

Asking for help, preventing crisis

20.6.22, 15:45-16:45

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Session aims:

1. Awareness of the prevalence and type of mental health and wellbeing challenges experienced by Norfolk children and young people.
 2. The role of RSHE, including statutory curriculum requirements to help children and young people recognise when they need to ask for help, including persisting in seeking support until it is accessed and how to recognise trusted sources of support.
 3. Access to the 'Asking for Help' RSE Resource; providing a developmental curriculum, with supporting resources
 4. Guidance on how to recognise when a child or young person may need support with a serious mental health issue, including top tips on how to respond safely and effectively
 5. Signposting to national and local, targeted sources of support.
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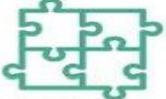
Awareness and prevalence of MHWB challenges

Lucy Canning

Key information

- Nationally, 2 children die every week by suicide.
 - We no longer use the term 'committed suicide', instead we should use 'died by suicide.'
 - In the local area over the past year there have been 3 children who have very sadly died by suicide
 - At the local Child Death Overview Panel (CDOP) the importance of supporting young people around who to talk to if they feel suicidal and supporting those who they have spoken to was identified as important and a local tool for schools to support young people in knowing who they can to talk to is being developed.
 - The National Child Mortality Database report analysed data from deaths of children between April 2019 and March 2020 who died by suicide and identifies common factors present in their lives.
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National Child Mortality Database- Suicide in Children and Young People Report 2021

Factors present in suicides reviewed by CDOPs Based on child death reviews (England) 1 April 2019 to 31 March 2020			
	 Household functioning	 Loss of key relationships	 Mental health needs of the child
 Risk-taking behaviour	 Conflict within key relationships	 Problems with service provision	 Abuse and neglect
 Problems at school	 Bullying	 Medical condition in the child	 Drug or alcohol misuse by the child
 Social media and internet use	 Neurodevelopmental conditions	 Sexual orientation / identity and gender identity	 Problems with the law

Suicide in Children and Young People (2021)

This report identifies **key learning points** for use in practice:

- Importance of joint working and information sharing between agencies working with children/young people with mental health issues. And importance of information sharing with parents/carers.
- Lack of confidence for professionals to talk about suicide with young people.
- Importance of safe and accessible spaces for children/young people to talk about their mental health and well being to ensure their voices are heard.
- Recognition of the impact of social factors such as domestic violence on mental health and well being of children/young people.

<https://www.ncmd.info/publications/child-suicide-report/>



MIND Report 2021

- 68% reported being absent from school due to their mental health
- 62% reported receiving no support from school for their mental health
- 48% advised that they had been disciplined at school for behaviour that was related to their mental health
- 25% of staff advised that a student was excluded because of their mental health

[not-making-the-grade.pdf \(mind.org.uk\)](https://www.mind.org.uk/not-making-the-grade.pdf)



Mental health statistics

- In 2021, one in six children were identified as having a probable mental health disorder.
- More than half of children with SEND had a probable mental health disorder.
- Proportion of children with eating problems rose from 6.7% to 13% (2017-2021).
- 26% of parents of children with a probable mental health disorder and who were concerned about their child's mental health had not sought any help.

[mhcyf_2021_rep.pdf \(digital.nhs.uk\)](#)



Schools' responsibilities

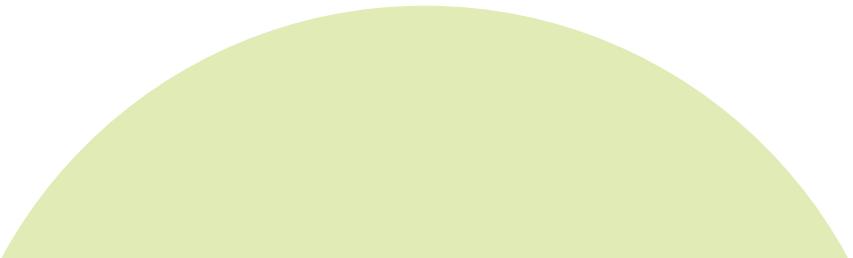
- Schools should have clear systems and processes in place to identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Schools need to be alert to how mental health problems can underpin behaviour issues in order to support pupils effectively.
- Schools need to be aware of their duties under the Equality Act 2010, recognising that some mental health issues will meet the definition of disability.
- Where a pupil has a mental health condition that amounts to a disability and this adversely affects their behaviour, the school must make reasonable adjustments to its policies, the physical environment, the support it offers, and how it responds in particular situations.

[DfE Mental health and behaviour in schools](#)



‘The majority of people who feel suicidal do not actually want to die- they do not want to live the life they have.’

The Samaritans



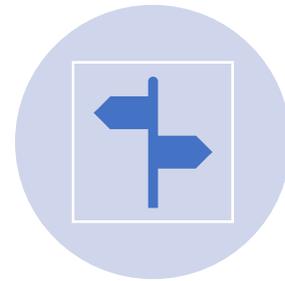
Role of RSHE

Alice Ndiaye

Asking for help; the role of RSHE



- Including statutory curriculum requirements to help children and young people recognise when they need to ask for help, including persisting in seeking support until it is accessed and how to recognise trusted sources of support.



- Access to the 'Asking for Help' RSE Resource; providing a developmental curriculum, with supporting resources

Getting started

What do we need to consider before using this resource?



School culture

Ensure messages around tasking for help are consistent

Raise awareness of how students can get help

Train all staff around asking for help

Ensure there are accessible ways that pupils can ask for help

Teach social and emotional learning

Build an open culture where everyone feels welcome and heard

Identify and record early signs of concern

Get to know your families

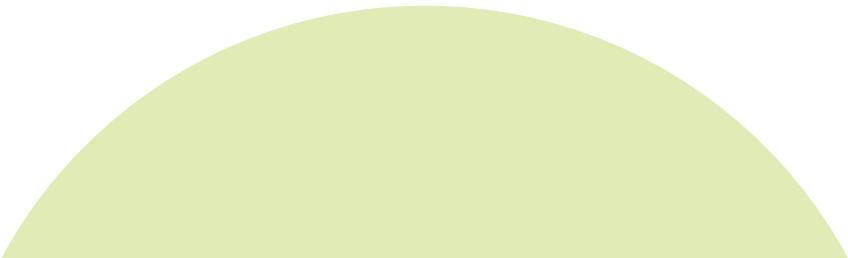
Put measures in place to identify and support students who might need more support to ask for help

Encourage all students to identify trusted adults

Have a 'No bystander' approach

Identify a Senior Mental Health Lead

Create the right learning space

- Inclusive
 - Informed
 - Trusted
 - Non judgemental
 - Up to date
 - Needs led
 - Empowering
 - Respectful
 - Communicative
- 

Teaching and resources



What the guidance says...

“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.”

By the end of primary pupils should know:

It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

How to recognise the triggers for seeking support; how to recognise feelings of being unsafe, unhappy or uncomfortable.

How to ask for advice or help for themselves or others, where to get advice, and to keep trying until they are heard.

How to report concerns or abuse (including online), and the vocabulary and confidence needed to do so.

How and when to seek support including which adults to speak to in school if they are worried about their health.

By the end of secondary school pupils should know:

How to recognise the early signs of mental wellbeing concerns.

How to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships).

How to seek help or advice, including reporting concerns about others, if needed.

How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

What the guidance says...

“The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.”

‘Asking for help’ RSHE resource

Contents

Getting Started Page 3

resource should be aligned to your planned, developmental RSHE curriculum. The first section provides some important guidance in creating a safe learning environment:

- Creating a working agreement
- Preparing to answer questions
- Safeguarding: Distancing, signposting and disclosures

Recognise, understand, manage, and appropriately express feelings Page 8

This lesson is initially taught in Reception, but the activities can be used and built upon at later stages to support emotional literacy. Some children are instinctively in tune with their feelings and emotions and will be ready to deal with new/ different situations/people more easily. Others may need a bit more help. All children need to have their emotional literacy nurtured, supported, and encouraged, so by ‘talking and teaching’ pupils to express themselves appropriately you are empowering them to navigate the emotionally turbulent waters of growing up.

Asking for help Page 14

These lessons are lesson 6 in the RSE Solution resource. However, we recommend you deliver these at the start of the school year along with the Helping Hand activity and signposting children and families to trusted sources of information, advice, and guidance. You might need to recap termly.

Year Three: Secrets and surprises (Page 87)

Year Four: Recognising you need help (Page 132)

Year Five: Managing distress from online content (Page 189)

Year Six: Independently seeking support (Page 257)

A Helping Hand Page 35

This activity is delivered initially in Reception, but it is vital that all children and young people are supported to identify five trusted adults who can help them and that they are reminded of the need to have such adults. At least one should be an adult in school on a regular basis and ideally two will be school based.

'Asking for help' RSHE resource- KS1

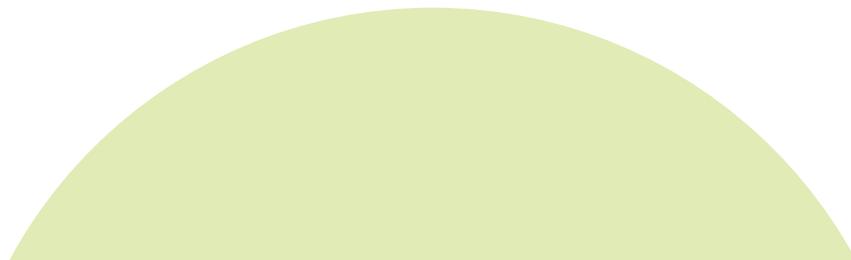
Pupils can identify the special people in their lives, what makes them special and how special people care for one another.



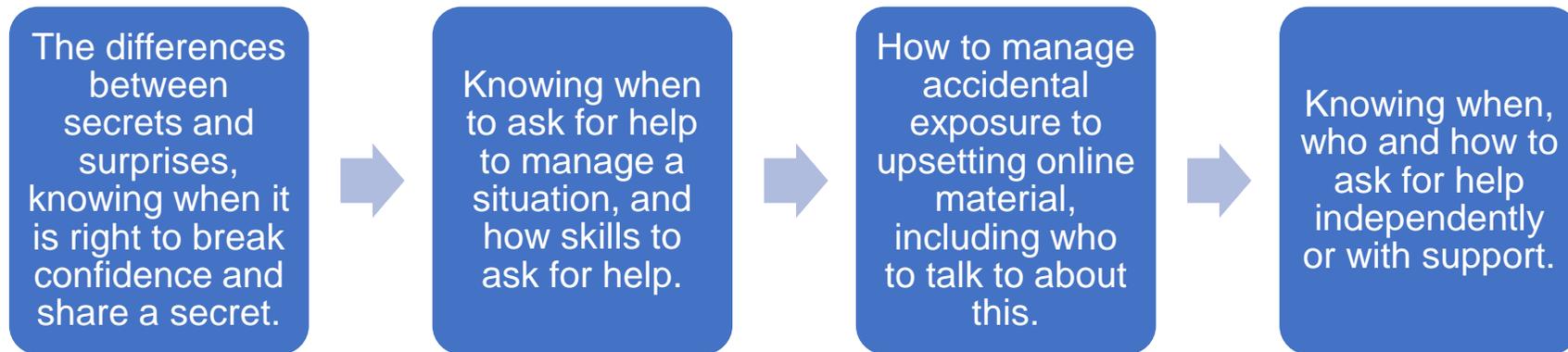
Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.



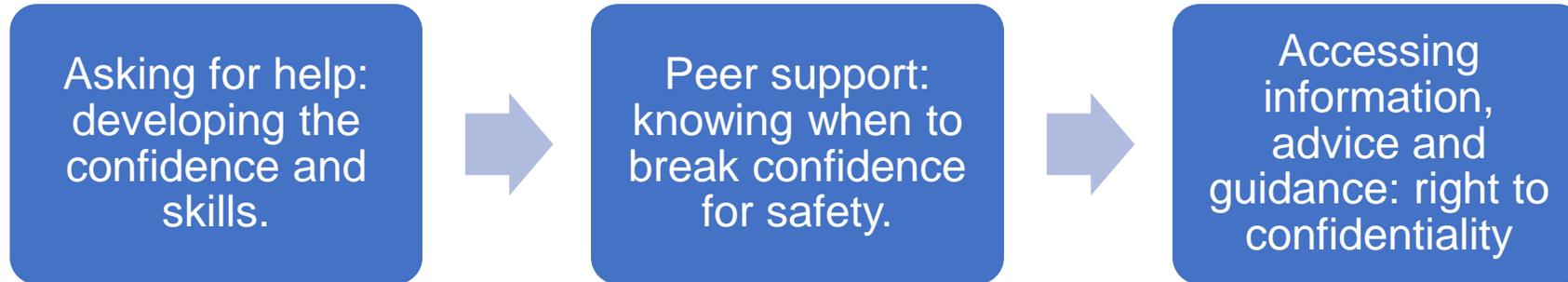
Pupils know the difference between secrets and surprises including the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.



'Asking for help' RSHE resource- KS2



'Asking for help' RSHE resource- KS3



'Asking for help' lessons

Asking for help: Year seven lesson

Be prepared:



- Paper and pens
- Blue material or paper (not essential)
- Help Game
- Dice and counters

Learning Outcomes:

- I understand how problems can impact on wellbeing, and affect both myself and other people in achieving our full potential.
- I know what support services are available to help me to deal with a range of problems.

Teacher notes:

All schools do their best to support students, but pupils can often resist attempts to help them overcome their problems. Physical and psychological maturation is taking place against a backdrop of forming and developing relationships with adults and peers. Teaching adaptive help-seeking skills is essential to enable pupils to self-advocate, and to enable the space to empower pupils with knowledge of the range of support options available to them.

Warm up: Helping hands

Divide the class into two teams, and ask two pupils to volunteer to arm wrestle with each other. Explain that whilst the two pupils arm wrestle, the spectators need to do everything they can, without physically touching either of the opponents, to win as many points as possible.

As each team wins a point, score this on the board and provide some commentary to add to the competition! Allow play to continue for approximately five minutes or until the teams realise that



Activity one: Problems, problems, problems!

Give each pupil a piece of A4 paper and ask them to write, with large lettering, a problem on it that someone of their age may experience; reassure pupils that their suggestion does not have to reflect a problem that they are or have personally experienced. The piece of paper can then be screwed into a ball.

Tell pupils to work in pairs or small groups to identify as many physical and emotional responses to feeling stressed by a problem. Tell them to group the responses onto a Venn diagram, with any that impact on both, written in the centre of the overlapping circles.

Suggestions may include difficulty sleeping, loss of appetite/increase in appetite, headaches, etc.

Ask pupils to share some of their suggestions with the rest of the class.



Activity two: The river of life

Tell pupils to shout out the things that they are aspiring to achieve in their life. Suggestions could relate to happiness, wealth, health, family, social status, career, etc. Write these down on a large sheet of paper.

Explain to pupils that life is not always smooth sailing, and that in reaching their aspirations they may experience problems and challenges.

If you have any large blue paper or material, lay this out on the floor to represent the 'river of life'. If not, create a space and explain the concept, asking pupils to imagine it. At the end of the river, place the sheet with the life aspirations detailed on. Next, tell pupils to lay their screwed-up problem paper balls into the river of life; explain that these represent the boulders that can get in the way of life.

Next, walk down the river, towards the aspirations, and each time you reach a boulder, open it up and read it out. Ask pupils to make suggestions about who you could approach to help you get information, advice and support to overcome that boulder. If they can successfully identify an effective source of support, then you can kick the boulder out of the way. If they cannot identify an effective source of support, then leave the opened boulder in place, stepping around it and repeating the process until you have progressed down the river all the way to the end, with the remaining problems clearly visible in the river. As a teacher, start to make suggestions about places that are available for support with the remaining problems, encouraging pupils to consider targeted local support services, as well as the generic options such as a teacher, and online support such as Childline.

Reinforce the message that it is important to ask for help if pupils experience problems. Imagine a life still full of boulders and not being able to achieve their aspirations! Tell pupils that if they don't know where to go for help, they can ask someone in school who will help them to find the best place to get information, advice and guidance related to their issue, without them having to disclose details of the problem.



Activity three: Snakes and ladders

Divide the class into groups of up to 6, and give each group a game board, dice and counters.

Tell pupils to reflect on their Venn diagrams, which show the emotional and physical responses to personal problems, and write what the internal thoughts of that person might be, before writing these down in the speech bubbles of the characters on the board.

Pupils then play the game as per the instructions. Circulate around the room offering help and guidance as required.

Finish the lesson by explaining that it is important to seek help and support so that problems do not make pupils unhappy, unsafe, unhealthy, or become barriers to reaching full potential and realising hopes for the future.



Extension activity:

Tell pupils to create a poster that encourages young people to ask for information, advice and help if they have a problem. It will need a catchy slogan, such as 'don't battle it up' or a 'problem shared is a problem halved', etc.



Assessment:

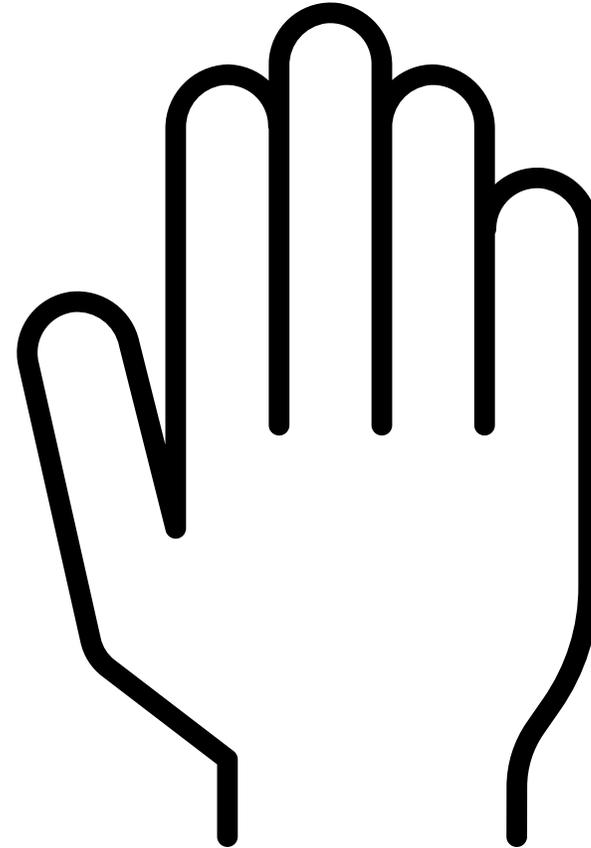
Activity one: Pupils identified a range of problems that someone of their age may experience, including their impact on wellbeing.

Activity two: Pupils considered challenges to achieving their aspirations, including appropriate sources of support to overcome these.

Activity three: Pupils demonstrated awareness of a range of support services available, and an understanding of when it is important to access support for themselves and others.

A Helping Hand

A trusted adult is someone who will always believe you. If you are scared, worried, sad or unsure about something, you can tell them how you are feeling and why you feel that way. A trusted adult is someone who is there to look after you and who you feel safe around.



**Knowledge,
skills and
values that
support...**



Emotional intelligence



Knowing
emotions



Managing
emotions



Self-
Motivation



Empathy



Handling
relationships

Supporting development of emotional literacy

Accept pupils emotions and their emotional responses.

Label their emotions with them.

Encourage pupils to talk about their feelings.

Help them to recognise the signs about how others may be feeling.

Teach them how to calm down and press their imaginary 'pause button'.

Teach pupils alternative ways of expressing their frustrations.

Recognise what motivates them to perform at their best.

Model how to remain calm and in control when you are tired, angry or fed up.

Emotional literacy lessons

Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings

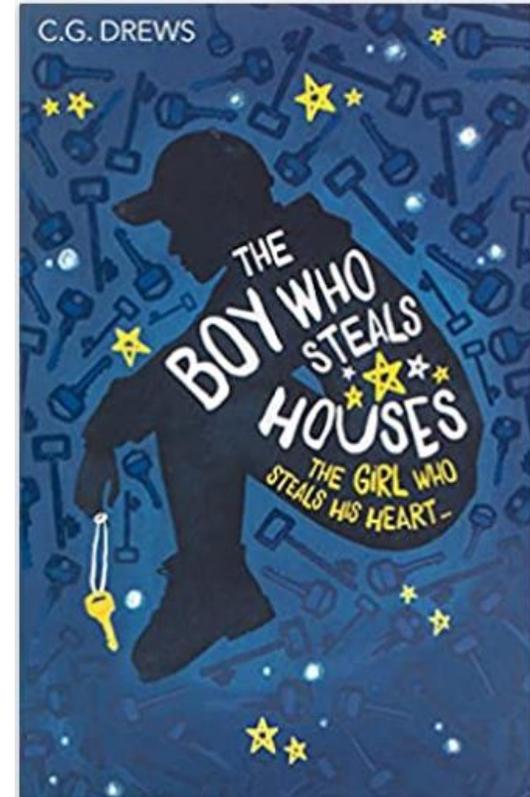
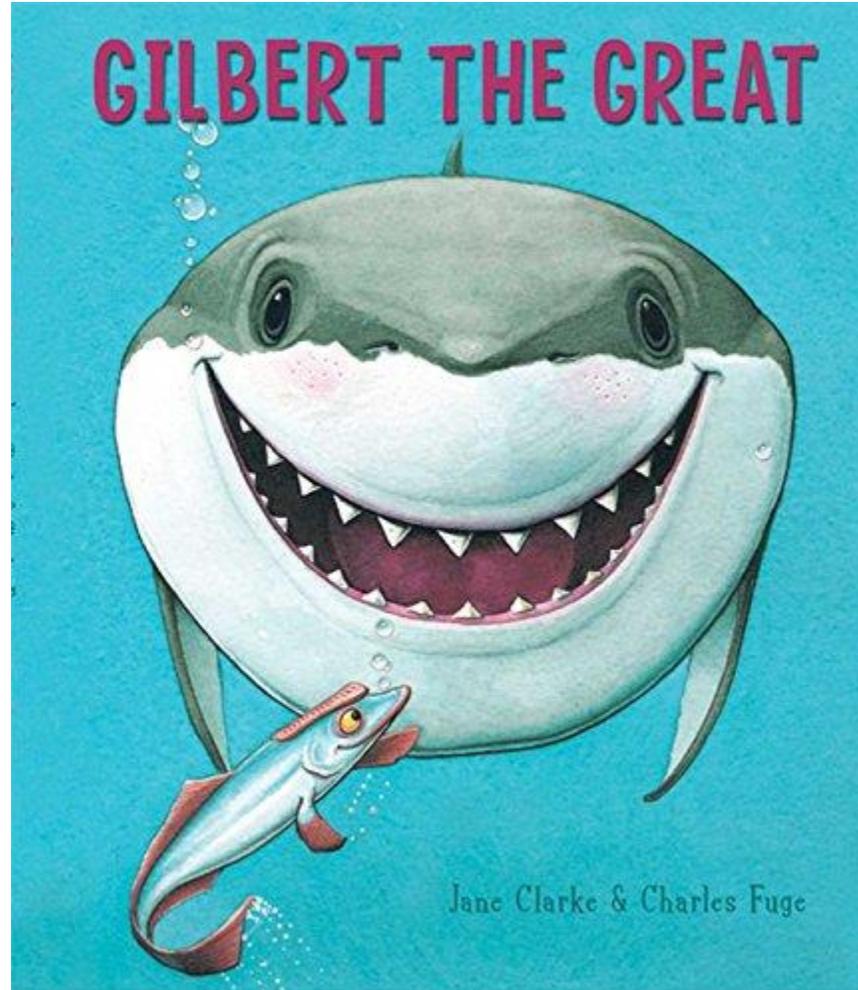
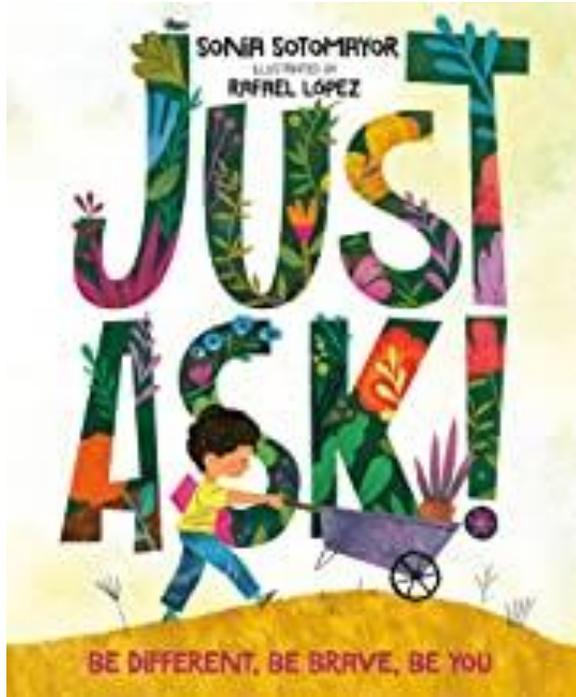


Recognising a wide range of emotions. Responding to their own, and other people's emotions.



Pupils can identify the signs of worry, explain ways of managing worry and where to seek support





What the guidance says...

“Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.”

Make it part of the routine

Lesson four: My beliefs



Lesson aim:

Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity.



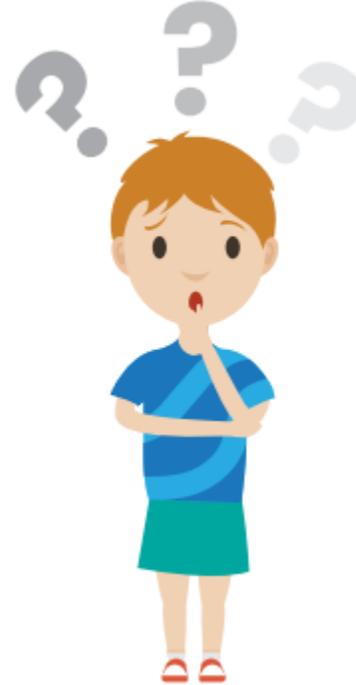
Learning outcomes:

- I know everyone is both similar and different to other people
- I have thought about my family and how it is unique and special to me
- I have identified some of the things that make me who I am and can celebrate these

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share some of the reasons that they feel it is important that marriage is always a choice. Reassure pupils that people have differing views on marriage depending on their family circumstances, faith and personal values. Remind pupils that marriage should always be a choice and that to force someone to marry is against the law. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.

Asking and answering questions



- Answer in class Q&A
- Answer 1:1
- Just wanted you to know that...

Beyond the classroom

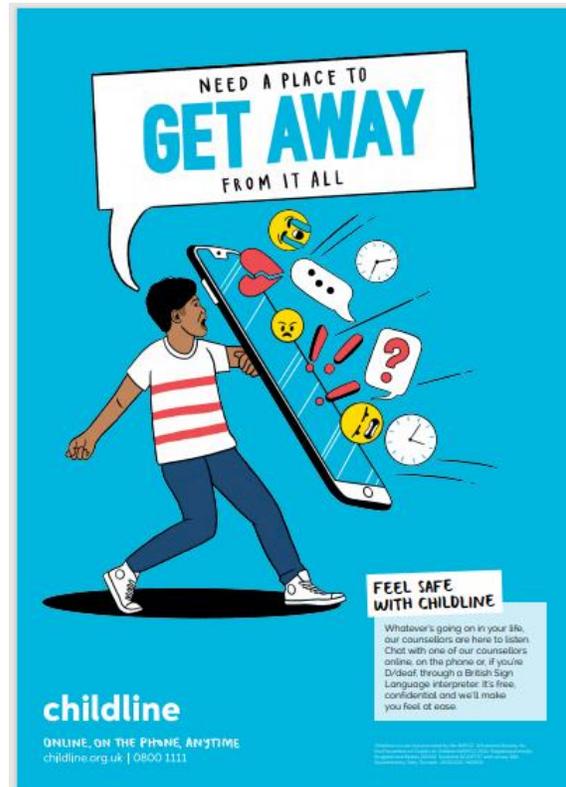


**WORRIED?
YOU CAN TALK TO US**

Call Childline on 0800 1111
or visit childline.org.uk/kids

Whatever your worry,
you can talk to us. It's free,
you don't have to tell us
your name, and you can
chat about anything.

childline
ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111



**NEED A PLACE TO
GET AWAY
FROM IT ALL**

**FEEL SAFE
WITH CHILDLINE**

Whatever's going on in your life,
our counsellors are here to listen.
Chat with one of our counsellors
online, on the phone or, if you're
D/deaf, through a British Sign
Language interpreter. It's free,
confidential and we'll make
you feel at ease.

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ONLINE, ON THE PHONE, ANYTIME
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**KEEPING
IT ALL IN**

**FOR CONFIDENTIAL SUPPORT,
YOU CAN TALK TO US.**

childline
ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111

#ToughToTalk



**Found a
place that
UNDERSTANDS
ME**

**OUR DEAF SERVICES
ARE HERE FOR YOU**

If you're deaf we have services
to make it as easy as possible to
chat to one of our counsellors.
childline.org.uk/deafzone has
lots of information to help you,
including videos in BSL.

Our SignVideo Service also
lets you **contact us through an
interpreter** and we've launched
a new video service so you can
chat to a **BSL-trained counsellor
directly**.

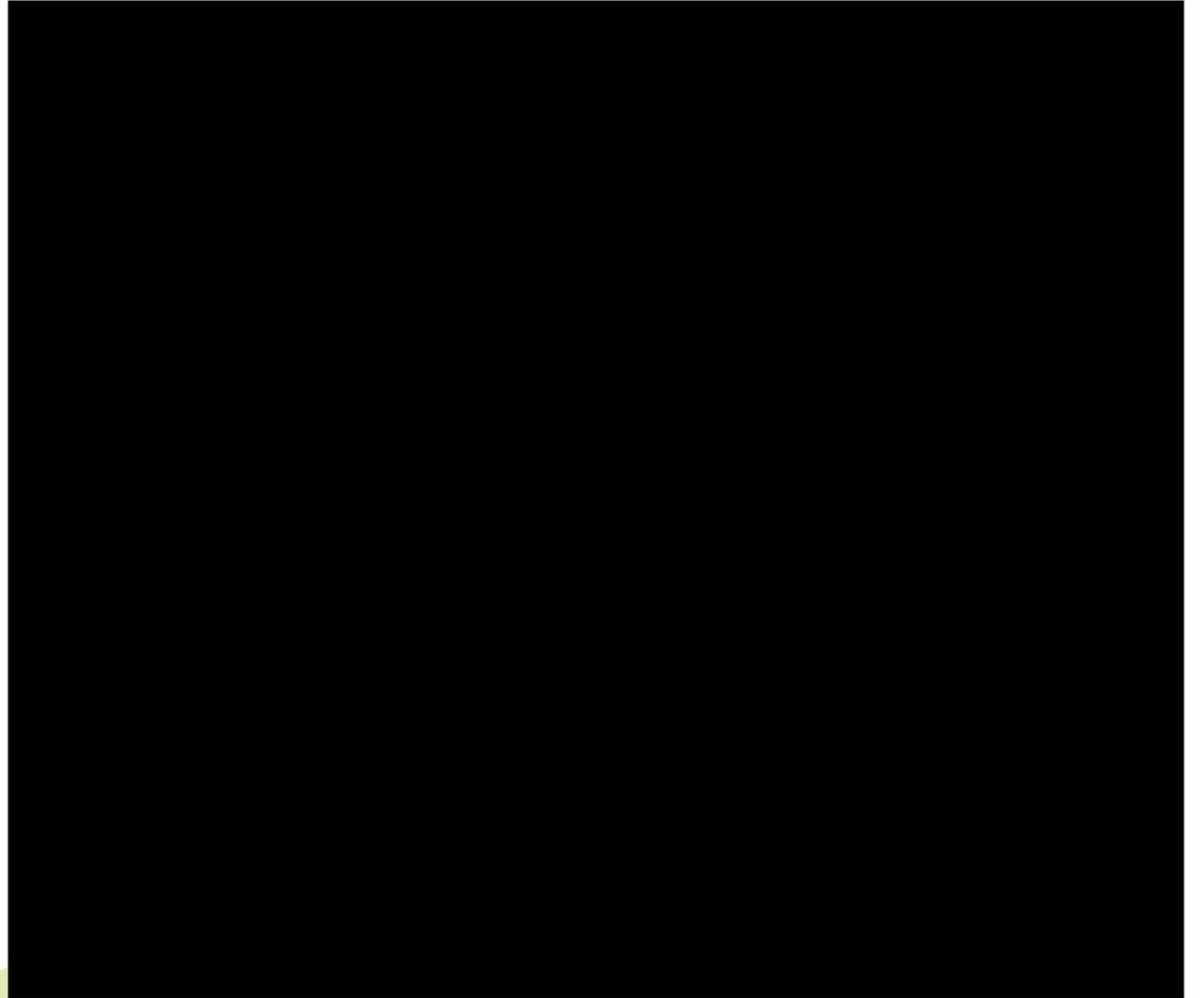
So, if you have any worry at all,
get in touch with us.

childline
ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111

<https://learning.nspcc.org.uk/research-resources/childline-posters-wallet-cards>

Alleviate concerns

<https://youtu.be/fCA6EhBhiC8>



Self-Care, Support and Safety- Just One Norfolk



Do you need health advice for your child aged 0-19?



The advertisement features three colorful speech bubbles on a yellow background with a pattern of small white dots. The green bubble on the left contains the text 'Visit: JustoneNorfolk.nhs.uk' and 'Norfolk's online NHS resource for families' with a white mouse cursor icon. The blue bubble in the center contains the text 'Text: Parentline 07520 631590' and a white icon of a person with arms raised. The purple bubble on the right contains the text 'Call: Just one Number 0300 300 0123' and a white telephone handset icon, with the operating hours 'Mon - Fri: 8am - 6pm' and 'Sat: 9am - 1pm' listed below.

Visit:
JustoneNorfolk.nhs.uk
Norfolk's online NHS resource for families

Text:
Parentline
07520 631590

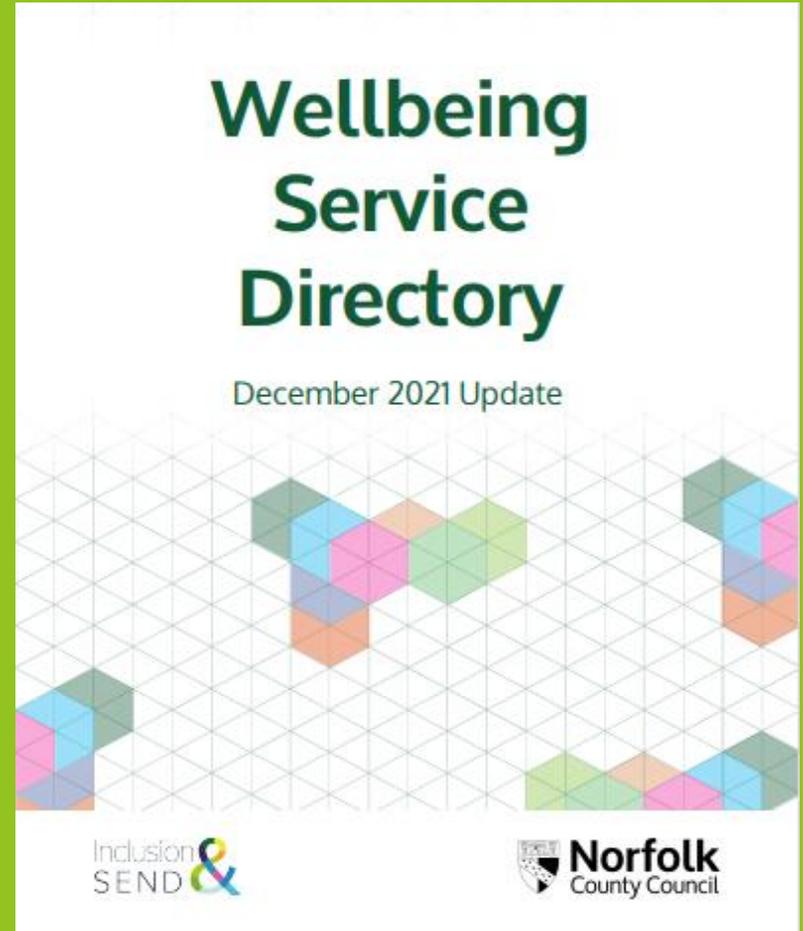
Call:
Just one Number
0300 300 0123
Mon - Fri:
8am - 6pm
Sat:
9am - 1pm

What the guidance says...

“Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.”

Wellbeing service directory for schools

Signposting for schools to services for a range of emotional wellbeing and mental health needs



Guidance on recognising when a child or young person may need support

Bianca Finger-Berry

[Self-harm & suicide training: Understanding self-harm and suicide prevention in educational settings](#)

Identifying MH difficulties – within a positive school culture

- There is an ethos of constructive, caring relationships across the school built on trust, kindness, safety and security.
- There is a sense of belonging and students are encouraged to talk to staff about worries and difficulties.
- Children and young people have been taught good [social and emotional skills](#) and are able to identify feelings, thoughts and emotions.
- **All staff** are encouraged and supported to be alert, watchful and curious about children and young people's behaviour, their body language, their interaction with other pupils, what they say, what they draw and what they do in school.
- It is important that school staff have good quality training and ongoing support from the senior leadership team to help with confidence in this area.

Extract from [How to start a conversation with children and young people about mental health : Mentally Healthy Schools](#)



Norfolk County Council

Signs of mental health difficulties

- Emotional state
- Behaviour
- Interpersonal behaviours

Make effective use of data and an effective pastoral system

Possible assessment tools: Strengths and Difficulties Questionnaire, Boxall Profile etc.

Instigate an assessment to determine causes including underlying factors such as undiagnosed learning difficulties, difficulties with speech and language, child protection concerns, mental health problems.

[DfE Mental health and behavior in schools](#)



Potential warning signs of distress

- Physical signs of harm that are repeated or appear non-accidental
- Evidence of any changes to 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
- Evidence of use of non-prescribed drugs or alcohol
- Expressing thoughts and feelings of failure, hopelessness or worthlessness
- Unsuitable clothing (for example, long sleeves in warm weather)
- Secretive or unusual behaviour
- Avoiding attendance at PE or getting changed secretly
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Expressing unusual ideas or beliefs

From Charlie Waller: Positive mental health policy
<https://charliewaller.org/resources/schools-mental-health-policy-template>



Norfolk County Council

Mental Health and SEN

Persistent or serious mental health difficulties will often meet the definition of SEN, in that they lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

Schools should use the graduated approach:

- an **assessment** to establish a clear analysis of the pupil's needs;
- a **plan** to set out how the pupil will be supported;
- action to provide that support (**do**); and
- regular **reviews** to assess the effectiveness of the provision and lead to changes where necessary.

[DfE Mental health and behavior in schools](#)



Additional in-school support for children with the most complex problems

- Support for the pupil's teacher
- Additional educational one to one support for the pupil
- An individual health care plan (if mental health professionals have recommended medication this should be detailed in the individual healthcare plan)
- One to one therapeutic work (delivered by mental health specialists within or beyond school)
- Family support and/or therapy

[DfE Mental health and behavior in schools](#)



Mental health and safeguarding

- Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If staff have a mental health concern that is also a safeguarding concern, immediate action should be taken, following their school's child protection policy and speaking to the designated safeguarding lead or a deputy.

[DfE Mental health and behavior in schools](#)



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Supporting children with mental health difficulties

- Know about risk
- Recognise issues
- Respond to mental health issues
- Show an understanding of thoughts and feelings
- Taking action
- Getting support

[Child mental health: recognising and responding to issues | NSPCC Learning](#)

6. Important things to remember

Do

- Take suicide gestures seriously
- Listen, be non-judgemental and think about what you say
- Ask direct questions early on to establish the level of risk
- Ask about other problems such as bullying, substance misuse, bereavement, relationship difficulties, abuse, sexuality issues
- Check how and when parents/carers will be contacted
- Encourage contact with friends, family, trusted adults
- Ensure immediate support for the young person is in place and that medical attention is provided if necessary
- Consult with specialist services for advice
- Make sure you record your assessment, concerns and actions in line with your agency's procedures
- Make appropriate referrals
- Engage with processes for developing Risk Management and Safety Plans
- Ensure actions to be taken by your agency to manage risk are implemented
- Consider protective factors and provide ongoing opportunities for support and monitoring
- Respond to escalating concerns about the risk of suicide

Do Not

- Promise confidentiality
- Make assumptions or react without considering all of the risks
- Dismiss what the young person is saying
- Presume that a young person who has threatened to harm themselves in the past will not do so in the future
- Disempower the young person
- Dismiss self-harm or expression of suicide thoughts as attention seeking

[5.22 Children at risk of suicide - Norfolk Safeguarding Children Partnership \(norfolkscb.org\)](https://www.norfolkscb.org)



Top tips for schools

supporting mental health and emotional well-being

[10-tips-teachers-and-school-staff.pdf \(mentallyhealthyschools.org.uk\)](https://www.mentallyhealthyschools.org.uk/10-tips-teachers-and-school-staff.pdf)

- Understand the emotional foundations that children need to thrive, be mentally health and learn successfully
- Let pupils know you're happy to talk about how they are feeling
- Help children know how to manage their emotions
- Get children talking about mental health
- Be alert to signs that a child may be in distress
- Feel confident about having a conversation with a pupil you're worried about
- Know what to do if you are concerned about a child
- Be patient and persist with children least engaged in school
- Support children who are more likely to be excluded
- Look after your own mental health



Signposting to support

Layla Dickerson

Getting Advice - Just One Norfolk – Provided by Cambridge Community Services NHS Trust

The screenshot shows the website header and a grid of service buttons. The header includes the logo for Children & Young People's Health Services, a search bar, and buttons for 'Easy Read and Translate', 'HIDE THIS PAGE', and the NHS logo. The navigation menu contains: Pregnancy & Early Days, Childhood Illnesses, Staying Safe, Child Development & Additional Needs, Speech & Language, Healthy Lifestyles, Emotional Health, School Life, Covid FAQs, and Our Services. The main content area features a grid of buttons: JustOneNumber & Parentline, our Services 0-5, our Services 5-19, Video Appointments, Speech & Language Therapy, our other Services, Pathway To Parenting, School Height & Weight Checks, Self-Weigh & online Child Health Drop In, Still Worried?, Safeguarding, and Compliments & Complaints. A large 'Our Services' text is visible in the background.

Children & Young People's Health Services
JustOneNorfolk.nhs.uk Norfolk & Waveney
0300 300 0123

Enter search term...

Easy Read and Translate HIDE THIS PAGE **NHS**

Pregnancy & Early Days Childhood Illnesses Staying Safe Child Development & Additional Needs Speech & Language Healthy Lifestyles Emotional Health School Life Covid FAQs **Our Services**

JustOneNumber & Parentline our Services 0-5 our Services 5-19 Video Appointments
Speech & Language Therapy our other Services Pathway To Parenting
School Height & Weight Checks Self-Weigh & online Child Health Drop In Still Worried?
Safeguarding Compliments & Complaints **Our Services**

<https://www.justonenorfolk.nhs.uk/our-services>

Getting Help



Supporting Smiles (was Point1)

- Ages 4-14 (0-4 goes to NSFT, 14-25 goes to MAP)
- Online Referral form
- Short term interventions for low to moderate mental health issues
- Primarily Counselling or Cognitive Behavioural Therapy pathways

The LINK programme

- Mental Health Champion Training
- Referral Consultation
- Ongoing CPD and networking events

Getting Help



Mental Health Support Teams (MHSTs) in schools

- Ages 4-18
- Referral via school Mental Health Lead
- One to one and group CBT interventions for low to moderate mental health issues delivered in school settings (for child and parent-led)
- Advice and guidance for schools staff
- Whole school approach support (training, classroom sessions, audits)
- Co-exists within school's standard MH and Wellbeing support offers

Getting Help



YP Mental Health service

- Ages 11 - 25
- Self-referral via email or phone call
- One to one therapies and goal based work by counsellor, youth mental health practitioner, or youth worker
- Drop in bases in Norwich and Gt Yarmouth
- Counselling by appointment in Attleborough, North Walsham and Kings Lynn
- Provides some work in schools – costed where funding not available
- Free advice line for ages 11-25 - tel: 0800 0744454

Getting Help



Young People in Mind

- Ages 14 - 25
- Self-referral
- Around 6-8 sessions of goal-based work delivered over the phone/video calls

Also....

- Training (Youth MHFA and bespoke workshops)
- School consultation (Audits, policies, training)

Getting Help



Norfolk and Waveney Wellbeing Service (IAPT)

- Ages 16+
- Self-referral online/phone call or GP
- Counselling and CBT one to one therapies
- Groups and psycho-education workshops
- Social interventions
- Mental Health Champion training
- Exam stress workshops
- Wellbeing in the workplace workshops

Getting Help



Kooth – online digital offer

- An online platform for 11-25 year olds to access free, confidential and anonymous support.
- Also opportunity to share concerns via pre-moderated discussion boards (encouraging peer support)
- Access online counselling from qualified professionals.

YMCA

future projects



**COMMUNITY
SPORTS
FOUNDATION**



In partnership with
KETTIE

Local VCSE Sector Provision



map here for young people
finding their way

eating matters

Getting More Help

Norfolk and Waveney CAMHS

- Ages 4 – 25
- Service developed for support with moderate to severe MH issues
- Referrals accepted from GPs, schools and Health visitors
- Range of therapeutic interventions including, family systemic therapy, EMDR, CBT, art and play therapy
- For any CYP who present at A and E with self-injury – referral to MAPs 'RUSH' service

Reference and signposting

Post-course reading

[Worries About Others \(justonenorfolk.nhs.uk\)](http://justonenorfolk.nhs.uk)

Poster giving advice:

- Listen
- Don't judge
- Support
- Talk to an adult you trust
- Get advice

Services available for children and young people

Shout 85258 is a free, confidential, 24/7 text messaging support service for anyone who is struggling to cope. <https://giveusashout.org/>

Call 116 123 for free <https://www.samaritans.org/>

Call 0800 1111 for free, confidential support for 24/7 for anyone under 19 in the UK with any issue big or small. <https://www.childline.org.uk/>

KOOTH

<https://www.nationalbullyinghelpline.co.uk/>

Support for professionals

Crisis Tools is relevant to anyone who may find themselves supporting a young person in crisis including parents, carers & professionals

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

Look out for tips to help spot signs of mental health issues in children and advice on the action that can be taken to help. <https://www.actionforchildren.org.uk/our-work-and-impact/children-and-families/good-mental-health/>

Training available

[Find the ZSA Zero Suicide Alliance training](#)

[Suicide prevention gatekeeper training](#)
nationalelfservice.net

Advice and support

Mental health support network <https://hubofhope.co.uk>

For confidential suicide prevention advice, contact
HOPELINEUK on 0800 068 4141 if you or someone you know is thinking about suicide
<https://www.papyrus-uk.org>