



BRYANSTON

COVID-19 Outbreak: Addendum Arrangements for Safeguarding and Child Protection

**11 January 2021
(to be kept under review)**

This addendum to the Safeguarding and Child Protection Policy is applicable to all Governors, staff, and regular volunteers in respect of all pupils in the School. The addendum contains details of the School's individual safeguarding arrangements in the following areas:

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1. Important Contacts

Bryanston School's Safeguarding Team will continue to be available either via telephone, physically onsite (the DSL and two of the DDSLs live onsite), or online video. Staff will be made aware of how to speak to one of the Safeguarding Team and contact information will continue to be available on the staff, pupil and parent sites.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

In the unlikely event that a member of staff cannot contact the DSL or one of the Deputy DSL's and they consider a child to be at immediate risk of harm, they will contact the Children's Advice & Duty Service Tel: 01305 228558 or the Police on 999.

One of the following is available on site 24/7:			
DSL	Claire Miller	07515 064653	clm@bryanston.cxo.uk
Deputy DSL	Preetpal Bachra	07739 324549	psb@bryanston.co.uk
Deputy DSL	Andrew Murfin	07710 085944	accm@bryanston.co.uk
Deputy DSL	Richard Ball		rjb@bryanston.co.uk
Other contacts:			
Nominated Governor for Safeguarding	Dr. Hannah Pharaoh		hpharaoh@bryanston.co.uk
Children's Advice and Duty Serve (ChAD)			01395 228558
Local Authority Designated Officer (LADO)	Patrick Crawford		01395 228327

2. Context

In a further response to the COVID-19 pandemic, the Secretary of State for Education announced that from 5 January 2021, school sites would be closed to pupils, and parents were asked to keep their children at home, wherever possible. In response to this announcement, Bryanston School moved to remote learning and will continue to do so until such time that all pupils can return to the School site.

The Government guidance on 'Actions for schools during the coronavirus outbreak' outlines the following for boarding schools:

Boarding and residential schools, including international pupils

Vulnerable children and the children of critical workers who have already travelled to their boarding school should continue to receive face to face education. Where other pupils have already travelled to their boarding school, in anticipation of school starting, they can continue to receive remote education in their boarding houses.



Vulnerable children and the children of critical workers who have not yet done so can return to their boarding school to receive face to face education. Where other pupils have not yet returned to their boarding school, they should not travel and should receive remote education at home.

As a result, Bryanston has a small number of its international pupils at school who are receiving remote education in a boarding house. It is expected that there will be approx. 9 pupils on site until the school is allowed to reopen. All other pupils are receiving remote education from home or with a guardian or other suitable adult in the UK.

3. Rationale

Although the School is currently providing an education to its pupils remotely, it nevertheless remains essential that as far as possible the School continues to be a safe place for its pupils. This addendum applies during the period of the second school closure due to COVID-19. It sets out changes to the '[Bryanston School Safeguarding and Child Protection Policy](#)' in light of the DfE guidance '[Safeguarding and remote education during coronavirus \(COVID-19\)](#)' and should be read in conjunction with this publication. This guidance supports the governing body, senior leadership team and designated safeguarding leads (DSLs) so they can continue to have regard to the statutory safeguarding guidance '[Keeping Children Safe in Education, September 2020](#)' and keep children safe.

The School's normal Safeguarding and Child Protection Policy continues to apply and should be referred to alongside this document.

Bryanston is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Safeguarding is everybody's business, everybody's concern and everybody's responsibility.

This annex sets out where the School might consider safeguarding policy and process differently when compared to business as usual.

4. Core safeguarding principles

Although the way the School is operating in response to COVID-19 is fundamentally different to business as usual, the following important safeguarding principles are still being followed:

- the best interests of the child must come first.
- if anyone has a safeguarding concern about any child, they should continue to act on it immediately.
- A Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead is available at all times.
- it is essential that unsuitable people do not enter the school workforce or gain access to children.
- children should continue to be protected when they are online.



5. Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care plans (EHCP). Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989. Those with an EHCP will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide essential services. Many children and young people on an EHCP can safely remain at home.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. Should circumstances arise where a parent does not want their child in an education setting, and their child is considered vulnerable, the social worker and Bryanston School will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID-19, Bryanston School or the social worker will talk through these anxieties with the parent following the advice set out by Public Health England.

Bryanston School will continue to work with, and support, children's social workers to help protect vulnerable children. The lead person for this will be the DSL, Claire Miller.

6. Sponsored international pupils

Child safeguarding duties and the duty of care to sponsored pupils continue to apply while pupils remain sponsored and are in the UK.

This means for as long as students are in the UK and while Covid-19 measures continue to be in place, the School will continue to ensure suitable care arrangements for these pupils. Hsms use boardingware to log the names of the adult responsible for the care of these pupils plus their UK address. IN the case of a pupil who has left the UK, a record of when and how they left is also logged on Boardingware.

7. Reporting a safeguarding concern

All staff must continue to act on any concerns they have about a child immediately. School arrangements will continue in line with the 'Bryanston School Safeguarding and Child Protection Policy'. COVID-19 and school closure mean most of the children are being educated at home, so there is a need for increased vigilance. Pressures on families and young people are significant and so we are perhaps even more reliant on Bryanston's exceptional pastoral care and 1-2-1 tutorial system.

It is vitally important that staff continue to advise the DSL or the DSL immediately about concerns they have for any child. This can be done via email or, if staff are confident to use it, via MyConcern, although, training on MyConcern is still to be delivered more widely.

Details of all important contacts are listed at the start of this addendum. Although any member of staff can make a referral and staff have been given the professionals' number for



reporting a concern to the ChAD, it is expected that where a safeguarding concern about a pupil reaches this threshold, the referral will be made by the DSL.

8. Pupil attendance monitoring

All pupils working from home are regularly monitored in terms of their wellbeing and their engagement with remote learning. Pupil registration is between 08.00-08.20 every weekday morning. Data is entered centrally in iSAMs.

The registration of pupils is carried out in accordance with the [DfE Guidance: Coronavirus \(COVID-19\): attendance recording for educational settings](#).

The Hsm is responsible for the formal registration of pupils, which happens once a day in the morning. Attendance by pupils in different time zones will be updated as appropriate later on the same day. The same absence codes will be used as last term and as outlined on page 5 of the document 'Guidance for Houses: Attendance, Accounting for Pupils and Registration (September 2020)'.

When a pupil is missing from a class or other co-curricular activity (that cannot be attributed to a time zone difference) the member of staff should log the absence and contact the tutor and Hsm of that child.

9. Supporting pupils not in School

Bryanston School remains committed to ensuring the safety and wellbeing of all its pupils, wherever possible, even though they may not be physically on the School site.

It is recognised that school is a protective factor for many children and the current circumstances, can affect the mental health of pupils and their parents. Staff are made aware of this when setting expectations of pupils' work where they are at home. Bryanston School sets out the support on offer to pupils and their families in many areas through information contained within the Guided Learning Programme.

Where the DSL (or Deputy DSL) has identified a pupil, who requires additional support from the School, the pupil or family will receive regular communication, at least once a week from an assigned pastoral lead, likely to be the pupil's Hsm. This contact is recorded and overseen by the DSL. The Hsm should use their School email account, School phone or online video through Teams. The DSL will work closely with the Hsm and family to maximise the effectiveness of any communication plan. These plans are reviewed regularly (at least once every two days) and where concerns arise, the DSL will consider any referrals as appropriate.

The School will share safeguarding messages on the staff, pupil and parent sites, social media pages and through its remote pastoral programme where appropriate. Pupils, parents and staff will be reminded about how they can raise any safeguarding concerns even when pupils are not physically on the School site.

9(a) Bereavement

The School is aware that during this period, some pupils may be affected by bereavement(s). As pupils normally spend the vast majority of their time at school, teachers and staff members will usually be the primary source of care and support. Bereaved pupils would have seen the School as a safe haven away from the turmoil of emotions at home and will look to trusted staff members for help and



support. In cases of bereavement, the School will continue to provide help and support to the affected pupil(s) which may include identifying an appropriate support organisation.

9(b) Emotional wellbeing

A survey by the mental health charity YoungMinds identified that the two factors most commonly cited that heighten negative emotions in young people when they are away from school are loss of daily routine and social isolation. Arguably, these two factors are magnified in boarding school pupils because they are used to a prescribed daily structure while being surrounded by friends 24/7.

Staff who feel a pupil is struggling with their emotional wellbeing should contact the child's Hsm. Some self-help tips for staying emotionally healthy can be found in Appendix 1.

9(c) Mental health

The past 10 months have been challenging for most people, and many families are likely to have experienced bereavement, loss, anxiety or other forms of trauma. The School's first priority is the wellbeing of all children and staff.

Staff who are worried about the mental health of a pupil should alert the Hsm in the first instance. This can be done via email or, if staff are confident to use it, via MyConcern. Hsms can advise on reputable websites and apps to help a young person through a difficult time (refer to Appendix 2). They also have access to the school's counsellors and mental health practitioners.

10. Online safety in and away from school

The School will continue to provide a safe environment online and the IT department will continue to monitor internet filtering systems on School computers and detect any security breaches using the recognised services and tools.

It is important that all staff who interact with children online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the School's Safeguarding Policy and Child Protection Procedures and, where appropriate, referrals should still be made to Children's Social Care and as required, the Police.

The School has provided parents with information on how to keep their children safe when working online. This information can be found on page 11 of the GLP and in the document 'Guidelines for online learning (parents)'.

11. Teaching online lessons and communicating remotely with parents and pupils

Online teaching should follow the same principles as set out in the Code of Conduct and ICT Policy. The School will also comply with any new guidance provided by the Department for Education in relation to providing education remotely and the use of online learning tools and systems will be used in line with data protection principles.

Teaching from home is different from teaching in the classroom. Staff should try to find a quiet or private room to talk to pupils or parents. When broadcasting a lesson or making a recording, staff should consider what will be in the background.



The list below gives some things the School has implemented when delivering online lessons or communicating with parents via Microsoft teams:

- guidance for online learning is included in the Guided Learning Programme for both pupils and staff.
- staff and children must wear suitable clothing, as should anyone else in the household who may inadvertently step into view of the camera.
- any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- staff should aim to communicate within school hours as much as possible.
- language and behaviour must be professional and appropriate.
- staff must use school devices, wherever possible.
- staff must only use the approved platforms provided to communicate with pupils (not using Skype, FaceTime or other live-streaming apps such as WhatsApp, Voom or Houseparty).
- Staff should only use their Bryanston accounts for communication e.g. work email address. Personal email accounts or alternative forms of social media/messaging services must not be used to communicate with pupils.
- Staff keep a record of the sessions that they run.

Staff should be aware of the following documents:

1. Parent guidelines for online learning.
2. Pupil guidance for online learning.

If a pupil is not adhering to the guidelines above, the member of staff should inform the tutor in the first instance.

12. Recording of 1-2-1 lessons

Peripatetic music teachers are asked to record all their lessons on Microsoft TEAMS.

For other 1-2-1 lessons between staff and pupils, it is recommended good practice to record them. However, due to the fact that 1-2-1 interaction between pupils and tutors in tutorials, and teaching staff in correction periods, is common practice within the Bryanston system, this is left to the member of staff's preference. Members of SLT reserve the right to 'drop in' to any lessons or 1-2-1 sessions. They will also watch a random selection of recorded lessons from time to time.

13. Supporting pupils in School

The School adheres to government guidance on 'key workers'. For further information relating to key workers, see guidance here: <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

The School remains open if there are any children who are deemed to be vulnerable, as per government guidance. Should the need arise, the School has given careful consideration to



which children need to continue to attend school, in order to ensure children are safe and to minimise the spread of COVID-19. Each child will be considered on a case-by-case basis and an assessment of risk has been made, with relevant external agencies, parents and the Local Authority, to decide if a child should be on site or not. The School considers children to be vulnerable and may need to attend if they are;

- Children on Child Protection Plans; Children in Need; Looked-After or Previously Looked-After; and
- Children with SEND (with or without an EHCP), who would be safer at school than at home.

Children other than those above may be considered vulnerable and some children will become vulnerable during the time that the School is closed. The School will continually review which children will attend School, in line with local and governmental guidance.

Additional support may be put in place to safeguard;

- Children vulnerable to CE/Contextual safeguarding issues and those in receipt of early help; and
- Children who are homeless/living in temporary accommodation, refugees and asylum seekers and young carers.

14. Peer on Peer Abuse

Bryanston School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Pupils are likely to be using social media groups to keep in touch and just as before COVID-19, there will be issues relating to cyberbullying, coercion, Youth Involved Sexual Imagery ('sexting') etc.

Where the School receives a report of peer on peer abuse, we will follow the principles as set out in Part 5 of KCSIE 2019 and of those outlined within the Safeguarding Policy and Child Protection Procedures.

The School will listen and work with the young person/people, parents/carers and any multi-agency partner required to ensure the safety and security of them.

Concerns and actions will be recorded and if appropriate referrals made.

15. Children new to the School

Children may join Bryanston School from other settings. When they do, we will seek from those settings the relevant welfare and child protection information. This is relevant for all children that join us, but it will be especially important where children are vulnerable. For vulnerable children we will ensure we understand the reasons for the vulnerability and any arrangements in place to support them. As a minimum we will seek access to that child's EHCP, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker is (and, for looked-after children, who the responsible virtual school head is). Ideally, this will happen before a child arrives but where that is not possible, it will happen as soon as reasonably practicable. Any exchanges of information will ideally happen at DSL (or Deputy DSL's) level, and likewise between special educational needs co-ordinators/named individual with oversight of SEN provision for children with an EHCP. The DSL will undertake a risk assessment based in the information received, considering how risks will be managed and which staff need to know the information.



16. Safeguarding training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID-19 virus. For the period of when COVID-19 measures are in place, a DSL (or Deputy DSLs) who has been trained will continue to be classed as a trained DSL (or Deputy DSL) even if they miss their refresher training.

All existing School staff have had safeguarding training on and have read part 1 of Keeping Children Safe in Education 2020. Training took place on 04.01.2020. The DSL will communicate with staff about any changes in local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, they will be provided with a safeguarding induction, delivered remotely by one of the DSLs, and will complete online safeguarding training.

17. Recruitment of new staff

The School continues to recognise the importance of robust safer recruitment procedures so that adults who work at Bryanston are safe to work with children.

When recruiting new staff, the School will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education (September 2020).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. In urgent cases, when validating proof of identity documents to apply for a DBS check, the School will initially accept verification of scanned documents via online video call link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at school.

If the School needs to utilise volunteers, it will continue to follow the checking and risk assessment process as set out in KCSIE 2020. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Bryanston School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult.

Bryanston School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per KCSIE 2020 and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals will be made by emailing: Misconduct.Teacher@education.gov.uk.

18. Version control and dissemination

This is version 1 of this addendum. It will be reviewed by the DSL or Deputy DSLs regularly as circumstances continue to evolve or following updated Department for Education advice or guidance.

This addendum and the Bryanston School Safeguarding Policy and Child Protection Procedures are available on our [School website](#) under Policy Documents.

19. Links with other policies

This policy links to the following policies, procedures and documents:



- Safeguarding Policy and Child Protection Procedures (and associated policies)
- Code of Conduct for Staff
- Digital Communications Policy
- Bryanston Guided Learning Programme
- Parent Guidelines for Online Learning
- Pupil Guidelines for Online Learning

CLM
Deputy Head Boarding and Pastoral, DSL
January 2021



APPENDIX 1: Self-help tips for positive emotional health

A: Top tips for staying emotionally healthy during self-isolation:

1. 5 ways of wellness:



2. Other ideas:

- Stick to a active daily routine (e.g. creating your own daily programme including three meals a day, activity time slots, self-care opportunities and bedtime routine)
- Do light activity – home workouts (e.g. yoga, dance, spring cleaning the house)
- Keep up hobbies that keep you moving (e.g. baking, reading, writing, making music, gardening etc)
- Engage in creative activities (e.g. art, scrap book making, junk modelling, restoring furniture, create music, redecorating)
- Keep connected to others (e.g. phones, email, social media, teams, etc)
- Keep an active mind (e.g. learning a new skill, research, brain training games, home learning using such free websites)
- Try Meditation and relaxation (e.g. Apps and free YouTube videos such as headspace)
- Hot desk at home with planned short brain breaks
- Plan meals in advance
- Do things you enjoy doing (e.g. watch a boxset, paint your nails, listen to podcasts, reading etc)
- Keeping hydrated
- Self-care opportunities (Self-care is any activity that we do deliberately in order to take care of our mental, emotional, and physical health. Although it's a simple concept in theory, it's something we very often overlook. Good self-care is key to improved mood and reduced anxiety)

3. Self-Care – looking after your own emotional wellbeing

Bearing in mind the times we are living in, it is more important than ever to look after ourselves and each other. These are just a few things to consider to keep yourselves mentally healthy. Think of the acronym **GREAT DREAM**.

Give – be a ‘giving’ person – be a radiator not a drain to other people. Make other people feel good about themselves. Help them, give them a compliment, show interest in them.



Make them feel better through having spent time with you. **Be kind.** Being nasty makes us feel rubbish. The culture of this boarding house is about giving / affirmation / kindness.

Relationships – invest in your friendships. Take an active interest in those around you. Be authentic and be yourself. Ask them or talk about something that engages somebody else actively and constructively. Be genuinely curious and interested in what makes other people tick. Get to know the real them.

Exercise – being active and doing exercise is fundamental to human happiness. Make the most of your games and PE sessions. Take a friend on a walk and appreciate the beautiful grounds of the school. This should go hand in hand with drinking plenty of water and eating a healthy and nutritious meal three times a day in the Dining Hall.

Appreciation – being appreciative of what we have makes us feel happier. Try to focus on the good things. Think of 3 things that have happened in the day that make you feel happy. (*Consider launching a ‘gratitude diary’*)

Try things– try new things. Don’t let opportunities pass you by. If there is something you want to do but your close friends may not be going, be brave and do it anyway.

Sense of Direction – take control of the sort of person you want to be and make your own choices. Having a clear sense of direction makes people happy. Be purposeful and stand up for what you believe is right. Work out what you want to do, take control and make it happen.

Resilience – don’t give up if you aren’t successful the first time you try something. Try again. Look to make improvements. Seek out feedback. This doesn’t have to be about academic work, sport, music or drama. Ask your friends for feedback on how you make them feel. Receiving positive feedback makes us more confident to face the next challenge.

Empathy – be open to other people’s struggles and differences. Don’t judge somebody because their opinion or belief is different to yours. Everybody is entitled to their own opinion and try to understand why they think like this.

Self-Awareness – be aware of how you are feeling. Be in tune with your own thoughts and feelings. If you’re struggling or having a bad day or feeling a bit grumpy, take some time to yourself to pause, take a break and collect yourself.

Meaning – take time to understand what your life means to you. Be reflective about your life. Take time to work out why you want to be you and not like somebody else. Ask yourself: Who do I want to be? How do I want to be known by other people? What do I want to do in my life?

Always remember that your Hsm, your Matron and your Tutor are there to listen to you and help. We also have lovely nurses in the Medical Centre, senior pupils and peer mentors who are happy to help.



APPENDIX 2: Mental Health – Information for Pupils - Apps, websites, helplines & counselling

Young Minds - Coronavirus your wellbeing & mental health

<https://youngminds.org.uk/find-help/looking-after-yourself/coronavirus-and-mental-health/>

APPS

Mindshift CBT app - designed to help young people cope with anxiety

Free, scientifically based Anxiety tool

Is anxiety getting in the way of your life? MindShift uses scientifically proven strategies based on cognitive behavioural therapy (CBT) to help you learn to relax and be mindful, develop more effective ways of thinking, and use active steps to take charge of your anxiety.

<https://apps.apple.com/gb/app/mindshift-cbt-anxiety-canada/id634684825>

SAM app - Self Help for Anxiety Management

SAM is a friendly app that offers a range of self-help methods for people who are serious about learning to manage their anxiety.

SAM has been developed by a university team of psychologists, computer scientists and student users. Established methods of self-help have been combined with high standards of usability to provide an engaging, flexible, and practical resource.

<https://apps.apple.com/gb/app/self-help-for-anxiety-management/id666767947>

Headspace

Headspace is your everyday guide to health and happiness. Learn the life-changing skills of meditation and mindfulness in just a few minutes a day – through hundreds of guided sessions on everything from managing stress and anxiety to sleep, productivity, exercise, and physical health.

<https://apps.apple.com/gb/app/headspace-meditation-sleep/id493145008>

WEBSITES

Young Minds

Lots of information about emotional and mental health issues

<https://youngminds.org.uk/find-help/feelings-and-symptoms/>

Hampshire CAMHS

Information about general life issues & common mental health problems (contains links to relevant websites & apps)

<https://hampshirecamhs.nhs.uk/help/young-people/>

Hope Again

A safe place where you can learn from other young people, how to cope with grief, and feel less alone. Hope Again provides somewhere to turn to when someone dies

<https://www.hopeagain.org.uk/>



BEAT – the UK’s eating disorder charity

Eating disorder support and information.

Helplines, one-to-one web chat as well as on-line chat rooms/support groups

<https://www.beateatingdisorders.org.uk/>

Frank

Confidential information and advice about drugs & substance abuse, whether it’s for you or someone else

<https://www.talktofrank.com/>

HELPLINES & COUNSELLING

The Mix

Emotional support for the under 25’s. You can talk about anything that’s troubling you over the phone, email or webchat. There’s also a counselling service.

Helpline open daily 4pm-11pm: 0808 808 4994

<https://www.themix.org.uk/>

Kooth

An online counselling service and emotional well-being platform for young people

<https://www.kooth.com/>

Hope Again

A safe place where you can learn from other young people how to cope with grief, and feel less alone. Hope Again provides somewhere to turn to when someone dies.

Email: hopeagain@cruse.org.uk

Helpline: 0808 808 1677 Mon-Fri 9.30am-5pm

<https://www.hopeagain.org.uk/>

Young Minds Crisis messenger service

Support for those experiencing a mental health crisis.

Text the Young Minds Crisis Messenger free for 24/7 support

Text: YM to 85258

<https://youngminds.org.uk/find-help/get-urgent-help/youngminds-crisis-messenger/>

The Mix Crisis messenger service

Our crisis messenger text service provides free 24/7 crisis support across the UK for anyone aged under 25. If you’re experiencing any painful emotion or are in a crisis.

Text: THEMIX to 85258

<https://www.themix.org.uk/get-support/speak-to-our-team/crisis-messenger>

Shout

Shout a 24/7 text service for people struggling to cope or anyone in crisis anytime, anywhere.

For more info

Text: SHOUT to 85258.

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

**Childline**

If you're under 19 you can confidentially call, email or chat online about any problem big or small.

Freephone: 0800 1111

<https://www.childline.org.uk/>

HOPE LINE UK / Papyrus

If you are having thoughts of suicide or are concerned for a young person who might be, you can contact HOPELINEUK for confidential support and practical advice.

Call: 0800 068 4141 Text: 07860 039 967 Email: pat@papyrus-uk.org

<https://papyrus-uk.org/>

Samaritans

Confidential support for people experiencing feelings of distress or despair.

Phone: 116 123 (free 24-hour helpline)

Email: jo@samaritans.org

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