Multi Agency Forum (MAF) for key staff to discuss key students
- Gathering information from a previous school at transfer or transition
- Parental meetings – Achievement for All parent conversations
- Enabling pupils to raise concerns or self-refer through form tutor, class teacher, Head of Year, City Year, HABZ, or directly to the Mental Health lead or to any member of staff
- Enabling parents and carers to raise concerns through the form tutor, class teacher, Head of Year or directly to the Mental Health lead/Safeguarding Lead

All staff have had training on the protective and risk factors (see Appendix 1), types of mental health needs (see Appendix 2) and signs that might mean a pupil is experiencing mental health problems. We are an Attachment Aware school and the first secondary school in London to receive the Wellbeing Award. Any member of staff concerned about a pupil will take this seriously and talk to the Mental Health Lead.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn
- Changes in activity or mood or eating/sleeping habits
- Lowering academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Secretive behaviour
- An increase in lateness or absenteeism
- Not wanting to do PE or get changed for PE

- Wearing long sleeves in hot weather
- Drugs or alcohol misuse
- Physical signs of harm that are repeated or appear non-accidental
- Repeated physical pain or nausea with no evident cause
- Sudden change in appearance

Staff are aware that mental health needs such as anxiety might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

If there is a concern that a pupil is in danger of immediate harm then the school's child protection procedures are followed. If there is a medical emergency then the school's procedures for medical emergencies are followed.

Disclosures by pupils and confidentiality
We recognise how important it is that staff are calm, supportive and non-judgemental to pupils who disclose a concern about themselves or a friend. The emotional and physical safety of pupils is paramount and staff listen rather than advice. Staff are clear to pupils that the concern will be shared with the Mental Health Lead and recorded in order to provide appropriate support to the pupil.

All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

Assessment, Interventions and Support
All concerns are reported to the Mental Health Lead and recorded. We then implement our assessment system which is based on levels of need to ensure that pupils get the support they need, either from within the school or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

Need The level of need is based on discussions at the regular Inclusion meetings/panel with key members of staff	Evidence-based Intervention and Support-the kinds of intervention and support provided will be decided in consultation with key members of staff, parents and pupils *For example*	Monitoring
Highest need	CAMHS-assessment, 1:1 or family support or treatment, consultation with school staff and other agencies School counsellor-1:1 support External agency support such as CAMHS, or Mental Health Support worker that provides 1:1 support and group work. Student support counselling.	All pupils needing targeted individualised support will have a Personalised Care Plan drawn up setting out • The needs of the pupils • How the pupil will be supported • Actions to provide that support

		• Any special requirements
	If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the SEND policy and SEN School Information Report.	Pupils and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact eg through a pre and post SDQ and if needed a different kind of support can be provided.
Some need	Access to in school nurture group, educational psychologist, speech and language . 1:1 intervention, small group intervention, skills for life/wellbeing programmes, circle of friends.	The Care Plan is overseen by the SENDCO
Low need	General in-class support, what we all call Quality First Teaching Information is shared with the teacher to facilitate inclusion through reasonable adjustments	

Support for friends
We recognise that when a pupil is experiencing mental health problems it can be challenging for their friends, who often want to help them but are not sure the best thing to do and can also be emotionally affected. In the case of eating disorders and self-harm, it is possible that friends may learn unhealthy coping strategies from each other, and we will consider on a case by case basis what support might be appropriate including one to one and group support.

We will also make information available about where and how to access information and support for themselves and healthy ways of coping with the difficult emotions they may be feeling.

Support for pupils after inpatient treatment
We recognise that some pupils will need ongoing support and the Mental Health Lead will meet with pupils on a regular basis. We are careful not to "label" pupils.

We have a duty of care to support pupils and will seek advice from medical staff and mental health professionals on the best way to support pupils. We will carry out a risk assessment and produce a care plan to support pupils to re-integrate successfully back to school.

When a child leaves an inpatient provision and is transitioning back to school we discuss what needs to happen so the transition is smooth and positive

For staff

- We are a wellbeing school
- We are a 'Listen Ear' school, we will always listen to the points of views of others.
- We are part of the Employee Assistance programme, supporting staff wellbeing.
- We are a trauma informed and restorative conversation trained school.
- We have a diverse population and a shared commitment to inclusion and equality.
- Staff are supported in behaviour management techniques.

- Staff have access to a rich and varied CPD programme.
- Wellbeing is embedded in our SIP and training programmes.
- A highly experienced tiered system of leadership to support MHWB (trained in Mental Health First Aid).
- Weekly briefings and updates for staff.
- Star of the week Award for staff.
- A wellbeing website page for staff, parents and students to access.
- A robust Mental Health and Wellbeing PSHCRE programme.
- A warm and welcoming staffroom and facilities.
- A bike to work scheme, free flu jabs, eye tests
- Occupational Health offered to support our staff to return to work, or manage health conditions.
- Safeguarding protocols posted around the school.
- Email free zone at weekends.
- A significant number of lessons are double staffed to support wellbeing, and learning.
- Data drop reduction to reduce workload and stress levels.
- Flexible working arrangements
- On-site counsellor for staff

9. Working with Specialist Services to get Swift Access to the Right Specialist Support and Treatment

In some case a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders.

We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the pupils' Individual Care Plan.

School referrals to a specialist service will be made by the Mental Health Lead following the assessment process and in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the pupil and parent/carer and when it is the most appropriate support for the pupil's specific needs.

Specialist Service	Referral process
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school, GP or self-referral
School Counsellor	Accessed through the Mental Health Lead, SENDCO or Student Support Manager
Educational Psychologist	Accessed through the SENDCO

SEND and mental health

Persistent mental health problems may lead to pupils having significantly greater difficulty in learning, than the majority of those of the same age. In some cases the child may benefit from being identified as having a special educational need (SEN)

10.   Involving Parents and Carers

Promoting mental health

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting their children with mental health needs.

On first entry to the school, our parent's meeting includes a discussion on the importance of positive mental health for learning. We ask parents to inform us of any mental health needs their child has and any issues that they think might have an impact on their child's mental health and wellbeing, based on a list of risk factors pertaining to the child or family (see appendix 1). It is very helpful if parents and carers can share information with the school so that we can better support their child.

To support parents and carers:

- We organise a range of activities such as workshops on protective and risk factors, mindfulness, Positive Parenting seminars, extra-curricular sign-up events
- We provide information and websites on mental health issues and have produced leaflets for parents on mental health and resilience, which can be accessed on the school website. The information includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support for themselves
- We have a wellbeing document specifically for parents

Supporting parents and carers with children with mental health needs

We are aware that parents and carers react in different ways to knowing their child has a wellbeing concern and we will be sensitive and supportive. We also help to reassure by explaining that wellbeing problems are common, that the school has experience of working with similar issues and that help and advice are available.

Parents and carers will always be informed if their child is at risk of danger and pupils may choose to tell their parents and carers themselves. We give pupils the option of informing their parents and carers about their mental health need for themselves or go along with them.

11.   Involving Pupils

We always seek feedback from pupils who have had support to help improve that support and the services they received.

12.   Monitoring and Evaluation

This Mental Health approach is on the school website and hard copies are available to parents and carers from the school office. All mental health professionals are given a copy before they begin working with the school as well as external agencies involved in our mental health work.

13.   Consultation and Review

This approach was last reviewed and agreed by the Quality of Education Committee on Thursday 23rd June 2022. This approach will be reviewed on an annual basis. It is due to be reviewed again in the academic year 2022-23.

Appendix 1 – Protective and Risk Factors

(adapted from Mental Health and Behaviour DfE March 2016)

Where?	Risk Factors	Protective Factors
In the Child	- Genetic influences - Specific development delay - Communication difficulties - Physical illness - Academic failure - Low self-esteem - SEND	- Being female (in younger children) - Secure attachment experience - Outgoing temperament as an infant - Good communication skills, sociability - Being a planner and having a belief in control - Humour - Problem solving skills and a positive attitude - Experiences of success and achievement - Faith or spirituality - Capacity to reflect
In the Family	- 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	- 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 School	- Bullying - Discrimination	Clear policies on behaviour and bullying

	• Breakdown in or lack of positive friendships • Negative peer influences • Peer pressure • Poor pupil to teacher relationships	• 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health and wellbeing • Positive classroom management • A sense of belonging • Positive peer influences
In the Community	• Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Other significant life events	• 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 - Mental Health and Behaviour In Schools

Mental Health and Behaviour in Schools, November 2018 can be accessed here:

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

The publication includes Chapter 3 – Understanding the link between mental health and behaviour which deals with:

- Anxiety (including panic attacks, phobias and Obsessive Compulsive Disorder OCD)
- Depression
- Eating Disorders

The DfE guide does not include specific information on suicidal thought

Appendix 3 - Where to get Information and Support

For support on specific mental health needs:

Anxiety UK www.anxietyuk.org.uk OCD UK www.ocduk.org

Depression Alliance www.depressoinalliance.org

Eating Disorders www.b-eat.co.uk and www.inourhands.com

National Self-Harm Network www.nshn.co.uk

www.selfharm.co.uk

Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

For general information and support:

www.youngminds.org.uk champions young people's mental health and wellbeing

www.mind.org.uk advice and support on mental health problems

www.minded.org.uk (e-learning)

www.time-to-change.org.uk tackles the stigma of mental health

www.rethink.org challenges attitudes towards mental health

For further reading and wellbeing links:

https://llttf.com/
https://www.rcpsych.ac.uk/mental-health/parents-and-young-people