



Return to School:

Promoting Everybody's
Emotional Wellbeing



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We have all experienced an 'unprecedented event' and contemplating the return to school will probably bring a range of emotions and thoughts for all of us ranging from relief and the hope that normality will return soon, to worry about how are we going to keep ourselves and pupils safe and support the children to return to learning.

The emotional wellbeing of all members of the school community will be key to a school's 'recovery'. This guidance emphasises resilience and how as a school community you can support each other to process this, recover and grow.

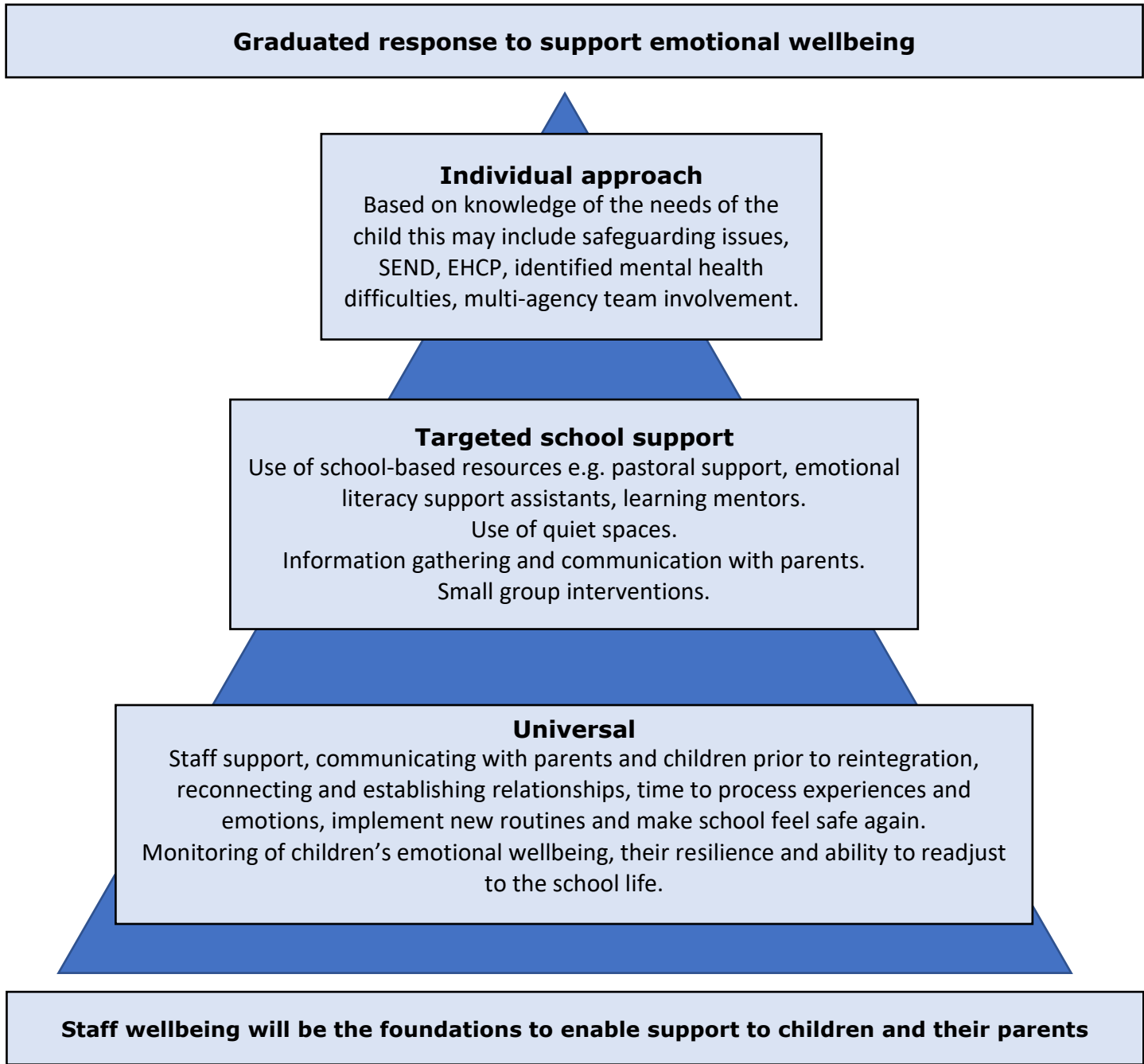
Research has identified five key principles that support recovery following a serious incident. These principles will be important to consider when supporting members of staff, children and young people upon their return to school.

The five principles are:

Promoting recovery
A sense of safety It is important that adults, children and young people feel safe upon their return to school
A sense of calm Children and young people are likely to experience a range of emotions including both pleasant and unpleasant emotions. It is important that these are normalised and they are given support to help them manage their emotions and return to a state of calm.
A sense of self- and collective- efficacy Children need to feel they have some control over what is happening to them, and a belief that their actions are likely to lead to generally positive outcomes. They need to feel they belong to a group that is likely to experience positive outcomes. This is known as collective efficacy.
Social connectedness It is important that adults, children and young people feel they belong and have a social network who can support them within the educational setting.
Promoting hope Whilst things may feel difficult at the moment, it is important that adults, children and young people feel things will get better and work out in future. They need to be provided with reassurance and understand that in the long term they will feel positive again.

Graduated Response to support Emotional Wellbeing

This guidance outlines a graduated response to promote emotional wellbeing of all members of the school community.



In this document you will find information about:

- [Staff Wellbeing](#)
- [Universal Response](#) – support for all
- [Targeted support for some](#)
- [Individual support](#)
- [Support for parents and carers](#)
- [Sources of support](#)
- [Children and Young Peoples Emotional Wellbeing and Mental Health Services](#)

Staff Wellbeing

Before we can support the children's wellbeing, we need to consider the adults. Everybody's experience of 'lockdown' will have been different. Black, Asian and Minority Ethnic (BAME) people across the globe have been disproportionately affected by the Coronavirus. Be mindful of the increased anxiety that members of the community may be experiencing when considering return to school, be that staff, parents or children. We have all had a period of time where we had to adapt to new routines, ways of working and losing our freedom of movement and close interaction with our family and friends. Some of us may have lost out on key memories and experiences, while others may have experienced bereavement, lived with a key worker, juggled dual roles of parenting and home schooling or cared for somebody shielded. While we have all experienced lockdown our experiences during this time will have varied widely and our emotional responses will all be different.

It is essential that we consider how the school can support the emotional wellbeing of the adults.

Actions school may consider:

- Survey staff to find out what concerns or worries they may hold prior to return or very soon after return.
- Consider training staff to become Mental Health First Aiders. These are key component for creating a safe, healthy workplace where the mental health and physical health of employees are valued equally. The training gives people the tools to support their own mental health and that of their colleagues and encourages them to access timely support when needed. See link below.
- Establish a staff wellbeing team to consider how to promote staff wellbeing in your school
- Dedicated quiet rooms for staff to access.
- Bring the staff together more often than 'usual' to connect and share (following social distance guidance).
- Drop in sessions to wellbeing team or SLT for staff with concerns.
- Promote a culture of no blame or stigma for mental health needs.
- Provide information of where you can access further support.

Acknowledgment to:

Wakefield County Council: Advice to schools: Transition booklet.

Bi borough Educational Psychology Consultation Service: Transition, recovery and learning in the aftermath of a pandemic.

- Opportunities for anonymous feedback for improvements to school ethos and working practices.
- Provide supervisory support to key members of Pastoral, Safeguarding and SEN staff.
- Wellbeing check-in meetings for all staff using a personal or peer support model.
- Use of Employee Assistance Programme or counselling for those who need to talk to an external person.

Promote Self Care in all staff:

'Before we can help others, we need to help ourselves'

Adapted from Advice from NHS Guidance for Coping with Stress Following a Major Incident

As school staff we need to be seen to be practising what we are encouraging students to do. Congruence between our actions and our expectations is vital for trusting relationships with pupils. During the transition period after lockdown you will most likely be exposed to stories and information that are distressing to hear. This can result in anxiety and sadness. Taking time to firstly recognise this and then to adopt strategies that provide psychological resilience and reduce stress is not only important, but professionally responsible.

Try to:

- Take time out to get enough exercise, sleep and rest and eat regularly and healthily.
- Talk to people you trust and allow yourself to be comforted. You don't have to tell everyone everything, but not saying anything to anyone is often unhelpful.
- Spend time in a place where you feel safe and calm to go over what's happened over the course of the day/week. Don't force yourself to do this if the feelings are too strong or intense at the time.
- Try not to over-rely on alcohol to aid your relaxation.
- Try to reduce your access to the constant stream of news from media outlets and social media. Try scheduling 'digital power off' times.
- Use relaxation strategies e.g. slow breathing, progressive muscle relaxation, self-talk
- Build in opportunities for recognising hope and positive strength and naming the green shoots that appear in your community either inside or outside school.
- Allow yourself experiences of sadness and grief.

Try to avoid:

- Bottling up feelings. Consider whether it would be helpful to talk about them with someone you trust or access the Employee Assistance Programme or other counselling support.
- Feeling embarrassed by your thoughts, feelings or those of others. These are normal reactions to a stressful event and period of time.
- Emotionally isolating yourself from those you trust and feel safe around
- Being "strong" and having a "stiff upper lip"- it is helpful for pupils to see adults processing emotions in a healthy way- modelling the steps towards good mental health.
- Blaming yourself and thinking 'I should have done this... or that...' We all react to situations differently.

Emotional Wellbeing

Promote supporting each other:

Psychological First Aid

Government of Western Australia Department of Education Emergency and Critical Incident Management Plan Nov 2011

Psychological first aid refers to the actions that can be taken by people without formal psychological or counselling training to provide emotional support for people following an emergency or critical incident.

The following may be useful for staff when providing psychological first aid for each other:

- Listen with empathy and compassion.
- Ask simple questions to ascertain what help may be needed.
- Give dedicated time and space to talk.
- Emphasise the support available.
- Initiate contact only after you have observed and appraised the situation. It is important to make sure that contact will not be seen as intrusive or disruptive.
- Review the situation and emphasise the positive actions taken by colleagues in managing the situation.
- Reflect the words of the person. Don't judge the statements a person makes and don't rephrase them.
- Ask non-intrusive questions (e.g. "Where were you during...?")
- Keep the discussion based on what happened. Avoid "What if...?" or "I should have..." statements. If your colleague takes this line, bring the talk back to real events.
- In some instances, staff members may have an intense and lasting response and need professional psychological help. They may benefit from being given psychological support options.
- Follow-up should be at a level appropriate to the relationship between the person and helper. In some instances, it may be as simple as asking "How are you now?"

Remember that psychological first aid is about reducing distress, listening to and assisting with the current needs of colleagues and making sure that colleagues are offered the support to allow them to function within their professional setting. It is not about revisiting traumatic experiences. Key to all of this is going to be reconnecting and re-building relationships. We need to be aware that this will not happen overnight. We need to give ourselves time and be kind.

Further information

[British Psychological Society: Teacher resilience during school closures](#)

[Supporting Staff Wellbeing in Schools](#): Anna Freud Centre's booklet on staff well-being

[Helping you | Education Support](#): Free confidential support line open 24 hours for any staff working in education: 08000 562 561

<https://www.bameednetwork.com/wp-content/uploads/2020/05/BAMEed-Network- Schools-and-Covid-19 -guidance-for-BAME-staff-and-their-employers-2.pdf>

[Mental health and wellbeing - NHS](#): A short mood assessment questionnaire and a range of audio guides on managing low mood, anxiety, problems sleeping, low confidence and unhelpful thinking

[Workplace courses - Mental health first aid | St John Ambulance](#): Mental Health First Aid

[For schools · MHFA England](#): Being a Mental Health First Aider

Universal Response – support for all

It is likely that children and their parents will be experiencing a wide range of emotions, feelings and thoughts regarding the return to school, and it is important that we consider how we can acknowledge and support these. How this looks will be different in each setting as schools respond to the bespoke needs of their own communities. As much as returning to school may feel like a relief, or even exciting for some young people, it is also likely to be a time when many young people feel anxious. Schools are asked to encourage the attendance of disadvantaged pupils as it is recognised that some disadvantaged pupils may have had a more adverse experience than some of their peers. It may be helpful to proactively target support towards these pupils, who may make up a larger proportion of your community during this phased reopening of schools.

Some of the 'new factors' children, parents and staff may be worried about include:

Health anxiety: children may be concerned about keeping themselves and their family members safe, especially if they or a member of their family is in a vulnerable group.

Social anxiety: there will be new social rules and norms to understand and get correct. How do you interact at two metres apart? What do you do if somebody gets too close? How can you read facial expression if somebody is wearing a mask? Some children may also feel a loss in friendships, they might not have been part of social messaging groups and new friendships may have formed. Young people with social communication differences may be feeling additionally anxious.

Academic anxiety: much has been mentioned about unequal access to learning during lockdown, those who have not had access to laptops may have missed on line lessons, some parents may be feeling guilt that they have not been able to 'home school' to the same extent as their neighbours. Some children and staff, especially those in examination years may feel added pressure to make sure they catch up on this missed learning. For some pupils, a return to the formal curriculum may be a relief as it brings distraction from difficult memories and reduces anxieties about having "missed out". Staff still need to be aware that even with pupils who are eager to learn formally, there may be underlying issues that may surface at a later date.

Separation anxiety: we need to consider that children and parents have probably been together 24 hours a day and new dependencies on both sides may be formed meaning that separation may be difficult.

Uncertainty: A key influence on anxiety is being able to manage uncertainty. In this 'new normal', at least at the beginning, there is going to be a lot of uncertainty – not knowing what is expected of them, what the new routines are, which teachers they will have, what other children will be in their classes.

Sensory issues: Life in lockdown has slowed down, children and staff have not had to deal with the hustle and bustle of a busy environment, therefore some they may find the sensory environment of school very difficult to manage. Children who experience heightened states of anxiety may display additional and unpredicted sensory behaviours on return to school and need more support to calm sensory systems. In addition, pupils with hearing loss may well struggle to interpret spoken language if masks are worn.

We need to bear all these new factors in mind and recognise that it will be completely natural that children and parents will feel uneasy and anxious at the thought of returning to school and they will need understanding, support, time to adjust and close monitoring. We need to give time to our communities to process this and remember that most people will be very appropriately responding to a period of extreme challenge, and there isn't a defined moment by which they will be "back to normal".

Teachers are trusted significant adults who act as role models for children and young people. Teachers have the skills needed to support children and young people through difficult times, promoting strengths and resilience. Teachers promote resilience in the way they teach, interact and model positive responses. Teachers, teaching assistants and other adults who listen with empathy, perform an important therapeutic function, without being therapists, providing children with valuable opportunities to communicate their emotions and process their experiences.

Key actions to promote wellbeing and recovery:

- Acknowledge losses, fears and other emotions when these are present.
- Model appropriate behaviours and talk about experiences when needed.
- Provide reassurance that the thoughts, feelings and reactions are a normal part of recovering from the losses associated with the pandemic, even though they may be upsetting, and that they will lessen in intensity over time.
- Help children and young people to feel safe in their contributions.
- Celebrate strengths and progress.
- Have supportive and trusted adults available to help in case children and young people become overwhelmed by their feelings and reactions.
- Remind children and young people of their coping strategies through your genuine observations and knowledge of them.
- Focus potentially difficult conversations around a neutral safe activity that the pupil is familiar with- for example, whilst playing outside or making art.
- Use talking mats (sample below) where more specific conversations need to happen but pupils may benefit from reduced choice options.

Other factors to consider:

- Acknowledge that some children and young people will have been frustrated by the situation and may have wanted to be back in school.
- Acknowledge that some children will have thrived at home with a simpler routine and reduced social demands.
- Acknowledge that some children and young people will have experienced safeguarding issues at home.
- Priority to be given to the re-affirming of relationships between both staff and children/young people. Although there will be some learning lost, it's not necessary to get straight into formal assessment. True learning cannot happen until emotions have stabilised. Please see [curriculum guidance](#) referenced below.
- Flexibility in academic expectation is a way of demonstrating that wellbeing is the priority.
- Awareness of any Key Worker children, who will have remained in school and their feelings towards others who have not been attending school.
- Time within the curriculum to acknowledge that everything has not just 'returned to normal'. Pupils will need opportunities to talk about feelings/emotions embedded

throughout the curriculum and staff should consider a gradual approach to reintroducing academic demands: see [Curriculum Group Guidance](#)

- Consider activities that build on promoting belonging, dealing with change, coping with worries, feeling well and redeveloping the school community. This can involve Circle Time, drama games or a welcome back assembly (re-establishing school community in a safe way considering social distancing) to celebrate any missed birthdays, show appreciation for key workers, reinforce the positive that everyone is safe and back together. Sample resources to support these ideas can be found at the [E4S Curriculum restart Hub](#).
- Thought around displays in school to reflect the situation, for example things that we are sad about and things we could be happy about. Consider minimising arousal levels of displays to promote calm and reflection.
- The use of visual resources to explain and reinforce routines and structures of the day. This could be via visual timetables, checklists and other visual supports.
- Clear and consistent rules and routines expressed – re-teach these. Repetition and reminders that are supportive rather than assertive. New rules and restrictions articulated as 'do' statements rather than 'don't' – such as 'do wash your hands'.
- Use of personalised Social Stories to help build understanding where this is confused.
- Staff to not directly question children on what formal work they may or may not have completed at home- this will exacerbate anxieties around performance, instead ask open questions about what the pupils have been up to at home.
- Children who have completed formal home schooling to be praised privately.
- Parents to be included in plans of the school with opportunities for parents to share if their child has experienced any difficulties during the lockdown (e.g. emotional, bereavement, illness). See Sample Return to school pack below.
- Safe spaces and key adults for children to talk about experiences. Record these discussions as welfare/pastoral concerns in case these then grow towards Safeguarding concerns.
- Ensure pastoral support is available throughout the day and is not by timetable/appointment only. Refresh safeguarding training so staff are confident in receiving a disclosure.
- Clear communication regarding the whereabouts of members of the school community- so unhelpful assumptions are not made. Some adults may be working from home and the pupils may need to know this rather than them fear the worst.
- Opportunities to celebrate members of the school community who have died, this could be in the form of a remembrance assembly where names could be read out of family members of children, as well as celebrating the work of the NHS and key workers (in line with parental / family wishes and only when consent and involvement from bereaved families has been sought).
- Careful balance of recognising wellbeing and ensuring boundaries are in place, as these are safe, i.e. (it's OK to feel scared about being at school but it's not OK to hit staff).
- Regular reminders of things that remain the same.
- Expect internalised and externalised challenging behaviours– and ensure individual plans and risk assessments are in place for these (Team Teach Guidance available on request).
- Use of therapeutic stories for the whole class- some primary samples below.
- Peer mentoring schemes.



[Return to school' Template Pack for schools to send to families](#)

This virtual pack of resources has been created by the ASCT and LBAT advisory teams in response to school's requests for support materials. These materials will increase schools' understanding of pupils' lockdown experience and reduce pupil/parental anxiety on the return to school.

Resources can be found on a [West Sussex Services for Schools SEN and Inclusion Service pages](#), please adapt and amend to suit your own settings and circumstances.

Example Resources include:

- Zones of Regulation programme
- Other self-regulating activities – e.g. www.gonoodle.com
- Mindfulness activities
- Worry Monsters
- The Huge Bag of Worries by Virginia Ironside
- Top Tips for Managing Anxiety
- Name, Claim and Tame
- Problem solving wheels/worksheets
- Supportive, validating scripts
- Calm space (sensory/emotional self-regulation)

Please contact the Autism Social Communication Team or the Learning Behaviour Advisory Team at SchoolsABC@westsussex.gov.uk for further information or to request training

Therapeutic stories can be used individually or in groups to improve understanding and acceptance of difficult feelings and situations. Talking mats are usually used to structure complicated conversations: cut out the boxes and ask the pupils to order them underneath the headings. Usually done individually or in a small group, this can provide a safe way to talk about difficult feelings or situations.



Additional websites and resources

[School/College social emotional mental health toolkit](#)

[Guidance and resource for staff local offer](#)

[Mental health UK](#): How to have an open conversation with young people about Covid-19

[Mental Health Foundation](#): Looking after your mental health while working during covid-19

[Mentally healthy schools](#): Coronavirus Tool Kit

[UNICEF](#): Guidelines for teachers to talk to their pupils about corona virus

[Young Minds](#): 360 schools' community, regular tips and advice and learn more about their workshops, training and resources

[My Hero is you](#): Story book for children on Covid-19 translated into many languages

Targeted support for some

Identifying vulnerable pupils

For most children a nurturing and understanding response from staff will enable them to adjust to the new routines of the school. However, we need to recognise some children may be more vulnerable. These may include children who:

- have experienced a bereavement
- have had adverse experiences during lock down
- have a history of trauma
- are care experienced, on a safeguarding or child protection plan
- have history of emotionally based school avoidance or school-based anxieties
- have mental health difficulties
- have social communication needs
- special educational needs
- are young carers
- have sensory needs

These children may (or may not) have found changes in routines or disruption to relationships extremely challenging and it is important that school settings gather information regarding their experiences and any concerns the young person may hold and proactively plan support.

In addition to these young people there may be other young people who 'surprise' school staff by their vulnerability and schools should implement a graduated response to supporting needs following an assess, plan, do, review cycle ensuring appropriate support is put in according to need without overly pathologising a typical response to a very difficult situation.

Additional targeted support should consider:

- A number of adults being 'available' to support children if and when needed, this may mean more staff being taken out of their usual responsibilities for a while.
- Children and young people having access and use of a quiet space if needed, even if it's in lesson time.
- Use of quiet spaces for low arousal sensory breaks.
- Key members of staff such as the SENCo and DSL having additional time to attend to any matters that have arisen and are supported following any difficult conversations that they may have had.
- Small group work, specifically targeting area of need, such as specific work around difficult emotions, bereavement and loss and anxiety - examples of support: ELSA, FRIENDS, Lego Therapy, Talking Partners. Zones of Regulation input will facilitate the

dysregulated young person to calm and present enough to engage with these other interventions.

School can consult with Local Authority or wellbeing services to identify support-contacts at the end of this guidance.

Example Resources include

- Zones of Regulation programme
- Sensory Circuits, informed by [Sensory Profile](#)
- [Therapeutic Story](#) writing groups
- Nurture groups (informed by Boxall Profile)
- LEGO based therapy

Please contact the Autism Social Communication Team or the Learning, Behaviour Advisory Team at SchoolsABC@westsussex.gov.uk for further information on these resources or to request training.

Individual support

An individual approach based on knowledge and understanding of a child's individual, social care and/or special educational needs will be required.

Examples of support include

- Provide a consistent adult that a child can develop a positive and trusting relationship with.
- Specific targeted work with a familiar adult trained in delivering the programme.
- Information gathering and action plan set out to meet needs.
- Personalised timetable in the short term.
- Allocated a member of staff/key worker, in the short term to help re-adjust and communicate with parents/carer.
- The use of both social and therapeutic stories with individuals if needed.
- Some specific children may experience separation anxiety from parents/carers – individual support and transitional objects/photographs may be needed to offer reassurance.
- Some children may experience specific anxiety. Looking at individual ways that they can be supported to offer reassurance, such as the use of CBT approaches, deep breathing techniques and scaling, for example, working out how to reduce the problem from a 4 to a 3.
- Some children may have experienced loss and bereavement and will need some additional adult support, such as an ELSA or other suitably trained adult. Your Link EP can advise on the ELSA programme.

School can consult with Local Authority or wellbeing services to identify support-contact details at the end of this guidance.

Example Resources include

- 'Zones of Regulation' by Leah M. Kuyper
- Social Stories and Comic Strip Conversations by Carol Gray
- Therapeutic story links (parent/partnership intervention)
- Visual timetable (including who and where) or a simplified Now and Next board
- Visual reminders of the things that remain the same
- Boxall Profile Assessment
- [Sensory Checklist](#) – available on Local Offer
- Social Communication Checklists
- Mapping the Landscape of Fear
- Circle of Friends
- Positive Books/Butterfly Journals/opportunities to record feelings
- The Blob Tree/The Bear Cards
- WSCC Emotionally Based School Avoiders resources
- Person Centred Planning Pathways
- [An Evidence Based Guide to Anxiety in Autism](#)

Please contact the Autism Social Communication Team or the Learning, Behaviour Advisory Team at SchoolsABC@westsussex.gov.uk for further information or to request training

Support for Parents and Carers

Schools have been communicating with parents and carers throughout this period. It is vital that communication about return to school, for which pupils and when, is clear and transparent. Senior Leaders and governing bodies are working hard to risk assess all aspects of the return to school for specific pupils and parents need to be assured that this process has been rigorous in order that their own anxieties are allayed.

Parents should be informed of the provision that has been designed for their child-as this is initially likely to be different to what was in place prior to the lockdown-and also have a way of discussing any questions they have with the appropriate member of staff.

Examples of ways to support Parents and Carers

- Acknowledge sensitively that some families will have lost significant income over this period- adjusting the financial outlay expected can immediately reduce anxiety for struggling parents.
- Know that it is possible that families have had increased contact with other services- for example social care, health professionals, the police or others- during this time, ensure you have the correct information that you need to know before the pupil returns to school.
- When safe, hold regular coffee mornings or online meetings for parents to reconnect with the school and each other in an informal way.
- Have a named person in school that a parent can contact and ensure that all questions are acknowledged, even if the answer takes time to give.
- Some schools have made a link on their website that goes straight to a regularly monitored welfare inbox- if this is well used currently by families, can this continue as the numbers of pupils in school increase?

- Ask parents about which other forms of communication used by the school have helped them stay in touch and assess whether these can continue.
- Keep parents informed of practical changes- for example, is uniform going to be expected immediately or not until September? Which equipment will be brought in from home? Knowing the expectation can allay anxieties.
- Ask the PTA or Friends Association to host informal sharing events either online or in an open outdoor space, when safe to do so. The focus of this should not be fundraising, but reconnection.
- Acknowledge that relationships will have changed over this lockdown period (some families will have enjoyed more regular contact with staff members, some will have become harder to reach) but reassert that the school is still receptive to their ideas, views and questions
- Plan suitable occasions where significant events that have occurred during lockdown can be recognised with parents and families, in a way they are comfortable with.
- Celebrate and acknowledge the efforts of all parents and carers in this time, not related to how much home schooling has been achieved. Everyone has done their best, and this looks different for each family.

There are a number of local and national bodies that can support parents in terms of their own wellbeing, and these are detailed in the next section of this guidance.

Sources of Support

Local Authority Services for schools:

Autism and Social Communication Advisory Team (**ASCT**)
Learning and Behaviour Advisory Team (**LBAT**)

{ SchoolsABC@westsussex.gov.uk

Educational Psychology Service: Schools can contact the named EP for their school, use the telephone consultation offer or their school planning meetings. Information regarding the EPS offer and how to contact us can be found on [West Sussex Services for Schools](#)

School nursing advice line - The school nurse advice line is available from 9am to 4:30pm, Monday to Friday (excluding bank holidays). Please call us on 0300 303 1137 or you can use the following emails

Horsham, Worthing & Adur – sc-tr.centralschoolnursing@nhs.net

Crawley and mid Sussex – sc-tr.eastschoolnursing@nhs.net

Arun & Chichester – Sc-tr.westschoolnursing@nhs.net

Community Mental Health Liaison Service (CMHL)

Sussex Partnership NHS Foundation Trust

Advice and Support for professionals working with children and young people under the age of 18 with mild to moderate mental health concerns. The service operates Monday-Friday, 9-6pm and a Professionals Access Point will be in operation between the hours of 12-5pm, Monday-Friday for professionals to call or email when seeking advice about a young person's mental health.

Tel: 0300 304 0304

Email: spnt.cmhlserviceaccesspoint@nhs.net

Emotional Wellbeing and Mental Health Services

Information for West Sussex Schools April 2020



If you are concerned about a child or young person and they require crisis support, please do not advise them to attend A&E unless they have a medical issue. Please advise them to call the Sussex Mental Healthline (24/7) – 0300 5000 101.

If you have a safeguarding concern, please contact the Multi-Agency Safeguarding Hub (MASH) – 01403 229900 or Out of Hours 0300 222 6664

Find it Out (Covid 19 Support) – **If a young person (11-25) needs information and advice about how to access the right support please advise them to contact:**

Mid-Sussex, Crawley and Horsham: 0330 2228087

Email: earlyhelpdutynorth@westsussex.gov.uk

Arun, Chichester, Worthing and Adur: 0330 2228077

Email: earlyhelpdutysouth@westsussex.gov.uk

Please find below:

- Links to websites that provide information for young people and their parents and carers:
Universal Information and support for young people and their families
Information for parents and carers
- Commissioned service information (including referral information) for:
Early Intervention and Support – mild to moderate mental health issues
Specialist Services – moderate to severe mental health issues

Universal Information and support for young people and their families

E wellbeing – Supporting children and young people with their mental health across Sussex

Emerging Minds - Supporting children and young people with worries about COVID-19:

Healios – ‘Thinkninja’ app providing self-help knowledge and skills for young people from 10-18 years old who may be experiencing increased anxiety and stress

Chat Health - A secure and confidential text messaging service for young people, aged 11-19. It provides an easy and anonymous access with a healthcare professional for advice and support. 07480 635424

Children’s Calm Zone - Features lots of breathing exercises, activities, games and videos to help you let go of stress

Mind

Young Minds

Your Space

Bereavement Support for families

Winston's Wish

West Sussex offer for CYP who have experienced a traumatic death or are experiencing complicated grief. Ages 5 to 18 years plus families. Self-referral or referral from other agencies
Tel: 08088 020 021

BAME Network

Government Mental health Support Guidance (June 2020)

Information about how to support adults and children who are experiencing bereavement and loss

Information for parents and carers

The Local Offer

Single Parent Helpline:

0808 802 0925

Gingerbread: The charity supporting single parent families to live secure, happy and fulfilling lives

Grandparents Plus – dedicated to supporting kinship carers - grandparents and other relatives raising children who aren't able to live with their parents.

Call: 0300 123 7015

Family Lives (previously Parentline) – Free confidential helpline

Call: 0808 800 2222

Government – Guidance on supporting CYP mental health and wellbeing

Bloom – Having discussions with young people about Mental health

Early Intervention and Support Services (mild to moderate mental health issues)

Youth Emotional Support (YES)

West Sussex County Council

A service for CYP to support their emotional wellbeing. Offers one-to-one and group support for young people from 11-18 years old. Self-referral or referral from other agencies

Tel: 0330 222 6711

Email: yes@westsussex.gov.uk

YMCA Dialogue

Therapeutic support for young people presenting with mild to moderate emotional wellbeing and mental health needs. Includes counselling, online interventions, CBT based support, family work and art psychotherapy for young people from 11 to 18 years old. Self-referral or referral from other agencies

Tel: 07739 893707

Email: community.counselling@ymcadlg.org

West Sussex MIND

Mental health support for young people aged 16-25 in Adur, Arun, Worthing & Chichester. Self-referral or referral from other agencies:

- Worthing, Adur & Chanctonbury Tel: 01903 268107
- Littlehampton & Bognor Regis Tel: 01903 721893
Email: ypsarun@westsussexmind.org
- Chichester & Midhurst Tel: 07946 988212
Email: ypsichichester@westsussexmind.org

Sussex Oakleaf: A mental health service for young people aged 16-25 in Crawley, Horsham and Mid-Sussex. Self-referral or referral from other agencies

- Crawley Tel: 01293 534782
Email: pathfinder.crawley@sussexoakleaf.org.uk
- Mid Sussex Tel: 01444 416391
Email: pathfinder.mid-sussex@sussexoakleaf.org.uk

Specialist Services (moderate to severe mental health issues)

Children & Adolescent Mental Health Services (CAMHS)

Sussex Partnership NHS Foundation Trust

CAMHS are made up of specialist teams offering assessment and treatment to children and young people up to age 18 who have moderate to severe mental health problems.

Referrals from GP, School Nurses, SENCOs, School Counsellors

- **Chichester and Bognor:**
 - Mon – Fri 9am to 5pm Tel: 01243 813405
Email: SPNT.ChichesterCAMHS@nhs.net
- **Crawley, Mid Sussex and Horsham:**
 - Mon – Fri 9am to 5pm Tel: 0300 304 0021
Email: SPNT.crch@nhs.net
- **Worthing, Adur and Littlehampton:**
 - Mon – Sun 9am to 5pm Tel: 01903 286754
Email: SPNT.admin-camhsworthing@nhs.net