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Langley Grammar Parent Forum

Delivered by

Mental Health Support Team (MHST)

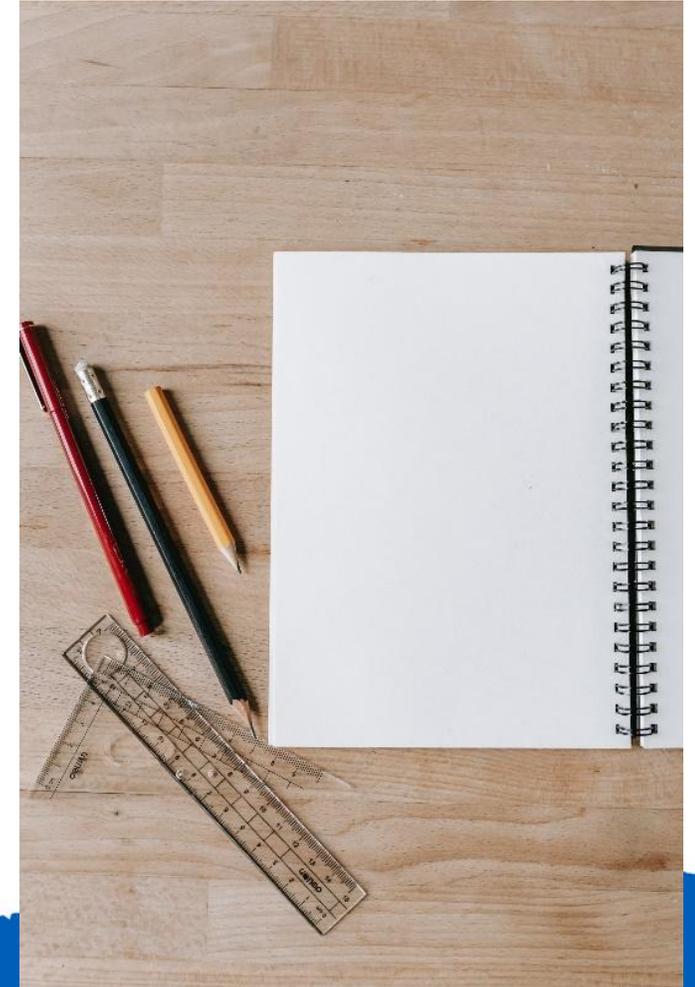
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CAMHS Getting Help/Mental Health Support Team, Slough



Aims for today's session:

- Overview of MHST
- What is anxiety?
- What is self-harm?
- What is suicidal ideation?
- Guidance for parents
- How to refer to MHST



Shared Expectations

- Confidentiality
- Respecting other's views
- Keeping mics off and cameras on (where possible)
- Using chat Q&A function



Our Offer / Support for CYPF



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- Early intervention and prevention for mild-moderate mental health interventions
- 1-1 Interventions for Young People (12 years+)
- Parent Interventions (under 12 years)
- Psychoeducation on Mental Health Topics for CYPF
- Small group sessions (Eg: Interventions, Psychoeducation etc)
- Peer mentoring
- Assemblies
- Integrated Working (Eg: External Services)
- Advice/Signposting

Our Offer / Support for Schools

Whole School and College Approach (WSCA)



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- Staff Consultations (Eg: EBSNA)
- Staff Training / Workshops
- Mental Health Surgeries
- Coffee Mornings
- Parent's Evenings
- Integrated Working (Eg: External Services)

(List not exhaustive)

Whole School Approach

Working in Partnership With:

- Education Psychology Service
- School Nurses
- Young Health Champions
- Public Health
- The Charlie Waller Institute / PPEP
- KOOTH, No 22
- Voluntary Sector (e.g Safe Project, GEMs, Parenting Special Children)
- Early Help

What our EMHPs/CWPs can support with



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- ✓ Mild to moderate mental health presentations
- ✓ Behavioural Difficulties (brief parenting support)
- ✓ Worry Management
- ✓ Anxiety and Panic Management
- ✓ Simple Phobias (Dogs, Heights, Separation anxiety)
- ✓ Low Mood (Secondary school age children)
- ✓ Sleep Difficulties
- ✓ Assessing Self Harm and Coping Strategies
- ✓ Thought Management
- ✓ Problem Solving

High Intensity Therapists



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- CBT therapists within MHSTs offer support for young people with more complex/enduring mental health difficulties, these include:
 - Low mood
 - Panic disorder and agoraphobia
 - Generalised anxiety
 - Social anxiety
 - More complex phobias (blood, vomit, needle)
 - PTSD (single event trauma)
 - OCD
- CBT therapist work with the low intensity CBT practitioners (EMHPs/CWPs) using a ‘stepped care’ approach
- Cases for CBT therapists still need to be discussed in surgeries/ prior consultation is recommended, as referral criteria is not always ‘clear cut’

What We Don't Support With



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- Moderate to severe mental health presentations
- Conduct disorder/Anger management/Full parenting programmes
- Chronic depression
- Social anxiety disorder
- Extensive phobias e.g. blood, needles, vomit
- Severe, active, high risk self-harm
- PTSD
- OCD
- Pain management
- Historical or current experiences of abuse or violence

If referral is not accepted then we can support school staff to explore where CYPF needs may best be met and identify appropriate/alternative services to signpost to.

Overview of CYP Interventions

Worry management: Generalised anxiety = lots of different worries	Graded exposure: Specific phobia/anxiety = concentrating on facing a specific fear	Brief Behavioural Activation: low mood
<ul style="list-style-type: none"> • 6-8 sessions • Psychoeducation on anxiety • Negative and positive beliefs about worrying • Challenging beliefs about worry • Vicious cycle of worry • Classifying worries • Worry diary • Worry time • Problem-solving • Distraction techniques • Progressive muscle relaxation • Breathing techniques • Grounding • Mindfulness 	<ul style="list-style-type: none"> • 6-8 sessions • Key elements to graded exposure: <ol style="list-style-type: none"> 1. Graded: you only move up the hierarchy when you feel confident enough 2. Prolonged: you need to stay in the feared situation long enough for anxiety to reduce 3. Without distraction: no safety behaviours being used to help anxiety 4. Repeated: need to repeat the process <p>We will start with small challenges and build up to a goal, with rewards for each step.</p>	<ul style="list-style-type: none"> • 8-10 sessions • Aims to break the vicious cycle of low mood • Participating in activities that matter to you can have an impact on our mood • Activities that include the following categories: <ol style="list-style-type: none"> 1. Achievement 2. Closeness 3. Enjoyable 4. Important <p>The idea with Brief BA is if you can get a balance of these activities during each week then you will start to feel better.</p>

Overview of Parent Interventions



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Helping Your Child with Fears and Worries: Parent-led intervention for children with anxiety	Incredible Years: Parent-led intervention for children with behavioural difficulties
<ul style="list-style-type: none">• 6-8 sessions• Build understanding of anxiety and what keeps it going• Address unhelpful coping mechanisms, alternative responses to reassurance seeking, building independence and self-confidence• Overcome specific fears and managing worry• Problem solving• Home tasks to practice skills and techniques• Guided by self-help manuals	<ul style="list-style-type: none">• 8-10 sessions• Promote emotional and social competence to prevent, reduce and treat aggressions and emotional problems in children and young people• Build on the positive work already being done at home• Additional techniques and strategies to further support difficult behaviour• Working with the parent is shown to have positive results• Techniques include:<ul style="list-style-type: none">• Attention and special time/play.• Different types of coaching• Praise• Rewards• Clear commands and limit setting.• Ignore technique.• Time out and consequences• Review and problem solving

What is anxiety?

Anxiety is usually a natural response to pressure, feeling afraid or threatened, which can show up in how we feel physically, mentally, and in how we behave.

It's common to describe anxiety as a feeling of dread, fear or unease, which can range from mild to severe.

Anxiety can become a problem if we start worrying a lot about small stuff or relatively harmless situations.

It's usually when our anxiety feels really intense or overwhelming that it starts to interfere with our daily life or affect our relationships.

Common Signs of Anxiety

Anxiety can affect our mind, body and behaviour, for instance we might feel tearful, get stress headaches, or start avoiding things or people that trigger anxiety.

- Feeling tired, restless or irritable
- Feeling shaky or trembly, dizzy or sweating more
- Being unable to concentrate or make decisions
- Trouble sleeping
- Worrying about the past or future, or thinking something bad will happen
- Headaches, tummy aches or muscle pain
- Dry mouth
- Your child may notice their heartbeat gets stronger, faster or irregular, or they get short of breath when they start feeling anxious

Common worries for anxiety

The teacher may pick on me, and I'll get the question wrong.

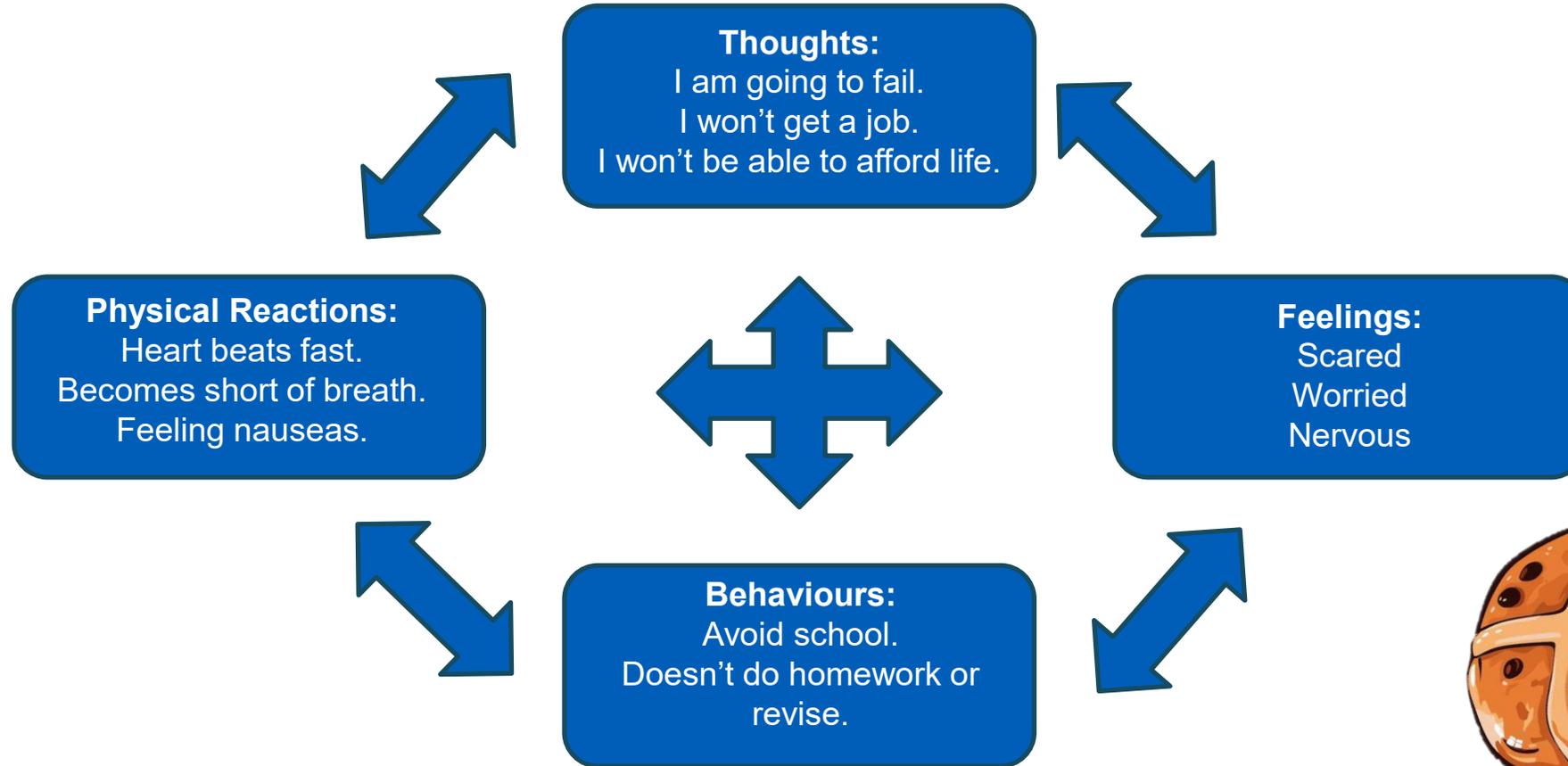
Something bad may happen to myself or my family.

I'm going to fail and not be able to go to university.

I'm going to have no friends.

What happens if no one likes me?

Hot cross bun model



Keeping young people safe



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- It's not uncommon for young people to think about death. Some young people experience suicidal thoughts.
- We know that talking about suicidal thoughts does not make suicide more likely.
- There are helplines and text chats for young people with trained staff available 24/7.
- Self-harm can present alongside suicidal thoughts or on its own. The next few slides will look at this in more detail.



Free Text: YM to
85258

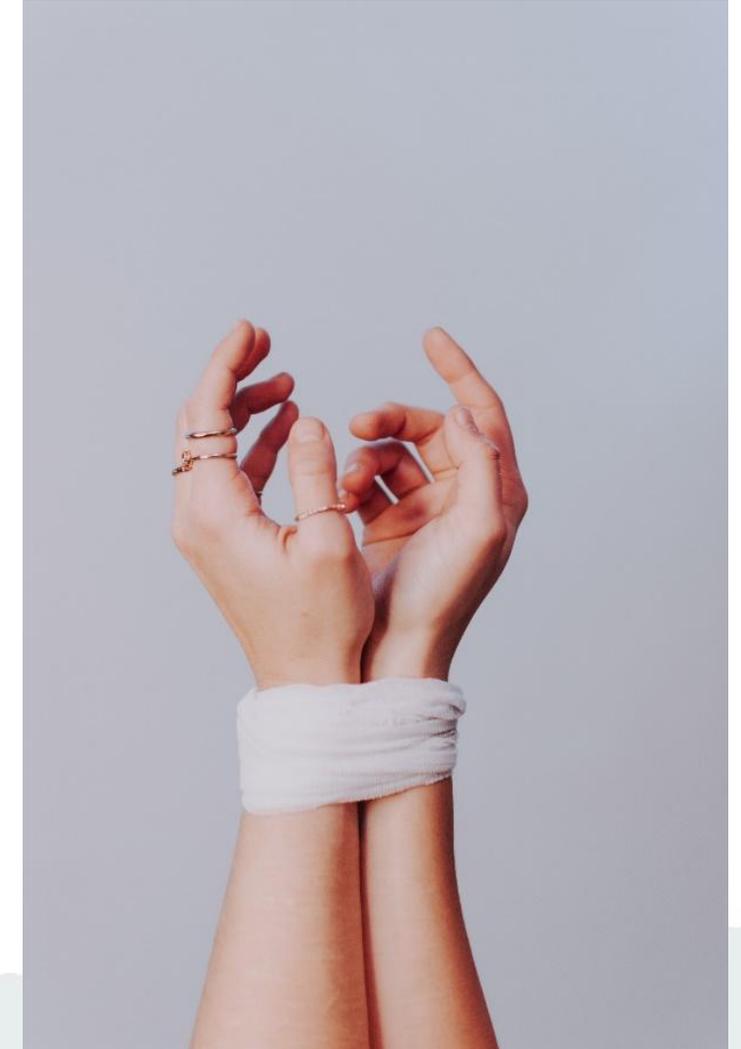


Text or Call :
116123



What is Self-Harm?

- Self harm is any non suicidal behaviour that inflicts physical harm on the body and is aimed at relieving emotional distress
- Only provides temporary relief
- Does not deal with the underlying problem
- Can increase in frequency and severity
- Not a suicide attempt (although risk of suicide increases with repeated self-harm) - Key risk factor for suicide - desensitisation
- Not manipulative – “attention seeking”
- Usually private – go to great lengths to hide it
- Not necessarily associated with personality disorder or severe mental illness



Possible Triggers?

- Loss of a loved one
- Physical abuse
- Sexual abuse
- Bullying
- Childhood neglect
- Physical illness
- Peer pressure
- Trends



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- Loss of freedom
- Divorce/relationship problems
- Miscarriage
- Unwanted pregnancy
- Acting as a young carer for an ill parent
- Any other trauma

Supporting a Young Person who is Harming



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- **Your own emotions are valid.** Finding out about self harm can bring up strong feelings – take time to understand and process these before talking to your child.
- **Have a conversation:** You could organise this around another activity like a walk or drive, where you ask if anything is worrying them and how they are feeling.
- **Reduce access:** Work with your child to make it more difficult for them to self-harm (e.g., by securely storing medication or removing sharp objects).
- **Help find alternatives:** for example distractions, other ways to express strong emotions, holding an ice cube, snapping an elastic band, drawing in red pen... (we can send out resources for this)

When to Seek Support

Self-harm is often a response to emotional distress, not necessarily a sign of mental illness.

Early intervention, safe spaces, and trusted relationships can be effective without CAMHS. If you have any concerns about your child's mental health, please contact Ms Power (Zarine) directly as she is the Mental Health Lead in School or send an email to the safeguarding email - safeguarding@lgs.slough.sch.uk.

CAMHS should be involved when there is clear clinical need, such as suicidal intent or complex mental health issues.



What to do in an Emergency

If a child or young person requires Urgent out of hours mental health support, please call our Urgent Helpline: **0300 247 0000**.

This phone line is open 24 hours a day, 7 days a week. The child or young person should be taken to A&E (or call for an ambulance) if they require urgent medical attention that is life-threatening such as:

- Recent overdose (medication, harmful liquids etc)
- Significant cuts (deep cut(s) and/or bleeding profusely)
- Burns that are blistering/red
- Loss of consciousness

Please remember that **999 is for life-threatening medical emergencies only**. This is when someone is seriously ill or injured and their life is at risk. Other sources of support available are **ChildLine on 0800 1111, Samaritans on 116 123**. For further information please visit:

<https://cypf.berkshirehealthcare.nhs.uk/contact-us/i-need-urgent-help-now/>





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Guidance for parents

Building Resilience and Wellbeing

Most children and young people thrive when they have:

- **Supportive relationships** with family, peers, and trusted adults
- **A sense of belonging** at school or in their community
- **Opportunities to express emotions** and build resilience
- **Access to early help** when they're struggling

Even among those who experience distress, **many recover well** with the right support. Schools and youth services play a vital role in **early identification and compassionate response**.



Internet and Social Media

Use of the internet and social media can be both harmful and protective in relation to self-harm and suicide.

Potential Harms

- Anxiety, depression, poor sleep
- Distorted body image
- Cyberbullying & FOMO
- Exposure to self-harm content or methods
- Contagion effects

Potential Benefits

- Access to health info and peer experiences
- Emotional support & community
- Self-expression and identity
- Building relationships
- Access to professional/therapeutic support



Empathy and Validation

- Acknowledge how they are feeling e.g., “I can see that you’re struggling”, “I appreciate this is really difficult for you”.
- Show care and concern.
- Connection before correction...



Conversation dos and don'ts

- **Do** actively listen in a calm and open manner
- **Do** show empathy
- **Do** observe and notice e.g. “I notice you seem quiet today...”
- **Do** be curious e.g. “I wonder if ...”
- **Do** use questions to check your understanding e.g. “I think you are telling me that ... have I got that right?”
- **Do** normalise what the young person is feeling and going through
- **Do** praise them for sharing their difficulties with you
- **Don't** be afraid to initiate a conversation – remember they may feel embarrassed or reluctant to seek help
- **Don't** minimise or deny e.g., “you’ll be fine”, “don’t cry, you have nothing to worry about”
- **Don't** criticise e.g., “stop being silly”
- **Don't** swoop in to “fix it” straight away

Do's and Don'ts

Do:

- ✓ Speak to a GP if you're concerned about any symptoms of anxiety, self-harm or suicidal ideation
- ✓ Try encourage your child to talk about their feelings to you, a friend, other family member, trusted adult in school or a health professional
- ✓ Try the [6 ways to feel happier](#), which are simple lifestyle changes to help your child feel more in control and able to cope
- ✓ Try [mindfulness](#), where you focus on the present moment
- ✓ Listen to [free mental wellbeing audio guides](#)

Do's and Don'ts (Continued)



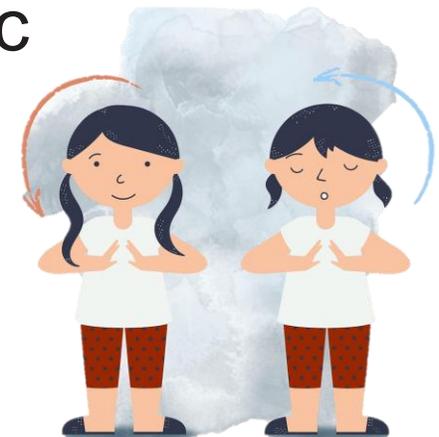
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Don't:

- Do not try to do everything at once; set small targets that your child can easily achieve
- Do not focus on the things they cannot change – it's important they focus their time and energy into helping themselves feel better
- Remind them that they're not alone – most people feel low sometimes and support is available
- Be cautious about risk to self, eg: making sure they don't have means to access (sharp objects, harmful substances etc) as they can further contribute to poor mental health

Relaxation and techniques to refocus attention

- Times tables
- Alphabet/category game
- Counting objects
- Playing a game
- Cooking
- Read a book
- Talk to friends
- 5, 4, 3, 2, 1 grounding technique
- Finger breathing
- Mindful/belly breathing
- Progressive muscle relaxation
- Listening to music
- Yoga



Self-Compassion

“...Place the oxygen mask on yourself first before helping small children or others who may need your assistance.”



MHST referral Process



1. Speak to school staff about any mental health difficulties your child is experiencing and if you think you'd like our support.



2. Staff will complete a MHST referral form with consent from yourselves.



3. We will explore whether our service is the best service for your child and let you know the outcome of the referral.



Resources



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(Click on links below to view webpage)

- [Samaritans](#), call [116 123](tel:116123) or email jo@samaritans.org if you need someone to talk to
- [6 ways to feel happier](#)
- [Find out more about peer support on the Mind website](#)
- [Mindfulness](#)
- [Free mental wellbeing audio guides](#)
- [Mind: how to improve your mental wellbeing](#)
- [Mind: stress – managing stress and building resilience](#)
- [Health for Teens: advice about low mood](#)
- [Every Mind Matters: mental wellbeing tips](#)

Resources

- [Alumina | Selfharm](#)

Alumina is a free, online 7 week course for young people struggling with self-harm. Each course has up to 14 young people, all accessing the sessions from their own phones, tablets or laptops across the UK. The courses take place on different evenings of the week and are run by friendly, trained counsellors and volunteer youth workers.

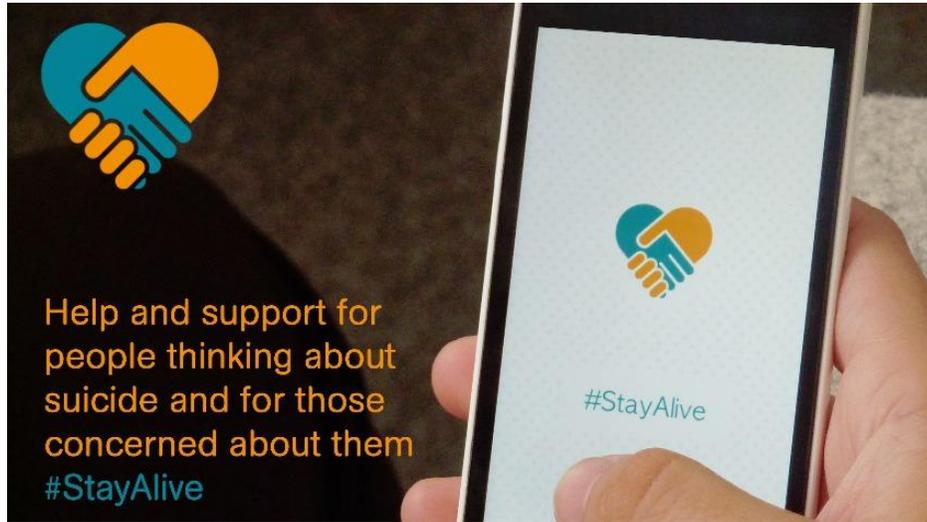


- [Home - Kooth](#)

Kooth is a free, safe, and anonymous online platform where young people can access mental health support whenever they need it. Delivered in partnership with the NHS, Kooth is available to anyone between the ages of 10-18.



Stay Alive Smartphone App



Stay Alive is a new suicide prevention app that has been developed by Grassroots and is available to download via the website: <http://www.prevent-suicide.org.uk/>

Key features include:

- Quick access to UK national crisis support helplines
- A mini-safety plan
- A LifeBox of photos you can upload from your phone
- Strategies for staying safe from suicide
- How to help a person thinking about suicide
- Suicide myth-busting

CalmHarm App



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Calm Harm is an award-winning app developed for teenage mental health charity **stem4** by Dr Nihara Krause, Consultant Clinical Psychologist, using the basic principles of an evidence-based therapy called Dialectical Behavioural Therapy (DBT)

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Thank you

Questions...?



 www.berkshirehealthcare.nhs.uk