<u>Mental Health and Wellbeing Strategy - St Michael's Middle Church of England School</u>

Strategy Statement

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 Organization)

When considering a specific mental health strategy within school, we look to Public Health England who state that:

"In an average class of 30 15-year-old pupils:

- *three could have a mental disorder*
- *ten are likely to have witnessed their parents separate*
- *one could have experienced the death of a parent*
- *seven are likely to have been bullied*
- *six may be self-harming*

The Department for Education (DfE) recognises that:

"in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy." There is good evidence to support this assertion and Ofsted has highlighted that children and young people themselves say that they want to learn more about how to keep themselves emotionally healthy. Moreover, schools have a duty to promote the wellbeing of students."

Public Health England go on to remind us:

"Although schools and colleges play a significant and valuable role in helping to promote student emotional health and wellbeing, their contribution should be considered as one element of a wider multi-agency approach."

The Church of England in their Mental Health and Wellbeing Guidance say:

A core biblical principle is that we were created to live in community with others. In 1 Corinthians, chapter 12, St Paul uses the image of a body to express how a communityonly functions well through recognising the different skills within it and being interdependent. Likewise, resilience is something that can only be fully achieved when a person is part of a nurturing community. Being resilient means knowing when and where to get the help you need at any one time. Sometimes this can be from within but at other times this support may need to come from elsewhere.

In our school, our Christian vision shapes all we do. We believe that every child, uniquely made in God's image, merits the best that we can give. This means building their resilience in order to live a fulfilling and balanced life.

In addition, we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

As well as our vision statement conveying the sense of worth of each individual, our core values also underpin good approaches to mental health. These values and their biblical underpinning speak to the need to have purpose (**Aspiration**); to belong (**Belief**) and to be able to express ourselves (**Creativity**).

As a department we also focus on the power of the values described in Colossians 3 verses 12-14:

Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. And over all these virtues put on love, which binds them all together in perfect unity

Our school also understands the importance of collective worship on mental health and wellbeing. Recent (November, 2018) Harvard research by Ying Chen and Tyler J VanderWeele states that, ' Compared with no attendance, at least weekly attendance of religious services was associated with greater life satisfaction and positive affect, a number of character strengths, lower probabilities of marijuana use and early sexual initiation, and fewer lifetime sexual partners. Analyses of prayer or meditation yielded similar results. Although decisions about religion are not shaped principally by health, encouraging service attendance and private practices in adolescents ...may be meaningful avenues of development and support, possibly leading to better health and well-being.' [1]

1   *Associations of Religious Upbringing With Subsequent Health and Well-Being From Adolescence to Young Adulthood: An Outcome-Wide Analysis*

Because of this, we seek to make our collective worship regular, inclusive and insightful

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental health and wellbeing issues.

As a school, we have decided to use the eight principle approach to mental health and use this as our driving force to ensure all children thrive:

Scope

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

This strategy should be read in conjunction with our medical strategy in cases where a pupil's mental health and wellbeing overlaps with or is linked to a medical issue and the SEND strategy where a pupil has an identified special educational need.

The strategy aims to:
- Promote positive mental health and wellbeing in all staff and pupils
- Increase understanding and awareness of common mental health issues

- Alert staff to early warning signs of poor mental health and wellbeing
- Provide support to staff working with young people with mental health and wellbeing issues
- Provide support to pupils suffering mental ill health and their peers and parents/carers

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of pupils, staff with a specific, relevant remit include:

Laura Howieson, Robin Wallis, Ron Jenkinson and Paul Andrews - Designated Safeguarding Lead and Deputy DSLs

Laura Howieson – Leader for Pupil Wellbeing

Viv Funnell - Lead First Aider

Sarah Holman – Pastoral Manager

Anne Lennon – Pastoral Worker

Paul Andrews - CPD Lead

Nigel Smart - Head of PSHE

Anna Thompson – Brown – Collective Worship Lead

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Leader for Pupil Wellbeing 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 via MyConcern. If the pupil presents with 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.

Where a referral to CAMHS is appropriate, this will be led and managed by the pastoral Team under the guidance of Laura Howieson. *Guidance about referring to CAMHS is provided in Appendix A.*

Positive Mental Health

Our school believes in taking a proactive stance for positive mental health in our community and this is the driving force behind all that we do. We recognise the link between enjoying good mental health and physical exercise / nutrition. Through targeted support and liaison with the Food and Nutrition and PE departments, we aim to allow all young people to see the link and begin to practice self-care. Where possible, we also ask for wider community members to work with our young people in projects such as the allotments.

To create positive mental health in our young people, we must also look to those who parent them. Parenting young people who struggle with mental health issues can be a lonely and difficult task. Our school will always work alongside parents and outside agencies to ensure that the adults with primary care for the young person are mentally and physically healthy. We also put on parents information sessions so that adults can see that they are not alone and garner some generic tips for parenting those with specific difficulties.

We also recognise the significance of the increase in use of technology and social media and an increase in wellbeing issues. Although we have little control over the use of technology in the home, we aim to empower parents and keep them up to date with trends in technology and legalities surrounding this through our E safety blog which goes out to all parents.

The school environment has been changed wherever possible to foster positive mental health – our Values Garden allows quiet reflection time; our playing fields show the importance that we place on physical exercise and the art work displayed shows how we allow our young people to express themselves creatively alongside the diversity that defines our community.

Through all of the above, all members of our community will show a holistic understanding of our young people and will conduct all dealings with compassion and kindness.

Individual Care Plans

Where a specific young person is causing concern or has received a diagnosis pertaining to their mental health, it can be useful to create an Individual Care Plan. This should be drawn up involving the pupil, the parents and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

Teaching about Mental Health and Wellbeing

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're 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 follow the PSHE Association Guidance[1] to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Signposting

We will ensure that staff, young people and parents are aware of sources of support within school and in the local community. We also seek to actively support the whole family with knowledge and understanding of common mental health issues. What support is available within our school and local community, who it is aimed at and how to access it is outlined in Appendix B.

We will display relevant sources of support in communal areas relevant to the year group and will regularly highlight sources of support to pupils within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of pupil help-seeking by ensuring our young people understand:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

Warning Signs

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with Laura Howieson, Leader for Pupil Wellbeing

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[1] Teacher Guidance: Preparing to teach about mental health and emotional wellbeing URL= https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and (accessed 02.02.2018)

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
- Skipping 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
- Unsafe behaviour on social media
- Changes in friendship groups
- An unwillingness for parents to be informed

Managing disclosures

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental. We will show compassion and kindness.

Staff should listen, rather than advise, and our first thoughts should be of the young person's emotional and physical safety rather than of exploring 'Why?' As for safeguarding concerns, the TED (Tell me, Explain how, Describe how…) approach should be employed.

All disclosures should be recorded in writing and held on the pupil's confidential file. Please see the pastoral team who will enter this information for you. This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

This information should be shared with the Leader for Pupil Wellbeing who will ensure that the record is stored appropriately and will offer support and advice about next steps. *See Appendix A for guidance about making a referral to CAMHS*.

Confidentiality

We should be honest with regards to the issue of confidentiality. If we deem that it is necessary for us to pass our concerns about a young person on, then we should discuss with the young person:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a young person without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent. Particularly if a young person is in danger of harm.

It is always advisable to share disclosures with a colleague, usually the Leader for Pupil Wellbeing, as this helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the pupil It also ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the young person and discuss with them who it would be most appropriate and helpful to share this information with.

Parents should be informed if there are concerns about the young person's mental health and wellbeing and the young person may choose to tell their parents themselves. If this is the case, the young person should be given 24 hours to share this information before the school contacts parents. We should always give our young people the option of us informing parents for them or with them.

If a young person gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the DSL or deputy DSL must be informed immediately and followed up with a written concern using MyConcern. Please *see Child Protection Policy for further information.*

Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents, we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the young person, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information and give them leaflets to take away where possible, as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent groups and forums especially those run by CAMHS or EDFPZ.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record. The pastoral team will record this in liaison with you.

Working with All Parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents, we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to if they have concerns about their own child or a friend of their child
- Make our mental health strategy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information evenings
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

Supporting Peers

When a young person 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 pupil 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 child protection training in order to enable them to keep pupils safe.

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.[2]

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 developing situations with one or more pupils.

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 the CPD Coordinator who can also highlight sources of relevant training and support for individuals as needed.

Strategy Review

This strategy will be reviewed every 3 years as a minimum. It is next due for review in 2021

Additionally, this strategy will be reviewed and updated as appropriate on an ad hoc basis.

This strategy will always be immediately updated to reflect personnel changes.

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[2] www.minded.org.uk [accessed 02/02/18].

Appendix A

Referral to CAMHS:

When making a referral, the Pan-Dorset C-CAMH service expect that:

• The referrer has met the child

• The child and/or family have given consent for the referral to be made

• The referrer has made some assessment of the child/ young person and family's motivation to engage in a therapeutic service

• First-line interventions e.g. support from school, community-based parenting support, local youth groups have been tried and the difficulties remain unchanged and/or have worsened
• If there are any safeguarding concerns, the referrer has completed an assessment and/or made a referral to MASH (Multi-agency Safeguarding Hub).

The preferred referral route is to use the online form found at:

 www.dorsethealthcare.nhs.uk/CAMHS

but written referrals will also be accepted. Once received, the referral will be reviewed by a screening team.

Appendix B

At St Michael's Middle School, we offer the following systems to help promote positive mental health:

Tutor led 1:1 or group sessions

Head of Year led support sessions

Group support according to need run by an appropriate adult

ELSA

1:1 pastoral support from one of the pastoral team

Church Youth worker sessions

Life coach and therapy dog sessions

Buddy systems for those in need of peer support

Anti Bullying facilitator

E safety blog run by the E safety lead

Forest School sessions

Bereavement support from a trained MOSAIC volunteer

Mentoring from outside professionals including the fire service

We also liaise closely with outside professionals including:

Education Psychology Service

CAMHS

East Dorset Family Partnership Zone

Behaviour Support Services

TADDS

Community Paediatricians

School Nursing

Alternative Provisions and

Specialist Provisions

Appendix C

Useful resources:

Useful resources

Support for feelings around suicide;

Papyrus- Prevention of Young suicide - including 'how can I get help?' and a help line. (www.papyrus-uk.org)

Hector's House - Suicide support, links and advice, signposting for helplines, with a particular focus on supporting young men. (www.hectorshouse.org.uk/)

Heads Together - promoting the benefits of talking about difficult thoughts and feelings as well a lots of other Mental Health resources. (www.headstogether.org.uk)

Building Self-esteem and Confidence;

Dove Self-Esteem Project - Confident Me, a set of free, evidence-based resources for teachers and schools to run body confidence workshops, aimed at 11-14 year olds. (www.dove.com/uk/dove-self-esteem-project.html)

Human Utopia - Primary school aged courses aimed at inspiring children to be 'their own unique selves'. (www.humanutopia.com)

Self Esteem Team – Run talks in secondary schools promoting positivity and self-esteem. (www.selfesteemteam.org)

Counselling support;

Kooth- anonymous online counselling for secondary age young people, access to forums on relevant topics that are overseen by the Kooth team & advice and tips on staying mentally healthy (www.kooth.com)

Parental support;

Young Minds – A charity promoting awareness of and information about mental health difficulties in young people, with online information and resources for young people and parents and a parent helpline. (www.youngminds.org.uk)

CAFCASS - Children and Family Court Advisory and Support Service, look after the interests of children involved in family proceedings. www.cafcass.gov.uk has information for young people and parents/ carers.

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Bis-net Behaviour Support Service – Offering a range of workshops for parents and carers. (www.bis-net.org.uk)

Gingerbread – A charity for single parent families, running online forums, advice and single parent groups. (www.gingerbread.org.uk)

Family Lives- Parenting and family support including online resources, forums and helpline. (www.familylives.org.uk)

Helping families to access local services;

Home Start- A family support charity helping families with young children offering home visits, groups, and helping families to access local services. (www.home-start.org.uk)

Families facing abuse and domestic violence support and systems;

SAFE (Stop Abuse For Everyone)- Helpful information and resources. (www.safe-services.org.uk)

Child Assault Prevention UK- (www.safestrongfree.org.uk) Work to understand how to reduce children's vulnerability to child abuse and build safer communities.

Operation Encompass - Police and Education early intervention safeguarding partnership which supports children and young people exposed to domestic abuse by reporting to schools before the start of the next school day when a child or young person has been involved or exposed to a domestic abuse incident the previous evening, in confidence to the school's key adult. (www.operationencompass.org/)

Mental Health awareness/guidance, useful websites;

Young Minds – A charity promoting awareness of and information about mental health difficulties in young people, with online information and resources for young people and parents and a parent helpline. (www.youngminds.org.uk)

Mind – Provide advice and support to empower anyone experiencing a mental health problem, including information about mental health, guides to support services, online community and links to local Mind support. (www.mind.org.uk)

Mental Health Foundation – Information about looking after your mental health. (www.mentalhealth.org.uk)

Time to Change – Movement to end mental health discrimination. (www.time-to-change.org.uk)

Youth Mental Health First Aid Training- Helps to identify need, and when further support may be necessary. (www.mhfaengland.org)

Gender Diversity;

Stonewall & Young Stonewall – Campaigning for everyone to feel free to be who they are. (www.stonewall.org.uk / www.youngstonewall.org.uk)

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LGBT Foundation – A charity providing a wide range of support services to lesbian, gay, bisexual and trans people, including a helpline and email support. (https://lgbt.foundation/)

Mermaids - Support gender diversity and trans-gender children, with support and resources for young people, parents/carers and professionals. (www.mermaidsuk.org.uk)

Proud2Be - Support LGBTQIA+ people and their families; Through campaigning, delivering training, facilitating a youth project, a volunteer programme and groups and events throughout the year. (www.proud2be.co.uk)

Drug and Alcohol support;

Together Drug and Alcohol Service (supporting those over 18 who wish to address their drug and alcohol use; support previously given by RISE), www.edp.org.uk/together-drug-alcohol-service/

Specialist support for boys/men;

Boys to Men Project- Aims to reduce the numbers of young men who become perpetrators of domestic abuse, with research and free resources on. (www.boystomenpoject.com)

Support and resources for schools;

Emotional Logic –Free session from Babcock for primary and secondary schools, focusing on helping students manage feelings and move forward in their lives with strength and resilience. (www.emotoinallogiccentre.org.uk)

We Eat Elephants (for Primary Schools) – Programme run in schools focussing on helping young children understand what they are feeling and helping them to deal with current issues they may be facing. (http://www.weeatelephants.com/)

Thrive approach- Run across the whole school, which helps us understand the needs being signalled by our students' behaviour, and give us targeted strategies and activities to help our students' emotional learning. (www.thriveapproach.com).

NSPCC Pantasaurus Campaign- Keeping children safe and supporting them to 'help seek'. https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule

Mentally Healthy Schools Website- From the Heads Together Campaign, including lesson plans, assembly plans, whole school resources, PSHE resources & small group work. (www.mentallyhealthyschools.org.uk)

Mind Up- Sessions run in schools, with all ages participating – lesson programmes teaching activities including how the brain works in an interactive way, gratitude, mindfulness, perspective taking, including 'brain break' breathing exercises; for primary and up to KS3. (www.mindup.org/u-k/)

MindEd website – Free educational resource with information on children and young people's mental health for all adults (for professionals, volunteers, parents and carers), funded by the Departments of Health & Education. (www.minded.org.uk)

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Charlie Waller Memorial Trust - Delivering talks & training to young people and those who work with them about how to stay mentally well, with resources for schools, young people and parents/carers; resources approved by Dr Pooky Knightsmith. (www.cwmt.org.uk)

Support for those with a family member in prison;

Choices Consultancy Service – Offering support for prisoners and their families, including children & young people, centred around prisons in the south west.
(http://www.choiceshelpsfamilies.org.uk)

Support for children and families with eating disorders;

BEAT Eating Disorders – Information about eating disorders, including recovery information and young people's help lines and web chat. (www.beateatingdisorders.org.uk)

Young carer support;

Young Carers Organisation- Offering resources and support on the ground for children living with an adult who needs Mental or Physical support. https://youngcareers.org.uk/

Kids Time Foundation - Provide information, resources and support for children and young people who care for, or are affected by, a parent or sibling's mental illness.
(http://kidstimefoundation.org/)

Bereavement Services;

National

Winston's Wish – Supporting children bereaved of a parent or sibling, their families and the professionals who support them, including a free phone national help line, email service and resources. (www.winstonswish.org)

Survivors of Bereavement by Suicide (SOBS) – Support including; helpline, email support and local support groups, with information for survivors and professionals. (www.uksobs.org)

Hospice Care- Support offered for families where a family member is terminally poorly.
(www.hospiceuk.org)

Dorset:

Cruse Bereavement Care; https://www.cruse.org.uk/

Mosaic Bereavement Support: https://www.mosaicfamilysupport.org

Internet Safety;

Common Sense Media – including family guides, parent concerns, especially on issues about media, including independent reviews, age ratings, with parent and educator sections.
(www.commonsensemedia.org)

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UK Safer Internet Centre – Advice for young people, parents/ carers, schools and governors. (www.saferinternet.org.uk)

NSPCC Online safety advice – In collaboration with O2, including advice, phone support and school resources and 'net aware', guide to social networks children and young people use. (www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/)

Childnet International – Advice for young people, parents/ carers and schools regarding internet safety. (www.childnet.com)

Internet Matters – Helping parents keep children safe online, also with information for schools. (www.internetmatters.org)

Get Safe Online – Information for parents / carers. (www.getsafeonline.org/safeguarding-children/)

Thinkuknow – The education programme of CEOPS, aimed at empowering children and young people aged 5-17 to identify the risks they may face online and know where they can go for support. It has information for parents/ carers. (www.thinkuknow.co.uk)

Anti-terrorism support;

Prevent (Part of the government's anti-terrorism strategy)- Prevent is a multi-agency approach to safeguard people at risk of radicalisation, aiming to stop people becoming terrorists or supporting terrorism. (http://www.preventforschools.org/)

Channel- Early intervention scheme across agencies, working to support people at risk of being drawn towards terrorism or violent extremism, by offering help to make positive choices about their lives. (https://www.ltai.info/what-is-channel/)

Mindfulness Resources;

Mental Health Foundation – Information about mental health, including looking after your mental health (mentalhealth.org.uk) & mindfulness site. (www.bemindful.co.uk)

Go Noodle- A website designed to help children to 'get moving' with in the classroom. (www.gonoodle.com)

'Just Breathe'- Videos for children to explain about relaxation, especially useful for primary school aged children. (www.mindfulschools.org)

Headspace- A resource full of mindfulness and relaxation sessions. (https://www.headspace.com/headspace-meditation-app)

Calm- Meditation and relaxation aid, with guided music and stories. (https://www.calm.com/)

Smiling Mind- A web and app meditation programme. (www.smilingmind.com.au)

Breathe- A website will simple self-guided mediation techniques; (https://www.stopbreathethink.com/)

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Mindfulness in Schools- Project and resources with research basis for using mindfulness in schools. (www.mindfulnessinschools.org)

Mind Up! -Mindfulness sessions online with lesson programmes and teaching activities, including how the brain works in an interactive way, gratitude, mindfulness, perspective taking, including 'brain break' breathing exercises; for primary and up to KS3. (www.mindup.org/u-k/)