



Children & Families Wellbeing Policy

Document Owner and Approval

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Owner: Senior Mental Health Lead (Halsford Park)

Source: Halsford Park

Everychild Partnership Wellbeing Principles

Wellbeing can be emotional, social and economic and can affect physical and mental health. It encompasses all areas of life - work, education, training or recreation, domestic, family and personal domains.

Wellbeing [noun] – the state of being comfortable, healthy or happy.

At the heart of 'how we are' at Everychild Partnership Academy Trust we have Five Core Values. These have been chosen and adopted through consultation. The values support us to consciously choose our attitudes and behaviours and set out the code by which we endeavour to live and create a community that works together for the wellbeing of all.

Through our values we understand wellbeing for our Trust community to mean:

Respect

- Personal dignity. Being treated with and treating others with respect
- Having respect for others builds trust and gives a feeling of support.

Responsibility

- Feeling in control through being offered and taking the opportunity to contribute and participate in the organisation.
- Taking responsibility for own wellbeing – use of time and self-care. Everyone looks out for each other's wellbeing.

Courage

- Recognising and being brave enough to challenge appropriately, respectfully and compassionately when something genuinely affects wellbeing; being brave and secure enough to debate professionally to find solutions.
- Having the courage to share feelings and ask for/access support – within the organisation and outside.

Compassion

- Behaving with compassion and empathy for each other through having shared beliefs, goals and understanding.
- Being able to see the bigger picture and consider the benefits for all. Treat mental well-being the same as physical wellbeing. Look after everyone.

Integrity

- Creating a culture of trust, being proud of the work we do, doing what's right, not what's easy. *Doing 'the right thing' - being honest, accountable, and ethical -*
- *Feeling content with life because you know what your values and priorities are and are not afraid to take action to pursue them. Others value integrity in the people they surround themselves with.*

At Everychild Partnership Academy Trust, we are committed to promoting positive wellbeing and mental health amongst our pupils, their families, our staff members, directors, trustees and governors. With the education and care of children as our core purpose, we recognise in particular that children's emotional health and wellbeing influences their cognitive development and learning, along with, their physical, social, health and mental wellbeing, into adulthood. We understand that every one of us may experience challenges in life, which may make us feel vulnerable and impact on our wellbeing and where additional support to improve our wellbeing may be helpful. We believe that all children, young people and adults have the right to be educated and work in an environment that supports and promotes positive wellbeing for everybody.

Wellbeing and mental health are closely linked. Our mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through to adulthood.

We are committed to improving positive wellbeing and mental health, based on evidence of what works alongside our experience and knowledge and of how best we can support *our* children, families, staff and community. This commitment moves beyond learning and teaching to pervade all aspects of our school life.

Eight principles to promote a whole school and college approach to emotional health and well-being taken from 'Promoting children and young people's emotional health and wellbeing: A whole school and college approach.'



We believe that by promoting positive wellbeing and mental health in school we will:

- Have a cohesive and co-ordinated approach to wellbeing included within all policies and practices
- Raise awareness as to how the whole school community can look after their own wellbeing and that of others
- Help to de-stigmatise mental health
- Support people and provide opportunities that enable everyone to reach their potential
- Strengthen relationships and provide opportunities for different ways of working
- Provide foundations for life-long learning
- Promote and strengthen resilience throughout the whole school community and empower everyone to face life's challenges

Halsford Park Primary school "Soaring to Success!"

Halsford Park Primary school is an inclusive school that strives to ensure that all children feel safe and have their voice heard. Our school Core values of Courage, Compassion, Respect and Responsibility focus on developing a positive attitude towards themselves and others now and in the future and aim to ensure that they achieve to the best and Soar to Success.

Our school Core Values underpin our aim and belief that every child can Soar to Success each and every day. In our children's words, they want to be:

**Adventurous
A Team player
Creative
Fabulous
Happy
Inspired
Optimistic
Proud
Resilient**

Our school is committed to the emotional health and wellbeing of its staff, children and their families. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that prepares **our children** to understand themselves now and in the future.

This policy is for all staff, children, parents and carers, governors, visitors and partner agencies working within the school. It provides guidelines and procedures as to how our school can best support children and families with their wellbeing.

Self-evaluation and Action planning

As a school, we have a commitment to wellbeing. We have used the Anna Freud Self Evaluation toolkit to identify areas of strength and development for through the five strands.

| Leading change | Working together | Understanding need | Promoting Wellbeing | Supporting Staff |
|---|--|---|---|--|
| Prepare for change | Establish Mental Health Action group | Identify pupils at risk | Integrate mental health and wellbeing across curriculum and culture | Measure and monitor staff wellbeing |
| Robust policy | Improving collaboration with Mental Health Services | Measure pupil wellbeing (Green for children that access learning Mentor and your Space) | Establish a Peer Support Programme in your school or college | Provide training for staff with responsibilities for mental health and wellbeing |
| Commitment to development of improvement plan | Include pupils, staff, parents and carers in decision making | Develop and measure interventions | Create a safe environment for pupils and staff | Promote staff mental health and wellbeing |
| Signpost information | Engage with all parents and carers | | | Identify and signpost support structures |

Green – Achieved/Established

Yellow – working towards

See Appendix 1 for Key areas identified for development in 2025-26 and the Children and Families Wellbeing action plan.

The Wellbeing Staff Team meet regularly to review actions and agree next steps.

1. Aims and Objectives of this policy

- To promote and protect the physical, mental, emotional, and social wellbeing of all children and their families in our school community.
- To create a safe, inclusive, and nurturing school environment.
- To empower pupils and families through participation, education, and support.
- To support staff in their role in promoting whole school wellbeing.
- To work proactively with partners to provide integrated support.

2. Scope

This policy applies to:

- All children attending Halsford Park Primary School
- Their families and carers

- All staff, governors, volunteers and visitors working as part of the school community

Please note that this policy should be read in conjunction with the following policies which may be referenced:

Behaviour for learning policy

Health and Safety Policy

Anti-Bullying Policy

Safeguarding Policy

Special Educational Needs Policy

Attendance Policy

Supporting Pupils with Medical Conditions (including First Aid)

Everychild Partnership Trust Staff Wellbeing Policy

3. Our outline for Wellbeing

3.1 Physical Wellbeing

- **Nutrition and Healthy Eating:** Including promoting healthy food options in school, educating about balanced diets, and providing access to nutritious meals through Chartwells.
- **Physical Activity:** Encouragement for regular exercise through PE classes, extracurricular activities, and active playtimes.
- **Health Services:** Access to on-site medical care with trained First Aiders, protocols for handling illnesses and injuries, and a clear procedure for specific medical or emergency care.
– See Supporting Pupils with Medical Conditions (including First Aid)
- **Sleep and Rest:** Encouraging healthy sleep habits as well as sleep hygiene (having good sleep routines), ensuring that the school schedule allows sufficient rest for students.

See appendix 2 for specific approaches that may be taken by school to support children.

3.2 Mental and Emotional Wellbeing

- **Mental Health Support:** Provision for counselling services, access to mental health professionals such as Play Therapists, and peer support programs.
- **Stress Management:** Techniques for handling academic pressure, offering mindfulness through Zones of Regulation, and promoting a balanced workload for all.
- **Anti-bullying Measures:** Clear rules and procedures to address bullying, cyberbullying, and harassment, with a focus on creating a safe, supportive school environment – see Anti Bullying and Behaviour For Learning Policies.
- **Promoting Positive Relationships:** Encouraging positive communication, conflict resolution, and cooperation among students and staff through our PSHE curriculum – also see Behaviour for Learning Policy.
- **Social-Emotional Learning (SEL):** Integration of SEL throughout the curriculum to help children develop self-awareness, empathy, resilience, and emotional regulation.

See appendix 3 for specific approaches that may be taken by school to support children.

3.3 Social Wellbeing

- **Inclusive Environment:** Policies that promote diversity, equality, and inclusivity, ensuring that all students feel valued and respected, regardless of race, gender, disability, etc and compliance with the Equality Act 2010 which includes promoting equality and taking steps to prevent discrimination.
- **Positive Peer Relationships:** Encouragement of group activities and collaborative learning to build strong peer connections through PSHE lessons.
- **Parent and Community Engagement:** Encouraging strong communication and collaboration between parents, teachers, and the local community to support the wellbeing of children including events such as Celebration of Learning, Class assemblies and Family Learning conferences.

See appendix 4 for specific approaches that may be taken by school to support children.

3.4 Safety and Security

- **Child Protection:** Clear child protection policies, including safeguarding protocols for staff and students, reporting mechanisms for suspected abuse, and adherence to legal standards- See Safeguarding Policy.
- **Safe Physical Environment:** Ensuring the school is physically safe (no hazards), with secure entry/exit points and monitoring of school grounds including supervision during the school day – See Health and Safety Policy.
- **Emergency Procedures:** Well-defined emergency plans for situations like fire drills, lockdowns, or natural disasters.

See appendix 5 for specific approaches that may be taken by school to support children.

3.5 Student Voice and Participation

- **Opportunities for Input:** Mechanisms that allow students to express their concerns, ideas, and needs, such as School Council, Eco Council, A Team, Worry boxes, Class Forums and Prefects.
- **Empowerment:** Encouraging children to take an active role in decisions that affect their wellbeing, through participation in school activities.

See appendix 6 for specific approaches that may be taken by school to support children.

3.6 Academic Wellbeing

- **A Broad and Balanced Curriculum:** A curriculum that promotes overall development, not just academic achievement, including arts, physical education, and life skills – See Teaching and Learning Policy.
- **Assessment and Feedback:** Providing constructive, positive, and regular feedback to students and using assessments to support learning rather than to put undue pressure on students. See Assessment for Learning Policy and Marking and Feedback Policy.

See appendix 7 for specific approaches that may be taken by school to support children.

3.7 Staff Training and Development

Everychild Partnership Trust and the Senior Leadership Team of Halsford Park Primary School prioritise the duty of care they have towards all employees and recognise the importance of supporting and promoting physical, mental, social and financial wellbeing within the workplace.

Every Child Partnership Trust Staff Wellbeing Policy provides a framework within which the Trust and Halsford Park Primary School will seek to encourage and facilitate working practices to measure and improve Employee wellbeing. Some of the personalised practices of Halsford Park Primary School are highlighted further below:

- **Wellbeing Training:** Regular training for teachers and staff to understand a Trauma Informed Approach with all children as well recognizing mental health issues, Adverse Childhood Experiences (ACES), Self-Harm, bullying, and other wellbeing-related concerns, so they are equipped to support students effectively.
- **Support for Staff:** Acknowledging the importance of staff wellbeing and providing them with resources for managing stress and maintaining a healthy work-life balance including access to the School Advisory Service (SAS) and flexible working where appropriate. Staff wellbeing team that meet monthly.

See appendix 8 for specific approaches that may be taken by school to support children.

3.8 Monitoring and Evaluation

- **Continuous Monitoring:** Establishing a system for regularly reviewing and updating policies based on feedback from students, parents, and staff as well as annual surveys, Trust and school-wide network groups, and wellbeing check-ins.
- **Evaluation Mechanisms:** Using surveys, focus groups, or wellbeing check-ins to assess the effectiveness of wellbeing initiatives and adjust practices as needed.

3.9 Support for Specific Needs

- **Support for Special Educational Needs (SEN):** Ensuring that students with additional needs have tailored support to thrive socially, emotionally, and academically through reasonable adjustments, Provision Documents, Individual Learning Plans and Educational Health Care Plans. Groups to supporting SEMH at lunchtimes such as Nurture and Calm Club.
- **Cultural Sensitivity:** Inclusive approaches reflecting our community's diverse needs.

4. Additional sources of information

At times, it may be necessary for the school to utilise additional sources of information to inform our approach to Wellbeing. See Appendix 9 for Additional Sources of information for support.

5. Key named Staff /Governance

- Headteacher: Claire Spencer
- Senior Mental Health Lead and Adolescent Mental Health First Aider: Rosie Loftus
- ELSA & Learning Mentor: Sarah Brewer
- SENDCo: Vicky Davies
- Wellbeing Link Governor: Daisy McCallum

Appendix 1 – example of the Children and Families Wellbeing Action plan for 2024-2026

- **Understanding need and Supporting Staff** - Ongoing staff CPDL in relation to Mental Health and support services available (broken down for staff, children, families) and measuring impact of interventions.
- **Promoting Wellbeing** – Establish a peer support group programme and ongoing review of PSHE curriculum
- **Leading Change and Working together** - Community outreach through Mental Health action group (consisting of staff, children, families) to further support

This will be considered as short, medium and longer term goals to ensure this is manageable with the Wellbeing team and who can lead which elements within school.

| Halsford Park - Children and Family wellbeing Action Plan 2024-2026 | | | |
|--|---|--|--|
| <u>Identified area of Development</u> | <u>Actions to be undertaken</u> | <u>Who?</u> | <u>when?</u> |
| <u>Promoting Wellbeing</u> – Establish a peer support group programme and ongoing review of PSHE curriculum | SMHL to research setting up peer support group and research training in relation to this. PSHE lead alongside the SMHL to review the current PSHE curriculum and research additional materials and resources that may be need | SMHL PSHE Champion Diversity champion | Autumn Term 2025 |
| <u>Leading Change and Working together</u> - Community outreach through Mental Health action group (consisting of staff, children, families) to further support Research community outreach in the West Sussex locality that families can be signposted to for support | SMHL to research resources and opportunities within the East Grinstead and West Sussex area SMHL to speak to Vik Machin SMHL to attend termly meetings to share good practice with SMHL to add short piece in each newsletter to promote mental health and wellbeing for children and families | SMHL SMHL SMHL or wellbeing team | Autumn Term 2025 Summer 2025 Ongoing Autumn term 2 2025 |
| <u>Understanding need and Supporting Staff</u> - Ongoing staff CPDL in relation to Mental Health and support services available (broken down for staff, children, families) and measuring impact of interventions. | SMHL to attend children's mental health first aid training SMHL to share with extended leadership team then decide how to disseminate to the wellbeing and wider staff team. | SMHL SMHL | July 2025 Autumn 2025 and Spring 2026 |

Appendix 2 - Approaches in school to promote and teach children about Physical Wellbeing

| <u>Nutrition and Healthy Eating</u> | <u>Physical Activity:</u> |
|--|---|
| <p>Eat them to defeat them annual campaign - https://eatthemtodefeatthem.com/</p> <p>Healthy eating information for parents provided by Chartwells via the school website and shared in assemblies</p> <p>Free hot school meals provided for children in Early Years, Year 1, Year 2 and those eligible for Pupil premium funding. See Chartwell for additional nutritional information - https://www.chartwells.co.uk/</p> <p>Early Years, Year 1 and 2 provided with a Healthy Snack each day from the Government</p> <p>Cool Milk available (free up until a child's 5th birthday then at a small cost) - https://coolmilk.com/</p> <p>Allergy awareness taught within school to support members of our community that have intolerances and allergies (we are a Nut Free school)</p> | <p>A minimum of 2 hours PE for Years 1-6</p> <p>Access to Trim Trails to promote physical activity</p> <p>Large bike/scooter shed to promote riding and scooting to school</p> <p>Bikeability for children in Year 5 and 6</p> <p>Healthy eating taught as part of wider curriculum</p> <p>Year 5 sports crew trained to lead active playtime activities</p> <p>Mid Sussex Active sporting events attended for participation and competition</p> <p>A range of extracurricular clubs to promote physical and mental wellbeing following children's interest (paid and free clubs available)</p> |
| <u>Health Services</u> | <u>Sleep and Rest:</u> |
| <p>Care plans created for specific medical needs such as allergies, diabetes and identified cases of Asthma.</p> <p>Additional services may be accessed through west Sussex Single Point of access (SPOA) for mental health -</p> | <p>Teaching children through Learning and Life skills about the importance of sleep and rest</p> <p>Referral to School nurse to support with sleep.</p> <p>In school workshops lead by West Sussex school Nursing</p> |

Appendix 3 - Approaches in school to promote and teach children about Mental and Emotional Wellbeing

| <u>Stress management</u> | <u>Anti-bullying Measures</u> |
|--|---|
| <p>Zones of regulation taught to all children to support in recognising their emotions</p> <p>Worry boxes and Help cards</p> <p>Nomination of Trusted adults</p> <p>Assemblies to promote understanding of Mental Health and wellbeing, Growth Mindset and Zones of Regulation</p> <p>Referrals to Learning Mentor or external counselling agencies such as Your Space and Art Therapy.</p> <p>Information provided to parents on our school website - https://halsfordparkprimaryschool.co.uk/inclusion/</p> | <p>Assemblies to teach what bullying is and how they can get help including cyber bullying</p> <p>Nomination of Trusted adults</p> <p>Worry boxes in place as well as Help cards</p> <p>See policies available on school Website for further details - https://halsfordparkprimaryschool.co.uk/policies/</p> <p>Behaviour For Learning Policy</p> <p>Anti-Bullying Policy</p> |
| <u>Promoting positive relationships</u> | <u>Social-Emotional Learning (SEL)</u> |
| <p>Assemblies to explain the role of Trusted adults in school</p> <p>Children's safeguarding posters in all classrooms</p> <p>Welcome information sent to each child about new class teacher</p> <p>Welcome to Year groups meetings for parents (Autumn Term 1)</p> <p>Family Learning Conferences – perpetration conversations and family meeting with teacher (Autumn and Spring Term)</p> <p>Open door policy – encouraging parents to share concerns at earliest opportunity through meetings or communication with Teacher</p> <p>All staff being vigilant and communicating concerns with class teacher or DSL as appropriate</p> <p>School and Family Support (SAFS) team – for further information see school website - https://halsfordparkprimaryschool.co.uk/inclusion/</p> <p>Celebration of learning – Spring and Summer Terms</p> | <p>PSHE programme designed to meet the needs of our school community</p> <p>Art Therapy – referral for individuals</p> <p>Your Space Play therapy – referral for individuals</p> <p>Learning Mentor – referral for individuals</p> |

Appendix 4 - Approaches in school to promote and teach children about Social Wellbeing

| Inclusive Environment: | Positive Peer Relationships |
|--|--|
| <p>Pupil voice into learning environment through Class forums and the A Team.</p> <p>Celebration of individual interests and talents through Headteacher awards</p> <p>Policies outline the seriousness of discrimination – see policies on school website</p> <p>Clearly outlined in Behaviour For learning policy</p> | <p>Peer mentoring – Year 5 are offered the opportunity to be trained as a Peer Mentor for a younger child within the school</p> <p>Learning and Life skills – working as a team – focus in Autumn Term 1</p> <p>Curriculum that develops opportunities to work with peers and I in groups as well as autonomously through</p> <p>Class assembly each academic year to work as a class</p> <p>Residential trips for Years 4 and 6</p> |
| Parent and Community Engagement | |
| <p>Assemblies to explain the role of Trusted adults in school</p> <p>Children’s safeguarding posters in all classrooms</p> <p>Welcome information sent to each child about new class teacher</p> <p>Welcome to Year groups meetings for parents (Autumn Term 1)</p> <p>Family Learning Conferences – preparation conversations and family meeting with teacher (Autumn and Spring Term)</p> <p>Open door policy – encouraging parents to share concerns at earliest opportunity through meetings or communication with Teacher</p> <p>All staff being vigilant and communicating concerns with class teacher or DSL as appropriate</p> <p>School and Family Support (SAFS) team – for further information see school website - https://halsfordparkprimaryschool.co.uk/inclusion/</p> <p>PTA events organised for the school such as Pantomime, Christmas fair, Summer Fair and Discos to encourage a sense of community</p> <p>Termly Parents forums lead by the Headteacher</p> <p>Parents signposted using communication board on the drive for local initiatives such as the community Fridge and Food bank</p> | |

Appendix 5 - Approaches in school to promote and teach children about Safety and Security

| Child Protection | Safe Physical Environment |
|---|---|
| <p>Halsford Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and members of our school community to share this commitment. We strive to ensure that consistent effective safeguarding procedures are in place to support families, children and staff at school.</p> <p>Information for safeguarding can be viewed on our school website - https://halsfordparkprimaryschool.co.uk/safeguarding/</p> <p><u>Child Protection Policy</u> -</p> <p>Annual staff training using West Sussex agreed materials</p> <p>Training for all volunteers working in school</p> <p>Assemblies to teach children about how to share concerns and worries</p> <p>Worry boxes checked in classrooms (agreed with children)</p> <p>Help cards available in each classroom</p> | <p>On site premises assistant each school day</p> <p>Entry and exit to site monitored by CCTV</p> <p>Entry and Exit to site supervised by member of staff at drop off and collection each day</p> <p>Health and Safety policy updated annually</p> <p>Risk assessments created with staff and children for specific identified risks e.g Trim Trail use, cooking</p> <p>Playground equipment checked weekly by premises assistant</p> |
| Emergency Procedures | |
| <p>Emergency plan updated annually and shared with all staff</p> <p>Offsite visit risk assessments completed by staff team – overseen by EVC lead</p> <p>EVOLVE training complete for all teaching staff</p> <p>Emergency folders created and taken on all off-site visits (trips/sporting events/residential trips)</p> <p>Fire evacuation practise carried out each term with staff and children</p> <p>Lockdown policy updated annually and staff training</p> | |

Appendix 6 - Approaches in school to promote and teach children about Student Voice and Participation

| <u>Opportunities for Input and Empowerment</u> | <u>Participation</u> |
|--|---|
| <p>Class weekly forums – lead by the class teacher</p> <p>Each of the following learner groups is lead by a member of school staff who leads regular meetings to support them in their role and collate their voice and ideas</p> <p>School Council – Mrs McKay</p> <p>Eco Council – Mrs Lochwood</p> <p>The A Team - Ms Davies</p> <p>Peer Mentors - Ms Wren</p> <p>Prefects – Mrs Spencer</p> <p>Sports Crew – Mrs Miklaucich</p> <p>Annual pupil survey for Key Stage 1 and Key Stage 2</p> <p>Worry boxes and Help Cards</p> <p>Trusted Adults</p> | <p>Extra-curricular clubs run before school, at lunch and after school using children’s interests</p> <p>Clubs tracker – completed by teachers for clubs and sporting events attended</p> <p>Sporting events including – Football, Netball, Athletics, Swimming, Cross Country, Hockey, Sports Hall Athletics, Tag Ruby, Inclusion event, Stall ball, Dance event, Cricket, Key Stage 1 multi skills event, tri golf.</p> |

Appendix 7 - Approaches in school to promote and teach children about Academic Wellbeing

| <u>Balanced Curriculum</u> | <u>Assessment and Feedback</u> |
|---|---|
| <p>The school curriculum is mapped in an experience based way which allows a broad and balanced curriculum across each term. This begins with a stunning start and builds to a Fabulous Finish.</p> <p>All achievements are celebrated with peers and adults</p> <p>Headteacher awards given for individual achievements both inside and outside of school</p> <p>Celebration of achievements outside of school e,g bringing in certificate and awards – celebrated in the Newsletter</p> | <p>Family Learning Conferences – (Autumn and Spring Term) - each child identified the areas they are proud of and their next step alongside their teacher</p> <p>Termly report card (Autumn and Spring) updates parents and carers on their child’s summative data up to that point in the academic year</p> <p>Self and peer marking stations</p> <p>See Feedback and Marking policy - https://halsfordparkprimaryschool.co.uk/policies/</p> |

| | |
|---|--|
| <p>Celebration of learning – spring and Summer Term</p> <p>Class assemblies give each child the opportunity to share their learning</p> | <p>See Assessment Policy - https://halsfordparkprimaryschool.co.uk/policies/</p> |
|---|--|

Appendix 8 for specific approaches that may be taken by school to support staff CPDL

| Wellbeing Training | Support for Staff |
|---|---|
| <p>CPD for staff including:</p> <p>Safeguarding (Self-Harm)</p> <p>Adverse Childhood Experiences</p> <p>Trauma informed approach – emotion coaching scripts</p> <p>Bullying</p> | <p>Wellbeing Team meeting</p> <p>Training – internally in line with school policies and externally through providers such as West Sussex Mind and Virtual schools.</p> <p>Access to School Advisory Service (SAS)</p> |

Appendix 9 – Additional sources of information

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.depressionalliance.org
- Eating Disorders www.b-eat.co.uk and www.inourhands.com
- National Self-Harm Network www.nshn.co.uk
- Self-Harm 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