

# Welcome to the Mental Health Network for Education Settings in Warwickshire

We will be starting at 4pm!

The session will be recorded

# Mental Health Network for Education Settings in Warwickshire

6<sup>th</sup> October 2021 4pm – 5pm

Margot Brown, Lead Commissioner (School Improvement)

Kate Sahota, Lead Commissioner (Family Wellbeing)

# Agenda

4:00	Welcome	Margot Brown
4:05	General updates <ul style="list-style-type: none"><li>• MHSTs</li><li>• DfE Updates</li></ul>	Margot Brown
4:20	Emotionally based school avoidance	Marie Rooney
4:30	Theme: Self-esteem and resilience	Kate Sahota
4:45	Topic: Funding for mental health <ul style="list-style-type: none"><li>• Mental Health Curriculum Funding</li><li>• Youth Mental Health First Aid Online course offer</li></ul>	Kate Sahota
4:55	Any Other Business and future schedule	Kate Sahota

# Welcome and general updates

- MHST Updates
- DfE Updates

# NHS/DFE Trailblazers

- Wave 1 schools – most now engaged
- Wave 5 schools – all now invited to briefings – 8 schools have trainees.
- MHST vs EMHPs (Education Mental Health Practitioners)

## School Engagement Meetings:

- Wave 1 11th November 1.30
- Wave 5 19th November 2.00

# Criteria

- SEND Register SEMH
- SEND Register SEMH and CLL
- Pupil Premium
- Above for all
- Attendance
- Exclusions
- Deprivation (Top 30%)
- CLA
- Young Carers
- Early Help with SEMH as focus
- Geographical location and pairing

## Wave 1

South Schools		May 18 NOR*		Central Schools		May 18 NOR*
1	Alcester Academy	485		1	Clapham Terrace Community Primary	231
2	Bidford-On-Avon C.Of E. Primary School	314		2	Cubbington C.Of E. Primary School	206
3	Bishopton Primary School	208		3	Emscote Infant School	179
4	Ettington C.Of E. Primary School	190		4	Lapworth C.Of E. Primary School	168
5	Great Alne Primary School	97		5	Myton School	1603
6	Kineton C.Of E. (Voluntary Aided) Primary	190		6	North Leamington School	1352
7	Our Lady's Catholic Primary School	95		7	Our Lady & St. Teresa's Catholic Primary	177
8	Shottery St. Andrew's C.Of E. Primary	95		8	Ridgeway	120
9	St. Nicholas' C. Of E. Primary, Alcester	417		9	Round Oak	146
10	Studley Infant School	193		10	Southam Primary School	285
11	Studley St Mary's CE Academy	215		11	St Mary's Catholic Primary School	106
12	Studley High School	686		12	St Johns	313
13	Southam	1643		13	St. Patrick's Catholic Primary School	191
14	Temple Grafton CofE Primary School	109		14	Sydenham Primary School	388
15	Thomas Jolyffe Primary School	368		15	The Ferncumbe C.Of E. Primary School	184
16	Tysoe C.Of E. Primary School	117		16	Woodloes Primary School	398
17	Welford-On-Avon Primary School	262		17	All Saints C.Of E. Junior School, Warwick	210
18	Wellesbourne C.Of E. Primary School	378		18	Coten End Primary School	585
19	Brailes C.Of E. Primary School	65		19	Kingsway Community Primary School	187
20	Hampton Lucy C.Of E. Primary School	90		20	Lighthorne Heath Primary School	53
21	Henley-In-Arden CofE Primary School	168		21	Westgate Primary School	184
22	Moreton Morrell	96		22	Whitnash Primary School	210
23	Shipston Primary School	395		23	Campion School	696
24	Temple Herdewyke Primary School	63		Total pupils		8172
Total pupils		6939				

# Wave 5

	Cohort A Definites	NOR	
1	The Nuneaton Academy	771	1
2	George Elliot	795	2
3	Middlemarch	209	3
4	All Saints C of E Primary Nuneaton	236	4
5	Park Lane Academy	429	5
6	Stockingford Academy	580	6
7	Discovery Academy (age 9 -19)	97	7
8	Glendale Infant	264	8
9	Croft Junior	309	9
10	Whitestone Infant	271	10
11	Chetwynd Junior	351	11
12	Oakwood Secondary	159	12
13	Oakwood Primary	139	13
14	Camp Hill Primary	446	14
15	Etone College	915	15
16	Nursery Hill Primary	102	16
17	Michael Drayton Junior	567	17
18	Nathaniel Newton Infant	263	18
19	Hartshill	991	19
20			20
	Total	7792	



# Wave 5

Cohort B Definites	NOR
Exhall Grange Specialist School (all through)	256
Ash Green School	1008
Race Leys Infant	152
Race Leys Junior	239
Arden Forest Infant	167
Goodyers End Primary	377
Keresley Newland Primary	128
Exhall Cedars Infant	155
St Giles Junior	183
Nicholas Chamberlaine	1211
Newdigate Primary	363
All Saints Bedworth C of E Academy	206
St Michael's C of E Primary	450
The Coleshill School	1226
Woodlands School (all through)	206
Outwoods Primary	435
Hurley Primary	208
St Benedict's Catholic Primary	165
Kingsbury School	764
Kingsbury Primary	264
<b>Total</b>	<b>8163</b>

# DFE

- [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/promoting-and-supporting-mental-health-and-wellbeing-in-schools-and-colleges)
- [Whole school or college approach to mental health and wellbeing](#)
- [Support available locally](#)
- [Senior mental health leads training](#)
- [Wellbeing for Education Recovery](#)
- [The Link Programme](#)
- [Relationships, sex and health education \(RSHE\): Mental wellbeing training module](#)
- [Who is it for](#)
- [Mental Health Support Teams \(MHSTs\)](#)
- [Psychological first aid training](#)
- Mental health and wellbeing resources

# DFE

Download the [list of mental health and wellbeing resources](#).

Also:

- these [mental health resources for parents and carers](#) have been put together so that children and young people, parents, carers, and school and college staff can get the advice and help they need
- the [behaviour hubs](#) programme encourages schools to work with each other to develop good behaviour cultures
- the [School Sport and Activity Action Plan](#) helps you encourage physical activity, which helps to promote wellbeing
- the [Character education framework](#) helps you to help pupils spiritual and mental development
- children and young people can also play an active role in creating a supportive school environment. You can use the findings from the [Anna Freud peer-support programme](#) to develop your own in-school activities

# Emotionally Based School Avoidance

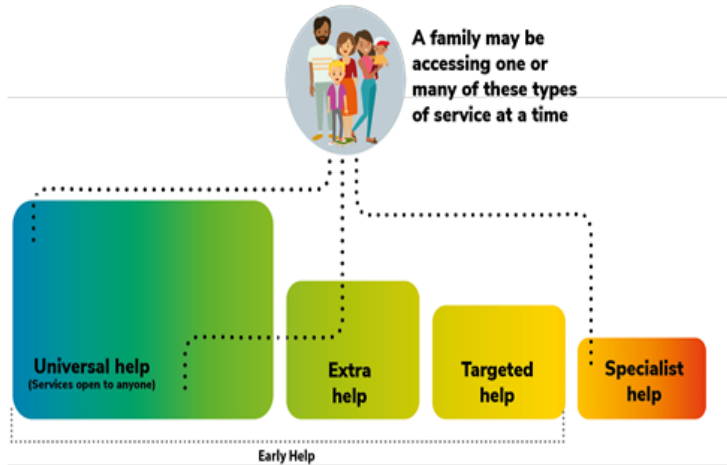
## Definition

Emotionally Based School Avoidance (EBSA) is a non-diagnostic umbrella term used to describe a range of psychological coping behaviours displayed by a group of children and young people who have severe difficulty in attending school due to anxiety and emotional well-being needs, often resulting in prolonged absences from school.

**ENAS Project Pilot (Sept 2020- Dec 2021)**

**EBAS Project (Lead by Dr Dan Lake)**

## Early Help- Pathway to Change



## EBSA- multiagency pathway



**Tier 1** - 'Raising awareness of EBSA needs': EBSA hub'

**Tier 2** - 'Getting advice': 'casework panel'

**Tier 3** - 'Getting help': intensive anxiety-based interventions-plan to allow access to education

**Tier 4** - Getting risk support: mentor who can provide 1:1 coaching/mentoring in an environment CYP feels most safe in

WCC Written Statement of Action (WSOA) Workforce Development

# Theme: Self-esteem and resilience

- **Resilience** is generally used to describe an ability that some people demonstrate to withstand the negative impact of stress.
- Self-esteem is an important resilience factor, which can help us to maintain positive wellbeing when we are under pressure or stress.
- Other factors that support resilience include personal skills, positive relationships, community support and cultural connections.
- A Public Health Wales report “[Sources of resilience and their moderating relationships with harms from adverse childhood experiences\\*](#)” found:
  - Childhood resilience moderates the increased risks to mental health from ACEs.
  - High childhood resilience is related to substantial reductions in lifetime mental illness and potentially offers protections even in those with no ACEs.
  - Childhood resilience (measured using a scale covering personal, relationship and community resilience factors) was strongly associated with **lower mental illness**
- Attending school is a protective factor and schools can play an important role in building resilience in children and young people


*\*Adverse Childhood Experiences (ACEs) include: child maltreatment (verbal, physical, sexual abuse), parental separation, domestic violence, mental illness, substance misuse (drugs and alcohol) and parental imprisonment*

# Theme: Self-esteem and resilience

- Two ways to boost our self-esteem are to remind ourselves of the values that we hold important, and the things about ourselves that are good.
- There are specific ways of doing this, and research suggests that when undertaken, doing this can help us to maintain a strong sense of self and to build our self-esteem.
- There are lots of examples online of activities that can be included in the school curriculum
- The emphasis should always be on developing pupils' knowledge, understanding, skills, language and confidence to seek support, as needed, for themselves or others. They should understand when to seek help, what help is available, and the likely outcome of seeking support.


# Theme: Self-esteem and resilience

- Child and Youth Resilience - <https://cyrm.resilienceresearch.org/>
- Free to use tool




**CYRM-R (ages 5-9)**

Download




**CYRM-R (ages 10-23)**

Download



**ARM-R (ages 18+)**

Download



**User Manual**

Download

## Language Versions

The CYRM-R and ARM-R were developed in English. However, translations of different versions of the measures are available. These translations have been created by researchers who have worked with the RRC. However, each translation was done independently and, therefore, we cannot guarantee their accuracy.

If you make a translation of your own we encourage you to [send that to us](#) so we can add it to this page

### CYRM-R: Child (5-9) Translations

- |                                |                          |                                    |
|--------------------------------|--------------------------|------------------------------------|
| <a href="#">Albanian (PMK)</a> | <a href="#">Japanese</a> | <a href="#">Tagalog (Filipino)</a> |
| <a href="#">Albanian</a>       | <a href="#">Spanish</a>  | <a href="#">Turkish</a>            |
| <a href="#">Italian</a>        | <a href="#">Swedish</a>  |                                    |

## Child & Youth Resilience Measure-Revised (CYRM-R)

CYRM-R				
To what extent do the following statements apply to you? There are no right or wrong answers.				
		No [1]	Sometimes [2]	Yes [3]
1	I cooperate with people around me	1	2	3
2	Getting an education is important to me	1	2	3
3	I know how to behave in different social situations	1	2	3
4	My parent(s)/caregiver(s) really look out for me	1	2	3
5	My parent(s)/caregiver(s) know a lot about me	1	2	3
6	If I am hungry, there is enough to eat	1	2	3
7	People like to spend time with me	1	2	3
8	I talk to my family/caregiver(s) about how I feel	1	2	3
9	I feel supported by my friends	1	2	3
10	I feel that I belong/belonged at my school	1	2	3
11	My family/caregiver(s) stand by me during difficult times	1	2	3
12	My friends stand by me during difficult times	1	2	3
13	I am treated fairly in my community	1	2	3
14	I have opportunities to show others that I am becoming an adult and can act responsibly	1	2	3
15	I feel safe when I am with my family/caregiver(s)	1	2	3



# Theme: Self-esteem and resilience

## Teacher Resources

<https://www.minded.org.uk/Component/Details/653653>

❏
Building Resilience
Play
Close

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**Session information**

**Title:**  
Building Resilience

**Description:**  
All children and young people have difficulties and struggles in life, however some face multiple more serious Adverse Childhood Experiences (ACEs) which could affect them into adulthood. It is important that they are helped to build coping strategies that enable them to overcome these challenges and build resilience as they are growing up. This session covers information that will help with this.

**Hierarchy:**  
MindEd Adverse Childhood Experiences > MindEd Adverse Childhood Experiences for Schools > Building Resilience

WHAT CAN WE DO ABOUT IT?

**Be prepared**  
Ensure that Senior Leaders and Governors are aware of ACEs and that addressing these is a strategic priority. Analyse the available data regarding children and young people in the school, identifying needs and possible resources to meet them.

**Be aware**  
Ensure that the whole school community has an awareness and understanding of childhood adversity and trauma, has a common framework for collating information and identifying need and can respond appropriately to the cultural and personal characteristics of the children and families.

**Be flexible**  
Use the data to target children who live in adverse and traumatic environments and provide interventions and groups that these children can easily access.

**Be safe and responsible**  
Intervene as early as possible, avoid re-traumatising and stigmatising children. Ensure that staff have the right skills and training to be empathetic, knowledgeable and trustworthy.

**Be collaborative and enhancing**  
Involve children in decisions about interventions and support they receive and focus on assets of the children and their communities.

**Be integrated**  
Ensure that services are as joined up as possible, allowing for children and families to feel held by the system and not passed around from one agency to another.

**Be prepared:** "When you notice, or I tell you that I need help, you should already know what the next step is"

**Be aware:** "Recognise all of my needs", "Don't label me with the experiences I've had", "Understand my behaviour"

**Be flexible:** "Shape your support around me"

**Be safe and responsible:** "Find a way that we can both understand each other", "The way you treat me matters", "Know where I'm coming from", "Keep me safe and don't betray my trust"

**Be collaborative and enhancing:** "Include me in decisions about my life", "I want to talk to someone who has been through the same thing"


**Be integrated:** "Stop asking me to repeat myself", "I've survived this long", "Don't pass me from person to person"

<https://www.youngminds.org.uk/professional/resources/addressing-trauma-and-adversity/>

# Theme: Self-esteem and resilience

## Teacher Resources

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health-and>



**PSHE Association**

**Mental health and emotional wellbeing KS2**

**Year 5/6**

**Lesson 1: Mental health and keeping well**

© PSHE Association 2018

**Teacher slide**

Ensure you read the guidance before teaching the lesson

**CLICK TO OPEN**

Teacher guidance: teaching about mental health and emotional wellbeing

PSHE Association

Updated for 2019

Paragraph Sensitivity Voice

### Activities for health

**Card Sort – Physical health**

Things we should do:

- Every day
- Sometimes
- If there is a problem
- Rarely or not at all

**Card Sort – Mental health**

Things we should do:

- Every day
- Sometimes
- If there is a problem
- Rarely or not at all



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17

**Activities for health**

18

**Mental health thermometer**

19

**What strategy from today's lesson could we use in our own lives?**

20

**Mental Health**

### Teacher Notes – Card Sort: activities for health (15 mins)

Working in small groups, pupils organise Resource 2a: *Activities for health cards* under headings written on flipchart paper: things we should do 'everyday'; 'sometimes'; if there is a problem; rarely or not at all.

First, ask pupils to do this for physical health (looking after bodies). Then ask them to repeat this activity, but this time considering mental health (looking after minds – feelings and emotions). Pupils should place the cards according to what they consider to be a 'best fit'. For possible responses, see Resource 2b: *Activities for health cards – teacher guide*.

Compare pupils responses. Draw out that taking care of our mental health is just as important as taking care of our physical health and that the two are closely linked; many of the activities that help people's physical health also support their mental health. It may also be worth pointing out that in order for some people to maintain good health (physical or mental) there may be things they have to do every day, that other people may only do sometimes, e.g. taking medication.

# Theme: Self-esteem and resilience

## Lesson 1: Everyday feelings

## Key stage 2: Year 3/4

This is the first in a series of three KS2 lessons for Year 3 or 4, exploring mental health and wellbeing. This first lesson builds on learning from KS1 focusing on feelings and emotions, how these change over time and what helps people to feel good. Neither this, nor any of the other lessons, is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health-and>



### Learning objective

Pupils will learn:

- about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good



### Learning outcomes

By the end of the lesson, pupils will be able to:

- identify that feelings/emotions are part of a person's health and wellbeing
- recognise that feelings usually change throughout the day
- give examples of everyday things that can affect feelings
- describe what can help people to feel good/better



### Climate for learning

Before teaching these lessons, ensure that you read the accompanying PSHE Association document [Teaching about mental health and emotional wellbeing](#) for guidance on establishing ground rules, the limits of confidentiality, handling questions, and additional advice relating to teaching about mental health effectively and safely.



### Resources required

Box or envelope for anonymous questions



A4 Paper (blank)



Pens and pencils



Sticky-notes or small pieces of card



Resource 1: Ziggy's day



Resource 2: Moments cards



Resource 3: Sammi's blog post



### Key words

Feeling, emotion, health, body, mind, good, not so good

Activity	Description	Timing
1. Baseline assessment: Draw & write	Pupils draw/write about the feelings a person has and what helps them to feel good every day	10min

# Theme: Self-esteem and resilience

## CYP Resources



### Your free, safe and anonymous online mental wellbeing community

Whether you are looking for advice or simply aren't feeling your best, Kooth offers a range of features and tools to support you.

#### Magazine

Helpful articles, personal experiences and tips from young people and our Kooth team.

#### Chat with the team

Chat to our helpful team about anything that's on your mind. Message us or have a live chat.

#### Discussion boards

Start or join a conversation with our friendly Kooth community. Lots of topics to choose from!

#### Daily journal and goal setting

Write in your own daily journal to track your feelings or emotions and reflect on how you're doing.







#### Mini activity hub

Select from a growing menu of fun, therapeutic and useful activities.

# Theme: Self-esteem and resilience

## CYP Resources



<p>Manage emotions</p>  <p><b>Dance like nobody's watching</b></p> <p>Something to try and help lift your mood. It can be easy to forget to have fun when thin...</p> <p><a href="#">View activity</a> <a href="#">View discussion</a></p>	<p>Manage emotions</p>  <p><b>Create a Positive Word Board</b></p> <p>Write down your favourite words! Think of some words that make you smile and write...</p> <p><a href="#">View activity</a> <a href="#">View discussion</a></p>
<p>Manage emotions</p>  <p><b>Make your own coping box</b></p> <p>Try using items around the house to help soothe or distract you during difficult...</p> <p><a href="#">View activity</a> <a href="#">View discussion</a></p>	<p>Express yourself</p>  <p><b>Write a letter to your future self</b></p> <p>Share your own words of wisdom with yourself! Doing something creative and...</p> <p><a href="#">View activity</a> <a href="#">View discussion</a></p>
<p>Connect with others</p>  <p><b>Share advice with others</b></p> <p>Share your experience to help others and feel good about yourself too. Sharing may help...</p> <p><a href="#">View activity</a> <a href="#">View discussion</a></p>	<p>Manage emotions</p>  <p><b>Create a 'good mood' playlist</b></p> <p>Try using music to help boost your mood. Listening to music releases endorphins in th...</p> <p><a href="#">View activity</a> <a href="#">View discussion</a></p>



# Theme: Self-esteem and resilience

## Parent/Carer Resources



### Find out about

- |   |   |   |   |
|---|---|---|---|
| 1 | Is my child resilient?  | 5 | Bad things can happen                       |
| 2 | I want my child to learn to understand their positive and negative emotions | 6 | Other techniques                            |
| 3 | Relationships   | 7 | I want my child to build on their strengths |
| 4 | I want my child to be more optimistic                                       |   |   |

**This topic covers advice to parents themselves rather than to professionals engaging with the system.**

It includes helping a child to cope in today's pushy world, helping a child to build friendships and deal with bullying, and identify different ways to support your child to be resilient.

**Questions**  
Let's consider what sort of help you would like to help build your child's self-confidence.

- I would like my child to:
- 'bounce back' when things go wrong.
  - to understand their emotions better
  - to cope better with new opportunities
  - be more optimistic
  - build on their strengths

**What do we mean?**  
We would like our children to bounce

back, be strong and resilient. Let's look at what we mean by 'resilience' and 'bouncing back' in terms of children.

**What do we mean by Resilience?**  
Resilience has many different definitions. We mean "being able to bounce back from, or overcome, setbacks, obstacles or disappointments, and also to keep going in the face of challenges and failure". Other words commonly used to mean resilient are 'tough', 'strong' and 'hardy'.

[https://www.minded.org.uk/ContentServer/content/MPC\\_03\\_04/course/assets/f427bed6c95434f24c9d096067564c0f012477bc.pdf](https://www.minded.org.uk/ContentServer/content/MPC_03_04/course/assets/f427bed6c95434f24c9d096067564c0f012477bc.pdf)

# Topic: Mental Health Curriculum Funding

- Questions asked of the group in early September:
  - What would help you most to embed teaching mental health awareness within the school curriculum?
  - Thinking about resources, what type of resources do you feel would best support delivery of a mental health curriculum?
- Good response with a real mix of ideas clustered around 3 main themes:
  - Access to training and resources (e.g. lesson plans, assemblies)
  - Physical resources to help (e.g. models of the brain, yoga mats)
  - Staff time to be able to develop the timetable

# Topic: Mental Health Curriculum Funding

- We are going to create a simple process for schools to **bid for money** to support the development of the mental health curriculum
- Each school will be able to bid for money between £500 and £2,000 (*total available fund = £250k*)
- Schools could work together to do a combined bid for a larger sum of money, as long as the total value doesn't exceed £2,000 per school
- The request must be aligned to at least 1 of the 3 main areas identified:
  - Accessing training/resources
  - Purchasing physical resources
  - Providing staff time to undertake the work
- There may be a cut-off if we receive requests for funding that exceed the total value of funding



# Topic: Mental Health Curriculum Funding

## Timeline:

- During November we are planning to hold a session where we share information on support for a mental health curriculum that is already widely available to schools
- This should help inform your thinking as to what you might want to put in a bid for your school
- We will launch the process to bid for funds in January 2022
- Funds must be allocated to the school by the end of March 2022
- Schools will be required to provide 2 simple updates as to how the money has been spent (at 6 months and 12 months following receipt of funding)

# Topic: Youth Mental Health First Aid Online

The Youth Mental Health First Aid Course is ideal for designated staff at every level who would like to become Youth Mental Health First Aiders with skills to spot signs of a range of mental health issues in young people (age 8 to 18) and guide a young person to appropriate support. This course qualifies attendees as Youth Mental Health First Aiders.

# Topic: Youth Mental Health First Aid Online

## Learning outcomes

At the end of the course you will be able to:

- Understand young people's mental health and the factors that can affect their wellbeing
- Equip learners with the knowledge to help a young person recover their health by guiding them to further support – whether that's through self-help sites, their place of learning, the NHS or a mix – or engaging with parents, carers and external agencies where appropriate
- Use enhanced interpersonal skills such as non-judgemental listening
- Spot the triggers and signs of mental health issues
- Feel confident to step in, reassure and support a young person in distress

# Topic: Youth Mental Health First Aid Online

## **Cohorts**

Cohorts will run from January 2022 and the course will require attendance at 4 x afternoon sessions over a 2 week period (on Tuesdays and Thursdays between 1pm and 3:30pm). There will be pre-work that must be completed in advance of each session.

## **Funding**

The course is free to attend for Warwickshire schools. We have 160 places, therefore only 1 place will be allocated per school on a first come, first served basis. Schools will also receive a £300 contribution towards staff time to complete the course. The course must be fully completed and certificate of attendance provided in order for the school to receive the contribution.

## **Registering**

An email will be sent within the next couple of weeks for staff to register a place and a copy of the brochure with more detail on the contents. The form must be completed by the end of November in order for us to allocate staff to cohorts.

# Topic: Youth Mental Health First Aid Online

	<b>Date 1</b>	<b>Date 2</b>	<b>Date 3</b>	<b>Date 4</b>
<b>Cohort 1a and 1b</b>	11th January 2022	13th January 2022	18th January 2022	20th January 2022
<b>Cohort 2a and 2b</b>	25th January 2022	27th January 2022	1st February 2022	3rd February 2022
<b>Cohort 3a and 3b</b>	8th February 2022	10th February 2022	15th February 2022	17th February 2022
<b>Cohort 4a and 4b</b>	1st March 2022	3rd March 2022	8th March 2022	10th March 2022
<b>Cohort 5a and 5b</b>	15th March 2022	17th March 2022	22nd March 2022	24th March 2022

*All sessions will run in the afternoon from 1pm - 3:30pm*

# Any Other Business







- Arden Primary Care Network is launching a project to improve and design a process for identification and early intervention to prevent **deliberate self harm and eating disorders in teenagers**
- Looking for DSL/Pastoral leads from secondary schools in the Arden area who may be interested in supporting this work:
  - Alcester Health Centre
  - Budbrooke Medical Centre
  - Henley in Arden Medical Centre
  - Lapworth Surgery
  - Tanworth in Arden Medical Centre
  - The Arrow Surgery
  - The Pool Medical Centre
- Please email [katesahota@warwickshire.gov.uk](mailto:katesahota@warwickshire.gov.uk) to express an interest in being involved

# Sources of support and information for adults

<https://www.warwickshire.gov.uk/mentalhealth>

## Struggling to cope?

Don't wait for things to get too much.

<p>VISIT WARWICKSHIRE LIBRARIES</p>	<p>for <b>Reading Well Books on Prescription</b> (BOP) recommended self-help books, audio CDs and e-books visit: <a href="http://www.warwickshire.gov.uk/booksonprescription">www.warwickshire.gov.uk/booksonprescription</a></p>	
<p>GO ONLINE</p>	<p><b>bigwhitewall.com</b> completely anonymous online community, free to people living in Warwickshire, available 24/7</p>	
<p>TELEPHONE</p>	<p>a team of trained and experienced support workers - 24/7 via the <b>Mental Health Matters Helpline</b> on <b>0800 61 61 71</b> and <b>0300 330 5487</b> for mobiles or try <b>Time Online</b>, the online chat service</p>	
<p>SPEAK TO SOMEONE</p>	<p>in person at <b>Warwickshire Wellbeing Hubs</b> - free one to one support, walk-in sessions and drop-in sessions visit: <a href="http://www.cwmind.org.uk/wbw">www.cwmind.org.uk/wbw</a> or call: <b>02477 712288</b></p>	
<p>ACCESS THERAPIES (IAPT)</p>	<p>a service for people who are feeling stressed, anxious, low in mood or depressed, providing advice, information and therapy - call <b>02476 671090</b> to self-refer</p>	
<p>FOR CHILDREN AND YOUNG PEOPLE</p>	<p><b>Rise</b> - Warwickshire's emotional wellbeing and mental health services for children and young people. Call <b>0300 200 2021</b> or visit <a href="http://www.cwrise.com/home">www.cwrise.com/home</a></p>	



Find out more at [warwickshire.gov.uk/mentalhealth](http://warwickshire.gov.uk/mentalhealth)

 @WCCPublicHealth

 [facebook.com/PublicHealthWarwickshire](https://facebook.com/PublicHealthWarwickshire)

# Sources of support and information for schools

WCC directly delivers and commissions a **range of services** able to support education settings with the mental health of children and young people, ranging from prevention and early intervention, through to crisis support.

## Universal and Prevention Services

- [Health Visiting](#)
- [School Health & Wellbeing Service](#)
- [Family Information Service](#)
- [Family Information Service – professional briefing booking](#)
- Family Support Line – 01926 412412
- [Warwickshire County Council Mental Health Website](#)
- [Togetherall](#)
- [Chathealth](#)
- [Dimensions Tool](#)

## Early Help and Targeted Support Services

- [Kooth](#)
- [Rise](#)
- [Education Psychology](#)
- [Family Support Teams](#)

## Crisis Support

- MASH education number – 01926 418608
- [Rise Crisis and Home Treatment Team](#)



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Join the network: <https://forms.office.com/r/nWwW79TN82>

Check the website:

<https://schools.warwickshire.gov.uk/mental-health-education>