

# Mental Health

## Mental Health and Wellbeing

### Overview description

Mental health and wellbeing do not have universally agreed definitions and these terms are sometimes used interchangeably. Mental health is not simply the absence of mental illness. It is generally agreed that mental health is integral to general health and wellbeing - there is no health without mental health. Good mental health is integral for us to be fully included at school or college and in society in general.

Please see the “Whole Setting Approaches to Mental Health and Wellbeing” Chapter for more information about mental health and well-being definitions and whole setting approaches to mental health and well-being.

This chapter provides information on:

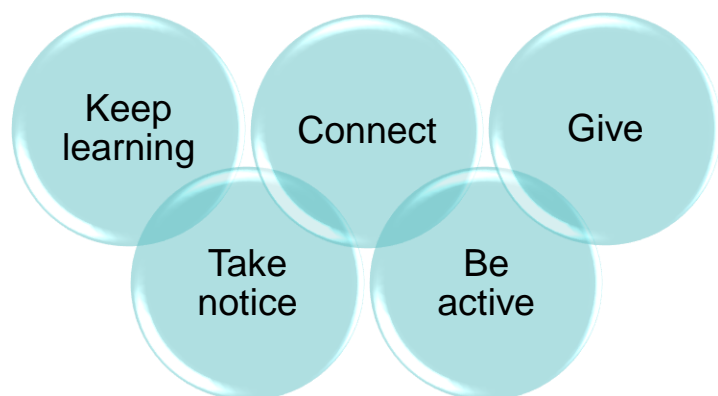
- promoting and supporting positive mental health and well-being
- the Thrive model of mental health and well-being support
- the Manchester offer for mental Health and wellbeing support: what they are and how to access them
- 

### Approaches to support positive mental health

#### Preventative emotional wellbeing interventions

The Five Ways to Wellbeing (see right), are accessible things you can do every day to improve overall mental health and wellbeing. This is something which many schools use as a setting-wide approach, explicitly teaching children how to look after their wellbeing.

Research indicates that the 5 ways, which can be implemented into your day to day life, build resilience, improve your wellbeing and reduce the risk of later mental health difficulties.



Many educational settings are now investing in complete mental and emotional wellbeing packages which are ready to deliver and are a setting-wide approach such as ‘My happy mind’ <https://myhappymind.org/> or the mindfulness programmes <https://mindfulnessinschools.org/bring-mindfulness-to-your-school/> . Research shows

that these approaches equip children with strategies and approaches which improve their health and mental wellbeing. This is early intervention at the setting-wide level which is imperative to improving later outcomes for young people (Davey & McGorry; 2019). They cover areas such as self-esteem, resilience, learning about the brain and relationships.

## Mindfulness

Mindfulness involves paying full attention to something. It means slowing down and really becoming aware of what you're doing. The benefits of practicing mindfulness with CYP include improving mood, increasing self-esteem and supporting communication.

Mindfulness equips those who partake in it with the developing awareness to help identify when thoughts may be taking over and to deal with this productively using strategies learnt as part of the process.

The first step to mindfulness is reminding yourself to take notice of your thoughts, feelings, body sensations and the world around you. <https://www.nhs.uk/mental-health/self-help/tips-and-support/mindfulness/>

For specific mindfulness practices there are guided mediation videos available, yoga sessions, apps and mindful breathing.

## Resilience

Through supporting CYP to develop key skills associated with resilience and providing them with strategies to recognise early signs of distress, it is possible to prevent the need for more intensive therapeutic intervention. Teaching CYP skills linked to developing resilience can be both preventative and support a CYP who is experiencing low mood.

Educational settings have a vital role in promoting resilience of pupils. A child needs to be having their emotional needs met before they can effectively access learning. Typically, a resilient child, when worried or under pressure, will employ problem solving behaviours and be less likely to show extremes of violence or patterns of avoidant behaviour. Research around resilience indicates that risk and challenge are key and that overcoming adversity increases an individual's resilience. The below link is to some resilience resources:

<http://www.socialworkerstoolbox.com/?s=resilience>

Rae in 2020 identified key skills contributing to resilience as:

- Self-awareness
- Self-control
- Social Awareness
- Social Management
- Responsibility
- Effort and Persistence
- Hope
- Self-esteem
- Problem-solving skills
- Positive Coping Strategies

## Growth mindset

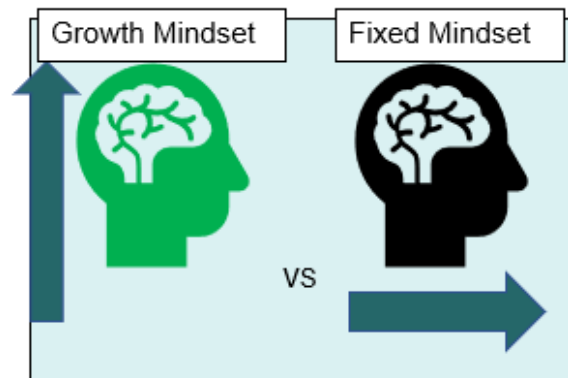
Growth mindset is when individuals believe their talents can be developed through hard work, embracing challenge, and responding to input from others. Fixed and growth mindsets are used to describe an individual's belief around their own learning and intelligence. If you believe you can achieve something or that your brain can grow, your behaviour changes.

Growth mindset has been identified as a protective factor in relation to mental health illnesses including depression. Having a growth mindset was also found to decrease

the severity of symptoms following a growth mindset group intervention (Schleider and Weisz; 2018). Teaching students about growth mindset has become more common in recent years and is often a setting-wide approach.

Growth mindset intervention has been found to improve self-esteem, academic achievement and problem solving and coping skills (protective factors).

Through intervention an individual's mindset can change from fixed to growth. This is believed to have a positive impact on a CYP who is suffering from low mood or depression.



Top  
Tips!

For Early  
Years

- Create a cosy, calm area in the setting/classroom for children to access throughout the day
- Provide children opportunities for calming sensory play within the continuous provision
- Practice mindfulness or yoga to support regulation strategies, especially at times of transition e.g. coming inside from lunch.

<https://www.youtube.com/user/cosmickidsyoga>

- Consider using age-appropriate emotional check-ins throughout the day. Perhaps using the colour monster to depict emotions for children to place their name/picture next to how they are feeling. Staff to take note of this and intervene where necessary.



# Setting-Wide Mental Health Support in Manchester

## Thrive Model of Mental Health

Since the Green Paper in 2017, The Department for Education and the Department of Health have been working together alongside the Anna Freud Centre to develop the offer and funding for mental health in schools and colleges. The THRIVE conceptual framework was developed as a collaboration between the Anna Freud National Centre for Children and Families and the Tavistock and Portman NHS Foundation Trust.

The THRIVE framework is an approach to supporting all children and young people’s mental health. The influences on a child mental health are many and varied, and each and every individual in a community has a role to play in helping young people to stay emotionally healthy. THRIVE conceptualises need in five categories. See figure below:



A child or young person is in one of the five needs groups at any given time. The vast majority of children and young people are thriving, however, from time to time, they may find themselves in any one of the other groups.

The THRIVE model emphasises prevention and the promotion of mental health and wellbeing with children, young people and their families being empowered through active involvement in decisions about their care through shared decision making. The aim is for a child or young person or their families to be informed about what support structures are available to them, the options they have, and to be able to understand what they can do to help themselves manage/maintain their mental health.

The THRIVE model aims to create a shared language which everyone can understand and which reduces stigma surrounding mental health. It is needs led rather than led by a particular diagnosis. It encourages shared decision making and proactively promotes that it is everyone’s business to come together and work in partnership to ensure that mental health is supported within every service and community. It also aims for support to be easily accessible to children and young people and their families, and people who work with children and young people.

The authors of the THRIVE framework suggest that in any stated population, 80% to 90% of children and young people can be said to be thriving. Of the remaining 10-20% of children and young people:

- 30% will fall into the Getting Advice cluster
- 60% will fall into the Getting Help cluster
- 5% will fall into the Getting More Help cluster
- 5% will fall into the Getting Risk Support cluster

According to Manchester City Council Forecasting Model (MCCFM) the child population of Manchester is forecast to grow to 150,017 by 2027. (MCCFM W2016) When applying these weightings the results indicate the following

Groupings	% of CYP Population	Number and contacts	% of CYP Population	Number and contacts
Thriving	90%	135,015	80%	120,014
Getting advice	3%	4,501	6%	9,001
Getting help	6%	9,001	12%	18,002
Getting more help	0.5%	750	1%	1,500
Getting risk support	0.5%	750	1%	1,500
Total	100%	150,017	100%	150,017

### Manchester Thrive in Education

Greater Manchester are transforming their approach to Children and Young People's Emotional wellbeing and mental health with all agencies working towards aligning with the THRIVE Model.

As of September 2020, Manchester have begun to implement the THRIVE Framework for system change (Wolpert et al., 2019) to improve mental health outcomes for the children and young people of Greater Manchester. The offer includes the following:

- Directory of resources for professionals working with CYP
- Co-ordinated response with multi agency joint working offered directly into schools
- Training, advice, consultation to staff in school/college
- Working with CYP who attend Manchester schools/colleges

## M-Thrive Partners



Using the THRIVE groupings **Manchester Thrive in Education** details the offer of mental health and wellbeing support available to schools and colleges in Manchester. **The Manchester Emotional Resilience and Mental Health and Wellbeing Directory (MERMHD)** details services and resources available across Manchester.

Both these documents can be found at [www.manchester.gov.uk/schoolhub](http://www.manchester.gov.uk/schoolhub)

Below is a summary of some of the key services discussed in these documents, however, please refer to the documents for a comprehensive list.

### Getting advice: In-house (school) System Check

Schools and colleges themselves are a critical part of Manchester Thrive in Education (and can be considered in the 'Getting Advice' quadrant of THRIVE). Schools and colleges play a key role in promoting and protecting the mental health and wellbeing of their pupil population (see chapter on setting-wide mental health and wellbeing). Educational settings are the experts with their children and young people, they understand their context and know their families. The setting ethos can significantly



impact on outcomes and inclusion of children. So, the starting point should be to check what systems are in place at school, including but not limited to (see overleaf):

### **Policies for promoting mental health:**

- Mental Health and Well Being Policy
- SEND Policy
- Inclusion Policy
- Medical Conditions at School
- Anxiety Based School Avoidance (Anxiety Pathway)
- Inclusion Strategy
- Equality Duty
- Safeguarding Policy
- Behaviour Policy

### **People to promote mental health**

- SENDCo
- DSL/DDSL
- Mental Health Lead
- Pastoral Lead/s
- Key workers
- Mentors
- Family Support Workers
- Learning Support

### **Curriculum to promote mental health**

- RE/RSE curriculum
- Mental Health teaching unit (now published)
- Healthy Schools resources including I- matter
- Skills 4 Life
- Recovery/Restore Curricular

Healthy Schools provide support across the whole school system and have a comprehensive range of programmes. They are a good starting point for schools to think about the best way forward.

### **Getting help: Universal Services**

Some of the universal getting help' resources made available across Manchester are:

- **MERMHD Directory** is available for all schools, colleges and professionals to access for services and resources (see [www.manchester.gov.uk/schoolhub](http://www.manchester.gov.uk/schoolhub))
- **EBSA guidance** being used in schools to support CYP where anxiety is affecting their attendance (see [www.manchester.gov.uk/schoolhub](http://www.manchester.gov.uk/schoolhub))
- One Education and MCC have co-created a **bereavement policy**

- **Bee Well have** begun to annually survey the wellbeing of pupils in secondary schools across Greater Manchester. For more information, please visit the BeeWell site on: <https://gmbeewell.org>
- **Health for Teens** is a complementary website empowering young people to learn and take ownership about their physical health and mental well-being. It provides advice about emotions and feelings, puberty, health, lifestyle (e.g. alcohol, drugs, diet, gaming, relationships and sexual health. Visit the website via the following link: <https://www.healthforteens.co.uk/manchester/>
- The Children's And Parents' Service (CAPS) have developed a padlet for professionals working with under 5s. The padlet provides information for professionals about CAPS, a multi-agency partnership between MFT CAMHS, Manchester City Council, Family Action, Big Life and Homestart and helps professionals navigate the service so they can help pregnant parents and families with children under 5 years old. CAPS also have a strategic partnership with Adult Mental Health and IAPT services; and strong links with Outreach Workers and Health Visiting. Further information is available here: [The Children And Parents' Service \(CAPS\) \(padlet.com\)](#) or [The Children And Parents Service \(CAPS\) - Royal Manchester Children's Hospital \(mft.nhs.uk\)](#)

### Getting help: Healthy Schools

Healthy Schools offers a free service to all schools in Manchester. Schools can continue to access support and training across speciality areas: Mental Health, Social and Emotional Health, Relationships and Sex Education, Healthy Lifestyles, Injury Prevention, Drugs and Alcohol and PSHE.

Their offer includes: an audit tool, Policy Development, Training (Face-to-face and Virtual), Network Meeting, 1-2-1 consultation, Resource and Curriculum Development and Covid-recovery support resource.

For more information please email: [healthy.schools@mft.nhs.uk](mailto:healthy.schools@mft.nhs.uk)

To book onto their training please visit:

<https://manchesterhealthyschools.nhs.uk/health-areas/behind-the-behaviour/events>

For resources on policies, guides for young people, information on specific services etc. <https://www.manchesterhealthyschools.nhs.uk/health-areas/mental-health-and-wellbeing/resources>

### Getting Help: School Nursing

School Health Services are free to all schools in Manchester. Each school has an allocated School Health Team (North or South) that includes school nurses and a Health Improvement Practitioner from the Healthy Schools Team. Schools can make referrals into the School Nurse Service to access 1:1 support for individuals and can contact Healthy Schools for wider school support, advice and guidance. As part of



the School Health Service there are also other important services to be aware of which aim to improve access to mental health support for young people

**ChatHealth**, is a way for young people in Manchester to get advice and support around health related issues direct from the School Health Service. It is a safe and secure messaging service which protects confidentiality and anonymity and is monitored by a team of school nurses.

Young people aged between 11 and 19 can text for advice on all kinds of health issues, such as relationships, emotional health and wellbeing, bullying, healthy eating and any general health concerns. The service is confidential and open Monday to Friday 9am-4pm, including school holidays. They guarantee a response within 24 hours Monday-Friday. The aim is to further improve access to healthcare for young people and to continue to improve the quality and safety of the service whilst working in a young people friendly manner.

For more information: <https://www.healthforteens.co.uk/manchester/chathealth-2/>

Text the school nurse on: 07507330205

### **Getting Help: Mental Health services in Manchester**

42<sup>nd</sup> Street, Manchester Mind and Place2be offer counselling, advice, resources, training and peer support groups. CYP can self-refer or be referred into these services to access support. See their websites below.

<https://www.manchestermind.org/>

<https://www.42ndstreet.org.uk/>

<https://www.place2be.org.uk/>(Primary school aged children)

### **Getting Help: Manchester's Thrive Hubs**

Manchester Thrive (M-Thrive) is a single point of entry, front door approach to the emotional wellbeing and mental health offer for young people aged 5-18 years old. The service is designed to advise, guide, signpost and get help for young people within Manchester currently facing mental health and emotional wellbeing issues.

There are three community hubs across Manchester in the North, South and Central. The hubs aim to bring together existing services and support into a new, multi-agency offer for children and young people to enable them to access mental health and emotional wellbeing support at their local hub which will offer a local informed menu.

Alongside the development of the Thrive hubs, there will also have a digital front door Directory (offering a wealth of resources and signposting to services, organisations and activities) which will be updated and kept current, aligned to resources to assist CYP and Families, services and partners in their own response to meet the needs of

our children and young people to empower them to Thrive. The hubs will complement, enhance and signpost to local youth support, which includes: Kooth, ACES, Early Help Hubs, 42nd Street, Papyrus, Manchester Mind, Sport, YZ – existing partners and Healthy Schools.

More information is available online at [M-Thrive | Home](#). Contact the M-Thrive Team on: 0161 203 5333 or by email at: [mthrive@mft.nhs.uk](mailto:mthrive@mft.nhs.uk)

### **Getting more help: The Manchester Thrive in Education Team and CAMHS**

The service has three functions:

1. Deliver evidence-based interventions to young people with mild to moderate mental health problems
2. Supporting the senior mental health lead in each education setting to introduce or develop their whole school/college approach
3. Giving timely advice to school and college staff, and liaising with external specialist services, to help children and young people to get the right support and stay in education.
4. The Manchester Thrive in Education Team service is a ‘getting more help’ outreach service that offers clinical interventions in school for mild to moderate mental health difficulties This is an integrated child and young person mental health service that sits within the Manchester Thrive Hubs. The team includes practitioners from CAMHS and partner voluntary community and social enterprise agencies such as Manchester MIND, 42<sup>nd</sup> Street and Place2Be. They provide an outreach intervention to schools offering evidence-based interventions, group work and consultation to school designated Mental Health Lead.

Direct referrals to the service are triaged by the service lead and allocated to the appropriate practitioner to ensure the young person’s needs are met. All referrals are made by the named Mental Health Lead in school. The service offers support for:

- Mild Generalised Anxiety / Worry
- Panic (feeling panicky, mild panic attacks)
- Low mood (feeling sad and tearful)
- Separation Anxiety (mild, not chronic)
- Mild Social Anxiety
- Specific phobias
- Thoughts of self-harm

## CAMHS Referral Information:

Comprehensive information about CAMHS Manchester can be found here:  
<https://mft.nhs.uk/rmch/services/camhs/>

Referral forms for CAMHS (which includes Thrive in Education) can be found on the Manchester Foundation Trust website. Choose Royal Manchester Children's Hospital, then services, then CAMHS option, click on Manchester CAMHS referral for detailed guidance and access to the NHS secure portal. Or click on the link below

<https://mft.nhs.uk/rmch/services/camhs/professionals/>

MFT CAMHS (Manchester University Foundation NHS Trusts Child and Adolescent Mental Health Services) have produced a really helpful and detailed Referral Criteria which addresses each mental health concern in turn giving specific information per need. This is described at the end of this chapter. Please note within the broader CAMHS framework Thrive in Education is categorised as a 'getting help' service.

This information can also be accessed here:

[https://www.google.com/search?q=MFT+referral+criteria&rlz=1C1CHBF\\_en-GB&oq=MFT+referral+criteria&aqs=chrome..69i57.15497j0j15&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=MFT+referral+criteria&rlz=1C1CHBF_en-GB&oq=MFT+referral+criteria&aqs=chrome..69i57.15497j0j15&sourceid=chrome&ie=UTF-8)

The Manchester Thrive in Education Team includes **Educational Psychologists**. In order to compliment and not duplicate E/MHPs working directly with CYP in the school, Educational Psychology will support schools/colleges to introduce or develop their whole setting approach.

Through a bespoke package, One Education EPs support targeted schools to introduce or develop their WSA approach. This includes activities such as auditing mental health and wellbeing in the school, supporting the coordination of MH support, building relationships with staff, the promotion of positive mental wellbeing, and/or training/workshops with staff or pupils.



### From September 2023, One Education' offer will also include:

- Training for Manchester schools to promote Whole School Approach (WSA) to providing mental health support
- Support and co-ordinate WSA practices for M-Thrive partners across Manchester

## Getting More Help: Educational Psychology

Educational psychologist (EP) do not just work with individual children and support can be provided at different levels (see table below).

Organisational level	Group level	Individual level
<ul style="list-style-type: none"> <li>• Embedding trauma informed approaches within the school and community levels</li> <li>• Loss and bereavement awareness training</li> <li>• Developing nurture principles and support within settings</li> <li>• Implementation of stems to address vulnerable groups with clear monitoring of the impact of interventions for pupils with social, emotional and mental health needs</li> </ul>	<ul style="list-style-type: none"> <li>• Exam stress group interventions</li> <li>• Humanity of touch and related safeguarding issues</li> <li>• Group therapeutic work including techniques from Acceptance and Commitment therapy</li> <li>• Group interventions to support anxiety</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting staff to understand underlying emotions behind pupil behaviour through APDR</li> <li>• Therapeutic interventions, using Cognitive Behaviour Therapy approaches, motivational interviewing, social skills development, theraplay and therapeutic stories</li> </ul>

The most effective EP work often involves working within a number of levels at the same time, supporting children and young people and supporting the people around them to manage changes and understand changes, for instance:

- Children accessing therapeutic work (getting help/getting more help) such as motivational interviewing to help them to engage with adults around them.
- Adults supporting the young person in school are (getting advice) to help them to understand the effects of trauma on emotions and behaviours.
- Parents are supported to understand the changes that the young person is trying to make (getting advice and getting help).

Working within the Code of Practice for SEN – EPs use cycles of Assess – Plan – Do – Review (ADPR). This allows them to understand children’s mental health needs in the context that they occur – looking at how children are coping in different settings and in response to interventions that are put in place over time, including for example Anxiety Based School Avoidance. Assessment can involve gathering information from the young person and their family, speaking to other professionals, doing formal or informal assessments, observations, looking at how young people respond to interventions. Using APDR over time, we can refine support to best meet the needs of the child and young person. From the group of children EPs work with in schools to support their mental health, a small proportion will require funding above the schools special needs funding and will require Education, Health and Care Plan assessment, EPs also provide psychological advice to support this process.

### **Getting Risk Support: Bespoke support**

This level of support may be triggered by a significant event or thematic concern. Critical Incident support or Team around the School or College will be commissioned by the Local Authority. Schools can commission trauma support.

### **Critical incident (CI) Support**

One Education Educational Psychology critical incidence response team are commissioned by MCC to respond to CIs.

In the event of a critical incident (which may also be referred to as an Incident or Major Incident by other agencies) please contact Sharon Gardner in the first instance. Advice, guidance and support can then be arranged ensuring engagement with the appropriate agencies and providers.

### **Team Around School or College**

A multi-agency support team established by the local authority following a specific event or themes EP input - A tailored and more bespoke multi-agency offer to settings based on initial planning with the school leadership team NHS organisations (including Healthy Schools, School Nursing, CAMHS), Early Help, Children’s Services, Police Psycho-social support from 42nd St and Manchester Mind)

**One Education Emotional Trauma Support** – can be commissioned by schools.

One Education's experienced HCPC-registered arts therapists provide adaptable, flexible therapeutic interventions which are bespoke to the needs of children and staff in schools and other settings, meeting a wide range of mental health needs through work that is outcome-oriented and evidence-based.

## Useful links and References

### CAMHS Navigation Tool and Referral Criteria

All Child and Adolescent Mental Health Services (CAMHS) in Greater Manchester are now using the I-Thrive Model to navigate Children, Young People and their Carers to the most appropriate mental health or wellbeing services. They have created a navigation guide to support you in your referral decision making. This can be accessed here:

<https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fmft.nhs.uk%2Fapp%2Fuploads%2F2021%2F11%2FMFT-Core-CAMHS-Referral-Criteria-2021.doc&wdOrigin=BROWSELINK>

An example page looks like:



Royal Manchester  
Children's Hospital

**NHS**  
Manchester University  
NHS Foundation Trust

Presenting Difficulties	Criteria	Thrive Quadrant	Intervention Types	By whom
<b>Self-Harm: That is infrequent and not require medical intervention</b>	Self-harm is when somebody intentionally damages or injures their body. It's usually a way of coping with or expressing overwhelming emotional distress	<b>Getting Help</b>	Psycho- Education / Distraction Techniques Counselling Guided Self Help Compassion Focused Work	<ul style="list-style-type: none"> <li>✓ 42<sup>nd</sup> Street</li> <li>✓ School/ College Pastoral Team</li> <li>✓ Kooth .Com</li> <li>✓ National Self Harm Network <a href="http://www.nshn.co.uk/downloads.html">http://www.nshn.co.uk/downloads.html</a></li> <li>✓ Young Minds Website <a href="https://youngminds.org.uk/">https://youngminds.org.uk/</a></li> </ul>
<b>Self-Harm : That has become more frequent and intense Suicidal Ideation with some plans and or few protective factors and or increased identified risk factors</b>	Where a young person has a history of self-harm and is currently harming more frequently and is at risk of significant harm N.B if the child or young person need immediate medical intervention –They will need to attend at their local A and E	<b>Getting More Help</b>	Medical intervention ( GP/ Walk In Centre / Emergency Department A and E ) Mental Health / Risk Assessment Safety Planning DBT / DBT Informed Work Psycho Education – Self Regulation Techniques	<ul style="list-style-type: none"> <li>✓ Local Medical Services <a href="https://www.nhs.uk/using-the-nhs/nhs-services/urgent-and-emergency-care/nhs-111/">https://www.nhs.uk/using-the-nhs/nhs-services/urgent-and-emergency-care/nhs-111/</a></li> <li>✓ Liaison Mental Health (LMH) <a href="https://www.gmmh.nhs.uk/mental-health-liaison/">https://www.gmmh.nhs.uk/mental-health-liaison/</a></li> <li>✓ CAMHS Urgent / Duty Referral</li> <li>✓ Rapid Response Team</li> </ul>
<b>Suicidal Thoughts</b>	Where a young person expressing some fleeting thoughts with no plan and has identified protective factors	<b>Getting Help</b>	Risk Assessment Safety Planning / Care Plan Self Help strategies – Guided Self Help Psycho- Education	<ul style="list-style-type: none"> <li>✓ 42<sup>nd</sup> Street</li> <li>✓ School/ College Pastoral Team</li> <li>✓ Wellbeing Offer</li> <li>✓ Kooth.Com on line Counselling</li> <li>✓ Papyrus –Suicide Prevention <a href="https://papyrus-uk.org/">https://papyrus-uk.org/</a></li> </ul>
<b>Suicidal Ideation</b>	Where a young person is presenting with increased and intrusive suicidal thoughts and or regular increased self-harm	<b>Getting More Help</b>	Mental Health / Risk Assessment Safety Planning / Care Plan Psycho Education Self-Regulation	<ul style="list-style-type: none"> <li>✓ CAMHS Urgent / Duty Referral</li> <li>✓ Rapid Response Team</li> <li>✓ Liaison Mental Health (LMH)</li> </ul>

CAMHS Acceptance Criteria V6 March 2020

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The needs addressed are as follows:

- Low mood
- Self harm Suicidal thoughts
- Overdose/self harm requiring medical intervention
- Anxiety
- Major mental health disorders/psychosis
- ASD
- Behaviour problems
- Mood disorder/depression
- Suicidal thoughts and ideation
- PTSD
- ADHD
- Eating disorders



## Other useful links/websites

Mind (2015). Mental wellbeing. <https://www.mind.org.uk/media-a/3360/mental-wellbeing-2016-pdf-version.pdf>

<http://implementingThrive.org/wp-content/uploads/2019/03/THRIVE-Framework-for-system-change-2019.pdf>

Gaddum Centre: Bereavement Counselling <https://www.gaddumcentre.co.uk/>  
[Tel: 0161 834 6069 ]

NSPPC: Work with children who have parents with mental health/substance misuse problems. Work with children and young people who display harmful sexual behaviour and/or have experienced abuse. <https://www.nspcc.org.uk/> [Tel: 0844 892 0225]

42ND Street: Provision for young people 13 – 25yrs offering a range of services including counselling, individual support (e.g. anger management) group work (e.g. relaxation) and volunteering opportunities. <http://42ndstreet.org.uk/referrals/>  
[Tel: 0161 832 0170]

Manchester Eclipse: Drug & Alcohol Misuse Counselling Service  
<https://www.changegrowlive.org/eclipse-manchester> Tel: 0161 273 6686

Manchester Primary Care Mental Health Services <https://www.gmmh.nhs.uk/access-help> Citywide Service

Manchester Early Help Hubs Manchester [earlyhelpnorth@manchester.gcsx.gov.uk](mailto:earlyhelpnorth@manchester.gcsx.gov.uk)  
0161 234 5000

Manchester Mind / YASP <https://www.manchestermind.org/our-services/young-people/>

School Nurses and Educational Psychologists: Please contact school direct.  
[https://www.manchester.gov.uk/directory/84/school\\_finder](https://www.manchester.gov.uk/directory/84/school_finder)

<http://schoolswebdirectory.co.uk/leasearch.php?lea=salford>

Manchester Special Educational Needs Offer  
[www.manchester.gov.uk/sendlocaloffer](http://www.manchester.gov.uk/sendlocaloffer)

Manchester Safeguarding  
Partnership –

**Mental Health:**

<https://www.manchestersafeguardingpartnership.co.uk/resource/mental-health/>