

# The Rigby Way: Wellness & Wellbeing, Every Day



## SJR Mental Health & Emotional Wellbeing Tiered Provision Mapping - Pupils

At St John Rigby Catholic Primary School, we aspire to be a beacon of hope and joy, where everyone is nurtured and empowered to flourish in body, mind, and spirit. Through our unwavering commitment to emotional wellbeing and mental health, we aim to cultivate an inclusive community where our everyone feels safe, valued and supported to embrace their unique potential and become confident, compassionate, and resilient individuals, empowered to flourish and become the person God has called them to be.

### Definition of Mental Health & Wellbeing ~ by 'The Mental Health Foundation'

*"A positive sense of well-being which enables an individual to be able to function in society and meet the demands of everyday life. People in good mental health have the ability to recover effectively from illness, change or misfortune."*

### Aims and Purpose

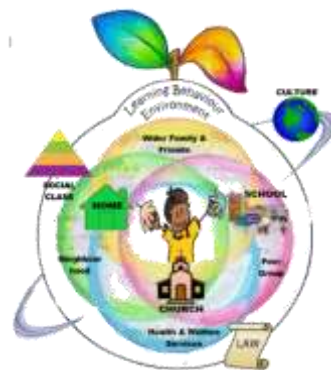
St John Rigby Primary School is a community based upon the strong Catholic virtues Faith, Hope, Forgiveness, Love and Trust and the ethos of our school is that it promotes inclusion and the valuing of each individual, encouraging self-esteem, self-discipline, and mutual respect. As Catholic school it is our intention to provide an outstanding education for all our pupils based on academic progress, social, emotional and physical development, and teachings that helps to form faith.

The school's Mission statement lies at the heart of all we are at St John Rigby and captures the overarching school aims: **"God's will be done through work and play, as we follow Jesus day by day."**

We are invested and committed to developing honest, meaningful and respectful relationships within the school community. Inspired by Hebrews 10:24, "Let us consider how we may spur one another on toward love and good deeds", **we believe that strong relationships between the child, home and school are integral to our children's success and supporting our school aims and mission.**

Our approach considers how a child's environment impacts directly on optimal child development; including achievement, wellbeing and behaviours and we actively seek to ensure our children's main two microsystems, home and school, combine to make an environment that is **Ready, Safe and Respectful**. Through strong relationships with our children, staff are positive role models who take the time to know each individual, listen to their voice and commit to ensuring **each child is valued and respected**.

Our **Whole School Approach** aims to encompass and mobilise the whole school to promote student and staff wellbeing and address mental health issues; this multi-component approach aims to promote social and emotional wellbeing and provide a healthy and happy school community for pupils, families and staff alike. Our approach aims to not only prepare our pupils with the tools they need to be the citizens of tomorrow with sound character and values, but also directly supports their more immediate mission: the promotion of effective learning and wellbeing



Provision Mapping is a transparent method of showing the range of provision available to staff, pupils and families throughout the school. It also allows leaders to monitor, evaluate and plan the development of provision, increase access for disadvantaged groups, secure the entitlement of all learners and raise achievement and standards as a result of positive mental health and wellbeing for all.

The following provision map outlines the path of support for staff, pupils and families. At times, individual concerns may require an alternative or unique approach (to be assessed on an individual basis).

### Inclusion Team

- Mrs McGettigan (Headteacher) – Senior Mental Health Lead (SMHL) Designated Safeguarding Lead (DSL)
- Mrs McLoughlin (Inclusion & Family Support Worker) - Mental Health First Aider (MHFA), Deputy Safeguarding Lead
- Mrs Ball - Special Educational Needs and Disabilities Coordinator (SENDCo), Deputy Safeguarding Lead
- Miss Ward (Assistant Headteacher) - Inclusion and Behaviour Lead
- Mrs Burgoyne (Learning Mentor) - Pastoral Support, Buddies & Social Skill Development



# Emotional wellbeing and mental health needs pathway

## Emotional wellbeing or mental health need

## What action schools/colleges can take

## Guidance

## Links and contacts

Emergency medical help needed to preserve life – recent overdose, dangerous self harm or suicidal ideation, intent and plans

Call 999 and seek medical care  
Call parents and or take pupil to A and E  
Keep child/young person in a safe, quiet area, supervised until support arrives.

The Samaritans help line will support you if a child/young person is expressing suicidal thoughts.

Samaritans - 116 123  
Childline - 08001111  
Young Minds - www.youngminds.org.uk  
Papyrus - www.papyrus-uk.org

Urgent mental health support needed for serious mental health crisis including psychosis, eating disorder or suicidal ideation.

Speak to parents and your school CAMHS practitioner. Contact CAMH Clinician Of the Day or the Crisis service  
Where needed, seek medical care

The CAMHS Crisis service is available Mon – Fri 8am – 9pm and Sat – Sun (including Bank Holidays) 10 – 2pm

CAMHS Crisis service - 01234 310952  
www.camhs.elft.nhs.uk/  
CAMHS North - 01234 310800  
CAMHS South - 01582707635

Specialist support to meet significant mental health need – signs that further help is needed including self harm

Consult with your school CAMH practitioner. Consider a referral to CAMH or CHUMS  
(Or speak to the pupil's parents to refer via GP)  
Speak to your Educational Psychologist

Educational psychologists will provide advice and guidance, particularly in relation to children and young people with SEND.

Educational Psychologists - 0300 300 6400  
CHUMS - chums.uk.com/emotional-well-being-service/  
CAMHS North - 01234 310900  
CAMHS South - 0158 2707635

Targeted support and early input to meet additional needs – some extra help needed for emotional wellbeing or emerging mental health needs, eg sleep disturbance, changes in eating habits.

Use school based support and/or interventions. Discuss with your School Nurse (SN), CAMHS school team, your Educational Psychologist or complete an EHA.

Link Early Help Professionals provide advice on appropriate services and completing an EHA. Case consultations are available with your CAMHS schools teams or CHUMS. Your SN is trained to provide early help to pupils via referrals or drop ins.

Early Help Assessment guidance - <https://www.bedford.gov.uk/social-care-health-and-community/children-young-people/help-for-families/early-help/>

Universal level to support children and young people to fulfil their potential

Develop a whole school/college approach to promoting resilience and health and wellbeing including physical activity and effective PSHE, RSE and drug and alcohol education.

School targeted provision and intervention



Tier 3

Tier 2

Tier 1

# The Rigby Way: Wellness & Wellbeing, Every Day



## Everyone

Together Time



Buddy Bench



In Class  
Listening &  
Learning

SJR Learning  
Powers



Calm Corners &  
Zones of Learning

Assemblies



Talking to a  
Trusted Adult

## Some

Rainbows



Buddies



Drawing &  
talking



Supported  
play

Trusted Adult  
Work



## A Few

Therapy



Counselling

External Help



## Pupil Mental Health & Emotional Wellbeing



		Tier 1		Tier 2		Tier 3	
<b>Approach</b>	<p><b>Universal Provision: Inclusive Whole School Ethos Based on Trust and Respect</b></p>	<p><b>School Targeted Provision: Intervention</b></p>	<p><b>Personalised Provision: Specialist Intervention</b></p>	<p><b>External Provision: Professional Referral</b></p>			
	<p>Concerns are characterised by short-term periods of feeling low or unable to cope. They may be caused by 'normal' situations that are a part of daily life. There is no long-term impact on wellbeing.</p>	<p>Concerns are characterised by long-term periods of feeling low or unable to cope. There is beginning to be an impact on wellbeing and academic progress</p>	<p>Concerns are persistent and on-going difficulties which continue despite school intervention/support. These could be long-term concerns over anxiety, mental health or depression, or sudden and serious incidents which require professional intervention but can still be supported in school</p>	<p>Concerns are characterised as high-level mental health concerns involving serious and possibly life-threatening incidents which require professional intervention outside of school</p>			
<b>Typical Concerns</b>	<ul style="list-style-type: none"> <li>• Minor illness e.g headaches, stomach aches;</li> <li>• Friendship problems, conflict, arguments with peers, including online;</li> <li>• Low-level worry or stress (short term) which needs reassurance;</li> <li>• Short-term academic stress, tests/assessments;</li> <li>• The environment, world issues</li> <li>• Low-level anxiety around change/transitions;</li> <li>• Moving house, family changes or argument with parents;</li> <li>• Death of a pet;</li> <li>• Social media influences;</li> <li>• Past incidents of mental health concerns that require monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustained period (or repeated short-term periods) of pupil displaying low mood or an inability to cope either at home or at school which is beginning to impact on daily life;</li> <li>• Long-term or repeated friendship problems (a term or more without resolution);</li> <li>• Increase in anxiety (class, element of school, home life) despite support from CT/LSA;</li> <li>• Divorce of parents, separation or significant change in home circumstances;</li> <li>• Loss of extended family member(s);</li> <li>• Sleep problems/difficulties;</li> <li>• Persistent lack of resilience or low self-esteem;</li> <li>• Strong emotion (including anger) negatively affecting school or home behaviour, causing distress but which does not cause a specific safeguarding concern;</li> <li>• Sensory issues or sensitivities that regularly impact child's learning;</li> <li>• Short-term school refusal.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustained period (or repeated short-term periods) of pupil displaying low mood or an inability to cope either at home or at school which is impacting on daily life and is not improving despite intervention and support at school/home;</li> <li>• Persistent low mood, ongoing emotional regulation difficulties or anxiety;</li> <li>• Persistent lack of resilience or low self-esteem;</li> <li>• Attachment difficulties and triggered responses;</li> <li>• Bereavement of close family member (parent/guardian/sibling);</li> <li>• Historic abuse which causes legacy of mental health distress;</li> <li>• Self-harm or Suspected eating disorder;</li> <li>• Persistent school refusal;</li> <li>• Risky behaviours;</li> <li>• Questioning Gender Identity or Sexual Orientation that leads to any of the above concerns (Questioning in itself is not a mental health difficulty)</li> </ul>	<ul style="list-style-type: none"> <li>• School refusal as a result of persistent low mood, ongoing emotional regulation difficulties or anxiety;</li> <li>• Diagnosed anxiety disorders or depression;</li> <li>• Disclosure of direct abuse (Physical, Emotional, Sexual Abuse or Neglect);</li> <li>• Disclosure of witnessed Domestic Abuse (Physical, Emotional, Sexual Abuse or Neglect);</li> <li>• Sustained self-harm</li> <li>• Suicide ideation or attempts</li> </ul>			

<p><b>Who deals with this?</b></p>	<ul style="list-style-type: none"> <li>• Class teachers (CTs)</li> <li>• Learning Support Assistants (LSAs)</li> <li>• Phase leaders</li> </ul> <p><b>Action Required:</b></p> <ul style="list-style-type: none"> <li>• Welfare Log on CPOMS for repeated patterns or concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers (CTs)</li> <li>• Phase Leaders</li> </ul> <p><b>Action Required:</b></p> <ul style="list-style-type: none"> <li>• CTs, LSAs log concern on CPOMS and seek advice from phase leaders or Inclusion Team/SENDCo, MHFA, SMHL/DSL</li> <li>• Advice from outside professionals (where appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion Lead, DSL or SLT</li> <li>• Any safe-guarding issues must be reported to DSL and Safeguarding procedures followed (CPOMs)</li> <li>• Advice from outside professionals (where appropriate) If appropriate, SENCo/Inclusion leads to see professional advice and refer to one of the named outside agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Report immediately to Safeguarding Team (face to face conversation) and follow up by recording concerns through CPOMS</li> </ul>
<p><b>SUPPORT</b></p>	<p><b>PROACTIVE:</b></p> <ul style="list-style-type: none"> <li>• High quality teaching;</li> <li>• Drivers for Curriculum Intent &amp; Implementation explicitly shared with pupils – FLAME;</li> <li>• Clear Whole School Positive Relationships &amp; Behaviour policy, consistently adhered to (with reasonable adaptation to support need);</li> <li>• Age-appropriate PSHE curriculum promotes positive messages; challenges children to think; enables children to explore; provides self-help strategies and tools;</li> <li>• Assemblies (class, phase, whole school) explore issues that can cause concern and introduce strategies for wellbeing;</li> <li>• Class circle times;</li> <li>• Worry Boxes/ Feeling Flowers;</li> <li>• Calm Corners &amp; Zones of Learning</li> <li>• PSHE vocab-rich texts;</li> <li>• Structured lunchtimes/breaktimes;</li> <li>• Peer support;</li> <li>• Playground buddies, school council, wellbeing ambassadors;</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all adults involved are aware of the situation, incl CT;</li> <li>• Put CT monitoring in place (e.g. Behaviour Reflection charts) or Emotional Resilience Scales;</li> <li>• Provide individual approach. For example: <ul style="list-style-type: none"> <li>- Set targets for child</li> <li>- Informal plan (e.g. come into school via front door, come in early to ‘do a job,’ lunch buddy, a key worker or a reward system etc.</li> </ul> </li> <li>• Parent meetings arranged with CT to discuss concerns and next steps</li> <li>• Refer to Inclusion Team for possible intervention either short-term or longer term (CT should inform parents of any direct support from CT or Inclusion team through provision mapping or face to face conversation): <ul style="list-style-type: none"> <li>- Rainbows</li> <li>- Buddies</li> <li>- Sensory Circuits</li> <li>- Drawing &amp; talking</li> <li>- Supported play</li> <li>- Intense Family Support;</li> <li>- Emotion Detectives</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Log concern on CPOMS or with DSL (via Safeguarding CPOMS) this could include contacting Social Services;</li> <li>• Ensure all adults involved are aware of the situation;</li> <li>• Consultation between Parents and: <ul style="list-style-type: none"> <li>- Inclusion Team, DSL or SLT</li> </ul> </li> <li>• Continue with In-school support/ interventions with member of the Inclusion Team whilst considering or awaiting external agency support;</li> <li>• External Agency Referrals to be considered by Pastoral Team – Early Help or Children and Family Wellbeing Service.</li> <li>• Work with parents and pupils to provide early intervention and preventative support to support mild to moderate anxiety, depression or challenging behaviour. (ie phobia, panic attacks);</li> <li>• Other local services include: <ul style="list-style-type: none"> <li>- CHUMS</li> <li>- Bedfordshire CAMHS</li> <li>- Play Therapy</li> <li>- BBC Mental Health Support Team</li> <li>- Educational Psychologist: advice on cognitive, social, emotional or communication difficulties;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Direct immediate support from Pastoral Team Member if concern becomes apparent in school, removing child to a safe place in school building to talk to an adult – DSL;</li> <li>• DSL to consider appropriacy of contacting parents as soon as possible if incident occurs during the school day;</li> <li>• If disclosure made, staff to follow safeguarding policy;</li> <li>• DSL to consider consultation with social services as appropriate;</li> <li>• Following an incident DSL to consider a Risk Assessment on basis of safeguarding of child/consider positive handling with parents, as well as adjustments to meet the need of the pupil e.g. reduced timetable (inform LA);</li> <li>• Work alongside external professional to support pupil through school-based support detailed in Tier2.</li> <li>• See Directory for more details of External Agencies &amp; Mental Health Support Providers</li> </ul>

**SUPPORT**

- Making Me/Kipsy curriculum & Emotional Literacy Reflections in class.

**REACTIVE:**

- Listen to child and reassure them;
- Peer support/Buddy;
- Emotion Coaching & Strategies;
- Restorative Conversations;
- The Den or structured lunchtimes/breaktimes.

- SENDCo consultation to begin to discuss specialist support;
  - Possibly put child on SEN register so that a pupil provision map is collated; parents have access to termly consultations with teachers and children have individual targets and interventions to support their need;
  - SENDCo (with support from the class teacher) provide letters for GP referrals;
  - MHWB packs sent or emailed home;
  - Parents invited to targeted training/workshops on specific problems (e.g. anxiety);
  - On-line resources provided on the school website
  - Nurture Room/Wellbeing Room available for use by CTs, LSAs, parents and children.
- ❖ If concern continues or increases in severity, move up to Tier 2.
  - ❖ If incident is mediated or reduces, consider moving to Universal Provision after CT and parent discussions

- External Agency referrals to be considered by SENDCo – possibly to one of the following agencies:
    - Specialist Teaching Services
    - Speech and Language Therapists (SALT)
    - (SEMH Support) for difficulties with self-regulation, motivation, negativity, sensory difficulties, anxieties around coming into school, friendships problems
    - Autism Outreach for supporting pupils with ASD
  - Referral to Community paediatrician where appropriate
  - Primary Mental Health Worker school advisory service: a forum for schools to discuss emerging mental health concerns for young people (not open to CAMHS), ie to discuss potential strategies, self-help materials, the role of other agencies and whether to refer to CAMHS or one of their partner agencies. (Sometimes this will involve contact with parents).
- ❖ If concern continues or increases in severity, move up to Tier 3.
  - ❖ If incident is mediated or reduces, consider moving to a lower tier following CT and parent discussions



**SJR Mental Health & Emotional Wellbeing  
External Provision Directory – Support for Pupils**

Local Provision	Contact Details
<p><b>Aquarius - Young People Substance Misuse Service</b> One-to-one psychosocial support, family sessions, group work, the service supports 5 to 19-year-olds. The service supports those impacted by substance misuse whether this be parental or own use.</p>	<p>Self-referral through via referral form - <a href="https://aquarius.org.uk/our-services/bedfordshire-young-people/">https://aquarius.org.uk/our-services/bedfordshire-young-people/</a></p>
<p><b>Autism Bedfordshire</b> Services help break down the barriers to social participation for autistic people and their families by providing places where they can go and feel comfortable, accepted and not judged by society.</p>	<p>Helpline is open 9am-5pm, Monday to Friday Tel: 01234 350704 <a href="mailto:enquiries@autismbeds.org">enquiries@autismbeds.org</a></p>
<p><b>Bedford Borough Integrated Front Door</b> If you think a child or young person is being abused or mistreated or you have concerns about the safety or welfare of a child, you must speak to someone immediately.</p>	<p>Tel: 01234 718700 (office hours) or Tel: 0300 300 8123 (out of hours). In an emergency, phone the police on 999.</p>
<p><b>Bedford Borough Early Help – Enhanced Evidenced Based Practice</b> An intervention offered to support young people with mild to moderate anxiety or low mood. EEBP is based upon Cognitive Behaviour Therapy (CBT) principles and is an evidence-based intervention. Please complete an Early Help Assessment to access support.</p>	<p><a href="https://www.bedford.gov.uk/social-care-health-and-community/children-young-people/help-for-families/early-help/">https://www.bedford.gov.uk/social-care-health-and-community/children-young-people/help-for-families/early-help/</a></p>
<p><b>Bedford Borough Early Help – Solution Focus BRIEF Therapy</b> 4 - 6 sessions of Solution Focus Brief Therapy for young people and in some cases parents and carers. The Solution Focused approach works by exploring, in detail, a client's preferred future, where their best hopes from the work have come true. The Solution Focused approach then identifies the possible resources and strengths the client has for achieving that future.</p>	<p><a href="https://www.bedford.gov.uk/social-care-health-and-community/children-young-people/help-for-families/early-help/">https://www.bedford.gov.uk/social-care-health-and-community/children-young-people/help-for-families/early-help/</a></p>
<p><b>Bedfordshire CAMHS (Child and Adolescent Mental Health Services) -</b> A multidisciplinary team supporting children and young people who are experiencing difficulties with their emotional or behavioural wellbeing including: mental health diagnosis, self-harm for 5-18-year-olds</p>	<p>CAMHS Crisis Team – 01234 310952 or 893300 Single Point of Entry (Referrals) – 01234 310040 LAC and Eating Disorders Team – 01234 311136 01234 310670 Neurodevelopmental Team – 01234 310669 Bedford Team – 01234 310670</p>
<p><b>Carers in Beds</b> For young carers support can be accessed via the Young Carers Team</p>	<p><a href="mailto:young.team@carersinbeds.org.uk">young.team@carersinbeds.org.uk</a></p>
<p><b>Changing Faces</b> Supporting young people and families through CSE Wraparound support for young people and their families to understand the risks of and to exit Child Sexual Exploitation. The service can be accessed from 9 years old</p>	<p>Tel: 01234 270601 <a href="https://www.facesbedford.org/professionals-page">https://www.facesbedford.org/professionals-page</a></p>
<p><b>CHUMS – Mental Health &amp; Emotional Wellbeing Service for Children and Young People</b> 1-2-1 (four sessions) and group support through prevention and early intervention support for mental health difficulties. Including: bereavement, well-being, baby loss, family wellbeing for 0-17-year-olds.</p>	<p>Self-referral (parent, young person or professional) <a href="http://chums.uk.com/bedfordshire-referral-forms/">http://chums.uk.com/bedfordshire-referral-forms/</a></p> <p>Referral through SPoE (send EHA or Delivery Plan to Community Partner)</p>
<p><b>Relate – counselling service for young people</b> TalkTime offers counselling and support for young people aged 10 – 18 years who are experiencing issues because of family problems.</p>	<p>Refer directly Tel:01234 356350 <a href="http://www.relatebedsandluton.org.uk">www.relatebedsandluton.org.uk</a></p>
<p><b>School Nursing Team</b> The 5-19 School Nursing Service works in partnership with children, young people and their families in to ensure that children's health and wellbeing needs are supported within their school and their community. Contact the 0-19 team Single Point of Access number, and they will be able to inform you of school nurses within the local area</p>	<p>Tel: 01525 631150</p>

National Provision	Contact Details
<p><b>Anna Freud</b> – National Centre for Children and Families Website dedicated to providing useful information and working with children and young people to build better solutions, and amplify their voices to aid better understanding of mental health conditions. They also provide resources for those who bring up children and young people or work directly with them, from parents to foster carers, teachers, social workers and mental health professionals</p>	<p><a href="https://www.annafreud.org/on-my-mind/youth-wellbeing/useful-information/">https://www.annafreud.org/on-my-mind/youth-wellbeing/useful-information/</a></p>
<p><b>BEAT</b> – Eating Disorders Support's people who have or are worried they have an eating disorder, as well as others affected, such as friends and family members. A variety of support services including, helplines, one-to-one web chat, Echo Peer Coaching and online support groups.</p>	<p>Youthline – 0808 801 0711 or <a href="https://www.beateatingdisorders.org.uk">https://www.beateatingdisorders.org.uk</a></p>
<p><b>Childline</b> – Online and phone support for young people The service supports anyone under the age of 19. Childline is a free, private and confidential service where young people can talk about anything. Additionally, use the website to seek online advice for subjects including bullying, self-esteem, friends and relationships, school, home and families.</p>	<p>Phone - 0800 1111 counselling chat service - <a href="https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/">https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/</a></p>
<p><b>HappyMaps</b> HappyMaps is an award-winning charity developed by healthcare professionals with help from parents and young people. The website collates some of the best resources to support children and families with a range of Mental Health issues</p>	<p><a href="https://happymaps.co.uk/age-group/primaryschool/">https://happymaps.co.uk/age-group/primaryschool/</a></p>
<p><b>Hope Again (Cruse)</b> – Young people living after loss Cruse is a national charity that provides support, advice and information to children, young people and adults when someone close to them dies.</p>	<p>Contact either – <a href="mailto:hopeagain@cruse.org.uk">hopeagain@cruse.org.uk</a> or Free phone helpline on 0808 808 1677</p>
<p><b>KOOTH</b> – online support for young people Online mental health services for children, young people and adults. Online counselling and emotional well-being platform for children and young people, accessible through mobile, tablet and desktop and free at the point of use.</p>	<p><a href="https://www.kooth.com">https://www.kooth.com</a></p>
<p><b>MeFirst</b> – collection of online resources to improve communication with Young People around a variety of health needs including Mental Health</p>	<p><a href="http://www.mefirst.org.uk/resources">http://www.mefirst.org.uk/resources</a></p>
<p><b>Mermaids</b> – Gender identity Mermaids support young people that feel at odds with their birth gender, as well as parents or carers with a child who feels this way. Support can be accessed through a variety of channels including: a helpline, an email support service, a parent's forum and a separate teens forum.</p>	<p>For more information contact: 0808 801 0400 or <a href="https://mermaidsuk.org.uk/">https://mermaidsuk.org.uk/</a></p>
<p><b>NSPCC – National Society for the Prevention of Cruelty to Children</b> Website to support with recognising the signs that a child may be struggling with their mental health. They provide advice to help you support children who may be experiencing depression, anxiety, suicidal feelings or self-harm.</p>	<p><a href="https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/">https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/</a></p>
<p><b>Place2Be</b> – A children's mental health charity with over 25 years' experience working with pupils, families and staff in UK schools, providing a range of resources to support Mental Health and Wellbeing</p>	<p><a href="https://www.place2be.org.uk">https://www.place2be.org.uk</a></p>
<p><b>Young Minds</b> – Crisis Messenger, text advice service The YoungMinds Crisis Messenger text service provides free, 24/7 crisis support across the UK. If a young person is experiencing a mental health crisis and need support, they can text and the crisis messenger service can help with urgent issues such as: Suicidal thoughts, Abuse or assault, Self-harm, Bullying, Relationship issues</p>	<p>Free Text YM to 85258 Information available on website: <a href="https://www.youngminds.org.uk">https://www.youngminds.org.uk</a></p>

See school website for more resources: [stjohnrigby.org/supportingyourchild](http://stjohnrigby.org/supportingyourchild)