

**Introduction**

*Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organisation)*

At Jubilee, we believe it is crucial to promote positive mental health and emotional wellbeing for all members of our school community. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students, families and staff in need of support.

This document describes the school’s approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with our Safeguarding and Child Protection Policy and Procedures, and Supporting Pupils with Medical Conditions Policiesin cases where a pupil’s mental health overlaps with or is linked to a medical issue, and the SEND policy where a pupil has an identified special educational need.

This policy aims to:

* Promote positive mental health in all staff and pupils
* Increase understanding and awareness of common mental health issues
* Alert staff to early warning signs of mental ill health
* Provide support to staff working with young people with mental health issues
* Provide support to pupils suffering mental ill health and their peers and parents/carers
* Promote life skills across the curriculum so that pupils will learn about mental, emotional, social and physical wellbeing.
* Provide a supportive work environment for all staff
* Acknowledge the needs of staff, and how these change over time
* Allow staff to balance their working lives with their personal needs and responsibilities
* Help staff with any specific wellbeing issues they experience
* Ensure that staff understand their role in working towards the above aims

**Lead members of staff**

* Pippa Cail - Deputy Headteacher and Mental Health Lead
* Alia Zakir - SENCo, Designated Safeguarding Lead and Mental Health Lead
* Tom Prestwich - Headteacher
* Sharon Williams - Emotional Literacy Support Assistant
* Rhiannon Harris - ELSA and Talktime adult
* Pippa Cail, Stefan Shanker, Alia Zakir, Cha Chabat, Amina Begum, Harpreet Kaur, Rhiannon Harris, Sharon Williams - Mental Health First Aiders
* Derrick Brown - Link Governor for Mental Health and Wellbeing

## **Signposting**

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it is outlined in Appendix A. We will display relevant sources of support in communal areas and on our school website.

**Universal Approaches to Promoting Positive Mental Health and Emotional Wellbeing**

**Teaching and Learning**

We will appropriately promote the skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe across all areas of the curriculum (taking account of their age and year group). Staff will help pupils to acquire the relevant knowledge and understanding of the human body and how it works, and of the social and emotional factors that influence health.

The specific content of lessons will be determined by the specific needs of the cohort we are teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

**School Themes**

Our weekly school themes will regularly address topics that enable conversations about mental health and wellbeing. These include World Mental Health Day, Anti-Bullying Week, Inclusion, Children’s Mental Health Week and Time to Talk day.

**Communication**

We believe that strong relationships are the foundation of supporting mental health and wellbeing. Talking and listening allow children to make sense of feelings and manage difficult experiences. We have a range of different ways that children can communicate with staff in school.

* Circle Time - all children participate in a weekly session centred on sharing their views on a given topic.
* School Council - Each class has a school council representative they can share ideas with who can then give feedback to a member of the senior team.
* Worry Boxes - for children that find it difficult to share their concerns verbally with an adult, we have worry boxes in classrooms. Children are able to drop a note in the box, which an adult in their classroom follows up on.
* Talktime - children from years 1 to 6 are able to sign up for time with a trained adult to talk through any concerns they have. The Talktime adult is Miss Harris.

**Pupil Wellbeing Ambassadors**

As part of our involvement with the Windmill Cluster Group, we have appointed Pupil Wellbeing Ambassadors from Upper Key Stage 2. These children will work with children from the other schools on how best to support the wellbeing of pupils in the school and will receive training from the Mental Health Leads to do this.

**Specialised, Targeted Approaches to Support Positive Mental Health and Emotional Well Being**

We are aware that there will be some children at our school that require additional support with their mental health and emotional wellbeing, beyond the universal offer. Each child’s needs are considered individually and after consultation with the parents/carers strategies to support are put into place.

**ELSA**

ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed. At Jubilee we have one full time trained ELSA who works one to one with selected children identified by staff/parents as needing additional support managing their emotional needs.

**Zones of Regulation**

All the children at Jubilee are introduced to the [Zones of Regulation](https://www.zonesofregulation.com/learn-more-about-the-zones.html) in reception. Identified children are then given additional one to one support with identifying their feelings using the zones, and strategies that they can use when they feel emotionally heightened.

**Sensory diets**

A sensory diet is a tailored plan of physical activities and accommodations designed to meet a child’s sensory needs, the goal is to get children in a “just right” state. That means that for children who tend to get overstimulated, a sensory diet will include activities that help them come down from an overloaded state and feel calm. Children who feel or seem sluggish will do activities to help them feel more alert. Having the right sensory input helps children pay attention in school, learn new skills, and socialise with other children. Using a sensory diet regularly can help children build self-awareness around managing their sensory needs. We work closely with professionals to design sensory diets for individual children based on their personal needs and requirements.

**Drama therapy**

Drama therapy is a creative arts therapy method that integrates role play, stories, improvisation, and other techniques taken from the theater with the theories and methods of therapy. The result is an active, experiential process that draws on the child’s capacity for play, utilising it as a central means of accessing and expressing feelings, gaining insight, practicing successful approaches to difficult situations. Drama therapy provides a developmentally appropriate means of processing events with children for whom verbal methods alone may be insufficient. It taps into their natural propensity toward action and uses it to engage children in play as a means of safely exploring issues and painful feelings. Because the drama therapist is willing to meet the child at whatever space they are in, be it angry, frustrated, refusing to talk, etc., and because drama therapy accesses the imagination, it is a safer, familiar method for young people. This is particularly true for those who have a hard time trusting or connecting with adults or who might otherwise struggle in therapy. Often children don’t communicate their feelings and thoughts through only words. They have another language – that of play. Children use toys, objects, and stories to attempt to understand the world around them, as well as to communicate their needs, wants, and fears. The drama therapist working with children is trained to speak this special language. We currently commission a drama therapist to work with children one day per week.

**Early Help & School Social Worker**

Jubilee has a close partnership with the Lambeth Early Help team whose aim is to get families support as early as possible to tackle their problems and improve their lives. Referrals to Early Help can be made directly to them or via the school. Early Help aims to support families with a wide range of needs, including supporting individuals with their mental health. They may refer to other agencies/networks in the local area to provide additional support. Jubilee is also in the fortunate position to have our own school based social worker who can support families with early help as well as statutory support.

**Parenting Support**

The school offers a parenting course called “Strengthening Families”. Strengthening Families is a research-informed approach to increase family strengths, enhance child development, and reduce the likelihood of child abuse and neglect. It is based on engaging families, programs, and communities in building five key protective factors: parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need and social and emotional competence of children.

**Educational Psychologist**

Educational psychologists assess individual children and young people at school. They support school staff with specialist advice to help children with special educational needs. Jubilee Primary School commissions the services of a qualified Educational Psychologist who visits the school every 2 - 3 weeks depending on the caseload

**CAMHS referrals**

Lambeth CAMHS specialise in providing help and treatment for children and young people with emotional, behavioural and mental health difficulties. They offer individual and family interventions, psychological therapies, including talking and creative therapies, and medication management in line with NICE guidelines. The help they give is very individual to each child or young person and is decided after very careful assessments. They are committed to partnership working with you and your family. If you feel your child needs CAMHS support, please speak to either of the wellbeing leads who can make a referral. You can also request a referral from your GP.

**MHST Programme**

The Mental Health Support Teams in Schools programme’s (MHST) aim is to support children referred to them by the school with emerging mild to moderate mental health difficulties (specifically anxiety, low mood and some behavioural problems). The menu of support will include direct, 1:1 therapeutic interventions with the pupil, and work with the families focused on improving resilience, problem solving difficulties or developing coping strategies to support positive mental wellbeing. The teams will also work with staff to help develop a whole school approach to mental health.

**What staff should do if they are concerned**

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to a mental health lead in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated safeguarding lead or the headteacher. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

If a staff member is concerned about the mental health or wellbeing of a colleague, they should speak first to one of the Mental Health Leads, or a Mental Health First Aider (see above).

## **Warning Signs**

School staff may become aware of warning signs which indicate a pupil or colleague is experiencing mental health or emotional wellbeing issues. These warning signs should **always** be taken seriously and staff observing any of these warning signs in a pupil should communicate their concerns by completing a pink or yellow form via our online logging system (CPOMS), and where necessary informing the school’s designated safeguarding lead.

Possible warning signs include:

* Physical signs of harm that are repeated or appear non-accidental
* Changes in eating / sleeping habits
* Increased isolation from friends or family, becoming socially withdrawn
* Changes in activity and mood
* Lowering of academic achievement
* Talking or joking about self-harm or suicide
* Abusing drugs or alcohol
* Expressing feelings of failure, uselessness or loss of hope
* Changes in clothing – e.g. long sleeves in warm weather
* Secretive behaviour
* Refusal to take part in PE or getting changed secretively
* Lateness to or absence from school
* Repeated physical pain or nausea with no evident cause
* An increase in lateness or absenteeism

These concerns will then be followed up with parents, either by the class teacher or a member of the senior leadership team.

## **Supporting Peers**

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

* What it is helpful for friends to know and what they should not be told
* How friends can best support
* Things friends should avoid doing / saying which may inadvertently cause upset
* Warning signs that their friend needs help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

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

## **Training**

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training in order to enable them to keep students safe.

The [EduCare](https://www.educare.co.uk/) website provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more students.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with our CPD Coordinator who can also highlight sources of relevant training and support for individuals as needed.

**Staff Wellbeing**

At Jubilee we believe that the mental health and emotional wellbeing of *all* members of our community should be treated with the highest priority. We aim to place a high emphasis on staff wellbeing and work life balance to ensure that our staff enjoy their work and feel supported in school.

*To support this, all staff are expected to:*

* Treat each other with empathy and respect
* Keep in mind the workload and wellbeing of other members of staff
* Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
* Report honestly about their wellbeing and let other members of staff know when they need support
* Contribute positively towards morale and team spirit
* Use shared areas respectfully, such as the staff room or offices
* Take part in training opportunities that promote their wellbeing

*Line managers are expected to:*

* Maintain positive relationships with their staff and value them for their skills, not their working patterns
* Provide a non-judgemental and confidential support system to their staff
* Take any complaints or concerns seriously and deal with them appropriately using the school’s policies
* Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
* Make sure new staff are properly and thoroughly inducted and feel able to ask for help
* Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures
* Promote information about and access to external support services
* Help to arrange personal and professional development training where appropriate
* Keep in touch with staff if they’re absent for long periods
* Monitor staff sickness absence, and have support meetings with them if any patterns emerge
* Conduct return to work interviews to support staff back into work
* Conduct exit interviews with resigning staff to help identify any wellbeing issues that lead to their resignation

SLT are expected to:

* Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
* Manage a non-judgemental and confidential support system for staff
* Monitor the wellbeing of staff through regular surveys and structured conversations
* Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
* Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
* Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes
* Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
* Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
* Make sure that the efforts and successes of staff are recognised and celebrated
* Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
* Provide resources to promote staff wellbeing, such as training opportunities
* Promote information about and access to external support services
* Organise extra support during times of stress, such as Ofsted inspections

The governing body are expected to:

* Make sure the school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
* Monitor and support the wellbeing of the headteacher
* Ensure that resources and support services are in place to promote staff wellbeing
* Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload
* Be reasonable about the format and quantity of information asked for from staff as part of monitoring work
* Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them

**Universal Approaches to supporting staff wellbeing at Jubilee**

All staff are able to opt in to wellbeing support via the online Smart Clinic Portal. Through this, they can access the Smart Clinic app and online portal which provides a comprehensive library of resources to help to get through life’s challenges, a 24-hour helpline where staff are encouraged to share a problem with someone who will listen with care before getting actionable advice, telephone counselling where staff can work through problems with a qualified therapist accredited by the British Association for Counselling and Psychotherapy (BACP), or f[ace-to-face counselling](https://www.healthassured.org/trauma-management/face-to-face-counselling-support/) sessions where they can speak with a qualified professional in a private and confidential setting.

Staff also have access to support via the school’s educational psychologist, this could be 1:1 or group supervision.

There is a staff wellbeing working party that meets each short term to discuss issues around staff wellbeing and social events. These are run by the Mental Health Lead who then feeds back to the SLT for agreed actions.

The senior leadership team run termly 1:1 wellbeing catch ups to give staff the opportunity to feedback any concerns they have. Staff are also encouraged to discuss with their union representatives in school any concerns that they may have.

**Managing specific wellbeing issues**

The school will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives.

Where possible, support will be given by line managers or senior staff. This could be through:

* Giving staff time off to deal with a personal crisis
* Arranging external support, such as counselling or occupational health services
* Completing a risk assessment and following through with any actions identified
* Reassessing their workload and deciding what tasks to prioritise

At all times, the confidentiality and dignity of staff will be maintained.

**Appendix A: Sources or support at school and in the local community**

## **School Based and Local Support**

| **Agency/Service** | **Who is the support aimed at?** | **Who might access this support** | **Contact Details** |
| --- | --- | --- | --- |
| School mental health and wellbeing leads | Pupils/Families/Staff | For anyone who is concerned about the mental health or wellbeing of a pupil or member of staff. | Pippa Cail and Alia Zakir  02086786530  [admin@jubilee.lambeth.sch.uk](mailto:admin@jubilee.lambeth.sch.uk) |
| School nurse | Pupils and Families. | The school nursing service provides a health service to children and young people across mainstream schools in Lambeth. The team consists of qualified nurses, school nurses and support assistants who are led by specialist school nurse team leaders. They work all year round, including during the school holidays.  The service is confidential. However, if they receive information that needs to be shared with other professionals, they will try to discuss the reason for this and how the information will be shared with you first. | Telephone: 020 3049 4777  Email: gst-tr.SchoolNurseSPE@nhs.net  There is also a parent line - do we want to share this information with them? |
| ELSA | Pupils | One to one sessions for children to explore their feelings and support them with practical solutions to improve well-being. | Alia Zakir and Sharon Williams  02086786530  [admin@jubilee.lambeth.sch.uk](mailto:admin@jubilee.lambeth.sch.uk) |
| CAMHS\* (Child and Adolescent Mental Health Services) | Children and young people | Provide support for children and young people who are experiencing a mental health crisis, or those with severe and complex mental health needs who may require more intensive support. Their aim is to try to keep young people out of hospital and ensure that their care and treatment is delivered within the community. | Crisis Team: 020 3228 7370 |
| PAIRS (Parent and Infant Relationship Service) | This service is available to expectant parents and parents with babies or toddlers (up until their fourth birthday) who live in the Lambeth Early Action Partnership (LEAP) wards of Tulse Hill, Stockwell, Coldharbour and Vassall. | The PAIRS team aims to help parents who may be feeling overwhelmed, feel a dip in confidence, and struggle with new responsibilities. They can help parents who may also have challenging feelings about themselves, their partner or even their baby or toddler at times.  PAIRS involves a number of one-to-one sessions, offered in a relaxed, safe and family friendly setting, with toys and activities for your baby or toddler. | PAIRS team: 020 3228 6771 |
| Lambeth Early Help | Early Help services work with children, young people and their families up to the age of 19 (or 25 where the child or young person has a disability). | The aim is for families who need additional support to get help as early as possible, so they can tackle their problems and improve their lives.  Families requiring support from Early Help services might be experiencing a range of difficulties including: - substance misuse issues - poor physical or mental health - parenting problems - unemployment. Early Help support is delivered by many organisations in Lambeth including children centres, schools and local charities. They also have an in-house team that consists of Early Help advisors, education welfare officers and employment advisors who can support you to tackle your problems. | 0207 926 5555  h[elpandprotection@lambeth.gov.uk](mailto:elpandprotection@lambeth.gov.uk)  [help.protection@lambeth.cjsm.net](mailto:help.protection@lambeth.cjsm.net) (secure email) |
| Lambeth Children's Social Care | Families | Lambeth Children’s Social Care’s aim is to ensure the safeguarding of all young people within the borough. They are designed to support families who need additional help to keep children safe. | <https://beta.lambeth.gov.uk/children-young-people-and-families/childrens-social-care/safeguarding-children-parents-and-carers> |
| Smart Clinic | Staff | Any staff member that would like additional mental health or wellbeing support. This can include online wellbeing assistance, a 24 hour helpline, counselling, physiotherapy, stress coaching, anxiety management and online cognitive behavioural therapy. This service can also be accessed via an app and is completely confidential. | [www.smartclinicuk.com](http://www.smartclinicuk.com) |
| Jubilee Children Centre | Families with children 0-5 | Jubilee Children’s Centre is now the lead provider for the Brixton/Tulse Hill Better Start Area which comprises Jubilee Children’s Centre, Loughborough Children’s Centre and Effra at Brockwell. Through these centres we provide a wide range of services for local families with a child under 5.  Our core purpose is to reduce inequalities for young children and families in the following areas:  -Child development and school readiness  -Parenting aspirations, self-esteem and parenting skills  -Child and family health and life chances  We achieve this through bringing essential services into your reach, improving access for you and your family in our welcoming and friendly environment. | [www.jubilee.lambeth.sch.uk/children-s-centre](http://www.jubilee.lambeth.sch.uk/children-s-centre) |
| Drama Therapy | Pupils |  |  |

\* CAMHS will need a referral from a GP, hospital or a school.

# **Appendix B: Further information and sources of support about common mental health issues**

Prevalence of Mental Health and Emotional Wellbeing Issues

* 1 in 10 children and young people aged 5 - 16 suffer from a diagnosable mental health disorder - that is around three children in every class.
* Between 1 in every 12 and 1 in 15 children and young people deliberately self-harm.
* There has been a big increase in the number of young people being admitted to hospital because of self harm. Over the last ten years this figure has increased by 68%.
* More than half of all adults with mental health problems were diagnosed in childhood. Less than half were treated appropriately at the time.
* Nearly 80,000 children and young people suffer from severe depression.
* The number of young people aged 15-16 with depression nearly doubled between the 1980s and the 2000s.
* Over 8,000 children aged under 10 years old suffer from severe depression.
* 3.3% or about 290,000 children and young people have an anxiety disorder.
* 72% of children in care have behavioural or emotional problems - these are some of the most vulnerable people in our society.

Below, we have sign-posted information and guidance about the issues most commonly seen in school-aged children. The links will take you through to the most relevant page of the listed website.

Support on all of these issues can be accessed via [Young Minds](http://www.youngminds.org.uk/for_parents/whats_worrying_you_about_your_child/self-harm) (www.youngminds.org.uk), [Mind](http://www.mind.org.uk/information-support/types-of-mental-health-problems/self-harm/#.VMxpXsbA67s) (www.mind.org.uk) and (for e-learning opportunities) [Minded](https://www.minded.org.uk/course/view.php?id=89) ([www.minded.org.uk](http://www.minded.org.uk/)).

## **Self-harm**

Self-harm describes any behaviour where a young person causes harm to themselves in order to cope with thoughts, feelings or experiences they are not able to manage in any other way. It most frequently takes the form of cutting, burning or non-lethal overdoses in adolescents, while younger children and young people with special needs are more likely to pick or scratch at wounds, pull out their hair or bang or bruise themselves.

### **Online support**

[SelfHarm.co.uk](https://www.selfharm.co.uk/): www.selfharm.co.uk

[National Self-Harm Network](http://www.nshn.co.uk/): www.nshn.co.uk

### **Books**

### Pooky Knightsmith (2015) *Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies*. London: Jessica Kingsley Publishers

Keith Hawton and Karen Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*.London: Jessica Kingsley Publishers

Carol Fitzpatrick (2012) *A Short Introduction to Understanding and Supporting Children and Young People Who Self-Harm*.London: Jessica Kingsley Publishers

## **Depression**

Ups and downs are a normal part of life for all of us, but for someone who is suffering from depression these ups and downs may be more extreme. Feelings of failure, hopelessness, numbness or sadness may invade their day-to-day life over an extended period of weeks or months, and have a significant impact on their behaviour and ability and motivation to engage in day-to-day activities.

### **Online support**

[Depression Alliance](http://www.depressionalliance.org/information/what-depression): [www.depressionalliance.org/information/what-depression](http://www.depressionalliance.org/information/what-depression)

### **Books**

Christopher Dowrick and Susan Martin (2015) *Can I Tell you about Depression?: A guide for friends, family and professionals*.London: Jessica Kingsley Publishers

## **Anxiety, panic attacks and phobias**

Anxiety can take many forms in children and young people, and it is something that each of us experiences at low levels as part of normal life. When thoughts of anxiety, fear or panic are repeatedly present over several weeks or months and/or they are beginning to impact on a young person’s ability to access or enjoy day-to-day life, intervention is needed.

### **Online support**

[Anxiety UK](https://www.anxietyuk.org.uk/): [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk/)

### **Books**

Lucy Willetts and Polly Waite (2014) *Can I Tell you about Anxiety?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers

Carol Fitzpatrick (2015) *A Short Introduction to Helping Young People Manage Anxiety*. London: Jessica Kingsley Publishers

## **Obsessions and compulsions**

Obsessions describe intrusive thoughts or feelings that enter our minds which are disturbing or upsetting; compulsions are the behaviours we carry out in order to manage those thoughts or feelings. For example, a young person may be constantly worried that their house will burn down if they don’t turn off all switches before leaving the house. They may respond to these thoughts by repeatedly checking switches, perhaps returning home several times to do so. Obsessive compulsive disorder (OCD) can take many forms – it is not just about cleaning and checking.

### **Online support**

[OCD UK](http://www.ocduk.org/ocd): [www.ocduk.org/ocd](http://www.ocduk.org/ocd)

### **Books**

Amita Jassi and Sarah Hull (2013) *Can I Tell you about OCD?: A guide for friends, family and professionals*.London: Jessica Kingsley Publishers

Susan Conners (2011) *The Tourette Syndrome & OCD Checklist: A practical reference for parents and teachers*.San Francisco: Jossey-Bass

## **Suicidal feelings**

Young people may experience complicated thoughts and feelings about wanting to end their own lives. Some young people never act on these feelings though they may openly discuss and explore them, while other young people die suddenly from suicide apparently out of the blue.

**Online support**

[Prevention of young suicide UK – PAPYRUS](https://www.papyrus-uk.org/): [www.papyrus-uk.org](http://www.papyrus-uk.org/)

[On the edge: ChildLine spotlight report on suicide](http://www.nspcc.org.uk/preventing-abuse/research-and-resources/on-the-edge-childline-spotlight/): www.nspcc.org.uk/preventing-abuse/research-and-resources/on-the-edge-childline-spotlight/

### **Books**

Keith Hawton and Karen Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*.London: Jessica Kingsley Publishers

Terri A.Erbacher, Jonathan B. Singer and Scott Poland (2015) *Suicide in Schools: A Practitioner’s Guide to Multi-level Prevention, Assessment, Intervention, and Postvention*. New York: Routledge

## **Eating problems**

Food, weight and shape may be used as a way of coping with, or communicating about, difficult thoughts, feelings and behaviours that a young person experiences day to day. Some young people develop eating disorders such as anorexia (where food intake is restricted), binge eating disorder and bulimia nervosa (a cycle of bingeing and purging). Other young people, particularly those of primary or preschool age, may develop problematic behaviours around food including refusing to eat in certain situations or with certain people. This can be a way of communicating messages the child does not have the words to convey.

### **Online support**

[Beat – the eating disorders charity](http://www.b-eat.co.uk/get-help/about-eating-disorders/): [www.b-eat.co.uk/about-eating-disorders](http://www.b-eat.co.uk/about-eating-disorders)

[Eating Difficulties in Younger Children and when to worry](http://www.inourhands.com/eating-difficulties-in-younger-children/): [www.inourhands.com/eating-difficulties-in-younger-children](http://www.inourhands.com/eating-difficulties-in-younger-children)

### **Books**

Bryan Lask and Lucy Watson (2014) *Can I tell you about Eating Disorders?: A Guide for Friends, Family and Professionals*. London: Jessica Kingsley Publishers

Pooky Knightsmith (2015) *Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies*. London: Jessica Kingsley Publishers

Pooky Knightsmith (2012) *Eating Disorders Pocketbook*. Teachers’ Pocketbooks